





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:** HAWAII BUILDING INDUSTRY FOUNDATION

**DBA/Trade Name:** Building Industry Association of Hawaii

**Issue Date:** 01/14/2024

**Status:** Compliant

Hawaii Tax#: [REDACTED]

New Hawaii Tax#:

FEIN/SSN#: XX-XXX6525

UI#: No record

DCCA FILE#: 209760

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	Compliant
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

**Status Legend:**

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

**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, 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.

Hawaii Building Industry Foundation

\_\_\_\_\_  
(Typed Name of Individual or Organization)

01/15/2024

  
(Signature)

\_\_\_\_\_  
(Date)

Holly Kessler

Executive Director

\_\_\_\_\_  
(Typed Name)

\_\_\_\_\_  
(Title)



January 15, 2024

To: 2024 Hawaii State Legislature

Re: Declaration of Public Purpose

The Hawaii Building Industry Foundation certifies that this 2024 Grant-In-Aid Request meets the public purpose requirements under H.R.S. §42F -102. The following information serves as the basis for our declaration of certification:

**1) Name of the requesting organization:** Hawaii Building Industry Foundation

**2) Public purpose of the grant:** Green PACT is designed to equip students with core skills necessary for construction employment in a training environment with financial support that allows underprivileged students to concentrate on their learning.

- Data from the "Hawai'i Skilled Trades Workforce Analysis" in May 2023 reveals Carpenter, Laborer, and Plumber jobs offer promising earnings amidst a growing shortage of labor. These sectors exhibit some of the highest annual job openings in Honolulu County and are among the fastest-growing Green PACT trains for careers in carpentry, plumbing, and heating/ventilation/air conditioning (HVAC), and state-of-the-art green building practices for a competitive advantage.
- The demand for skilled labor begins before formal apprenticeships due to deficiencies in core skills among high school-age individuals Green PACT collaborates with community partners to deliver essential pre-apprenticeship skills including applied mathematics, safety, construction fundamentals, and job readiness.
- Skilled workforce training is notoriously inaccessible for underserved youth, with an information gap and the understanding that transition/access is especially difficult when faced with socio-economic hardship. This proposal emphasizes challenges faced by youth, and for the first time: a blended learning path will be offered for a growing online population with hybrid needs and the program will offer a stipend, providing students with essential income while participating in community service projects, addressing financial needs, and fostering a sense of accomplishment. Green PACT aims to bridge the skills gap and make skilled trades more accessible, with a focus on underrepresented groups to facilitate a diverse and inclusive skilled workforce.

**3) Services supported by this grant:** Our commitment to empowering individuals as they transition into life after high school is deeply rooted in its mission and is evident through the Green PACT project, which bridges the gap felt by young people who are interested in the skilled trades, but don't have the ways or means to develop core skills necessary for the industry. We are dedicated to enhancing the construction industry in Hawai'i, and this extends to nurturing the next generation of skilled professionals. Green PACT aligns with HBIF's broader vision by recognizing that success after high school doesn't solely hinge on traditional college pathways. Instead, the organization understands the value to our youth, our families, our communities, and our economy of providing diverse career opportunities.



By offering pre-apprenticeship training in carpentry, plumbing, and HVAC, and ensuring access to financial support, we are equipping young people for a future that embraces alternative career opportunities and also addresses labor shortages in the industry. It echoes the organization's commitment to fostering early career awareness, enhancing skills, and eliminating barriers to lucrative and fulfilling careers. The project's approach provides a moderate stipend and engages students in community service projects. It fosters financial stability and encourages a sense of accomplishment, enriching the lives of young individuals as they transition. HBIF is committed to supporting youth in their journey and reinforces the idea that there are diverse and rewarding career opportunities beyond traditional education.

**4) Target group:** We will actively address the issue of shortage of skilled labor in the State of Hawai'i through the Green PACT program, bridging the skills gap and creating pathways for underserved, young aspiring workers with proven success. STUDENTS. The objective is to make workforce training more accessible, catering to and incentivizing underprivileged, young adult learners who are interested in transitioning from a traditional education or job pathway into a pre-apprenticeship program. In our recruitment efforts, we will place a laser-like focus on the identified target populations including young people aged 17-24 who are prime candidates for a non-traditional training path.

**5) Cost of the grant and budget:** We are humbly requesting that the Hawaii State Legislature consider this proposal to receive general operating funds in the amount of \$59,460 to support funding for this proposal to provide the above mentioned training. The undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Sincerely,

A handwritten signature in black ink that reads "Holly Kessler". The signature is written in a cursive, slightly slanted style.

Holly Kessler  
Executive Director

## 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

HOLLY KESSLER, EXECUTIVE DIRECTOR

PRINT NAME AND TITLE

01/15/2024

DATE

## 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**

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

Attached.

#### **3. Public Purpose**

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

Attached.

### **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;

#### **About Hawaii Building Industry Foundation (HBIF), BIA Hawaii (BIA) & the CTC Facility (CTC)**

**HBIF** was established in 2004 to strengthen and support the building community. Its corporate purpose is organized exclusively for charitable, scientific, literary, and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, and aims to provide scholarships to deserving, economically disadvantaged students who are interested in pursuing careers in the building industry. And to develop a sustainable building industry workforce in the State of

Hawaii by providing educational opportunities for career development, including but not limited to the following: coordinating and promoting industry events and activities that provide educational awareness and support of industry issues; promoting educational programs that support a safe working environment; providing opportunities for the industry to showcase its projects, services, and products to educate the community in conducting business with industry professionals; encouraging participation in designation programs and career enhancement development tracks; and supporting community educational outreach programs that encourage life-long learning. [www.hawaiibuildingindustryfoundation.org](http://www.hawaiibuildingindustryfoundation.org)

**BIA Hawaii** was originally chartered in 1955 as the Home Builders Association of Hawai'i with the mission to take a leadership role in unifying and promoting the interests of the construction industry to enhance the quality of life for the people of Hawai'i. BIA Hawai'i is affiliated with the National Association of Home Builders (NAHB), currently the largest and most influential building trade association in the United States, and the Hawai'i Building Industry Foundation, its philanthropic arm. BIA Hawai'i has consistently provided education and training to support a sustainable construction workforce in Hawai'i, offering professional development, pre-apprenticeship trainings, and lifelong learning programs. [www.biahawaii.org](http://www.biahawaii.org)

**The CTC Facility** stands as the premier institution for comprehensive training courses and workforce development programs in the state. The Facility offers a broad spectrum of nationally recognized professional designation courses, Workplace First Aid and CPR with AED Instruction, OSHA 10-Hour, 30-Hour, and 40-Hour courses, Scaffold Safety, Construction Quality Management for Contractors, Fall Protection, Safety Hazard Awareness Training for Contractors, and EPA Lead Renovator Certification and Refresher courses. Moreover, Hawai'i's CTC Facility has proudly served as the official training site for OSHA training by the OSHA Training Institute Education Center (OTI) since 2010, consistently training an average of 368 individuals per year. These participants hail from various backgrounds, including unemployed and underemployed individuals, disadvantaged young adults, and minority populations, with notable representation from Native Hawaiian, Asian, and Pacific Islander communities.

2. The goals and objectives related to the request;

## **PROJECT GOALS & PROJECTED IMPACTS**

Education and skills are paramount in shaping the labor supply, driving business growth, and contributing to overall economic development (source: "How Education and Training Affect the Economy," Radcliffe 2020). The main objective of this initiative is to expand an established and proven learning program in Hawai'i to effectively tackle labor shortages and unemployment issues. Our focus is to improve access for a diverse range of people, with special attention to inclusion practices for underrepresented groups, while also building a strong infrastructure to support the progression of pre-apprenticeship program participants into union apprenticeships, job placement opportunities, and ultimately, successful careers in Hawai'i.



This initiative focuses on expanding access to skilled workforce trainings, which includes safety, professional development, and construction programs by offering a paid stipend for training hours. The objective is to make such training more accessible, catering to a growing population and incentivizing learners who are interested in transition from a traditional education or alternate job pathway into a pre-apprenticeship program for advancement in the skilled trades.

The core objectives of this endeavor encompass:

- Expanding the program's reach beyond traditional channels and partnerships, with a focus on community colleges, high schools, unions, and new partners
- Offering blended learning opportunities, accommodating students who are juggling summer programs and labor jobs or those who are interested in a transition from their 40-hour work week
- Providing a moderate stipend to program participants for their project involvement, allowing them to concentrate on training with reduced concern about external economic pressures.

The Green PACT program is specifically designed to equip underemployed and unemployed individuals with the knowledge, skills, and practical experience required to enter the green construction industry upon program completion. This initiative follows the apprenticeship model, which has been recognized for elevating workers' skills and productivity while reducing youth unemployment and underemployment significantly (source: Robert Lerman, PBS 2013). The program's unique approach blends classroom learning with hands-on skill development in a workshop setting and applies these skills in a practicum to demonstrate employment readiness.

The goals of the Green PACT program encompass:

- Developing a skilled workforce to meet the demands of the green construction industry today and in the future, addressing the urgent need for qualified entry-level construction apprentices.
- Bridging the skills gap between employers and potential employees, resulting in mutual benefits for employment, economic development, growth opportunities, and community well-being.
- Enabling young and underserved worker groups to transition into a new field with a focus on skilled labor and an opportunity to earn a moderate stipend while learning core math and job skills.

Our commitment to empowering individuals as they transition into life after high school is deeply rooted in its mission and is evident through the Green PACT project, which bridges the gap felt by young people who are interested in the skilled trades, but don't have the ways or means to develop core skills necessary for the industry. We are dedicated to enhancing the construction industry in Hawai'i, and this extends to nurturing the next generation of skilled professionals. Green PACT aligns with HBIF's broader vision by recognizing that success after high school doesn't solely hinge on traditional college pathways. Instead, the organization understands the

value to our youth, our families, our communities, and our economy of providing diverse career opportunities.

By offering pre-apprenticeship training in carpentry, plumbing, and HVAC, and ensuring access to financial support, we are equipping young people for a future that embraces alternative career opportunities and also addresses labor shortages in the industry. It echoes the organization's commitment to fostering early career awareness, enhancing skills, and eliminating barriers to lucrative and fulfilling careers.

The project's approach provides a moderate stipend and engages students in community service projects. It fosters financial stability and encourages a sense of accomplishment, enriching the lives of young individuals as they transition. HBIF is committed to supporting youth in their journey and reinforces the idea that there are diverse and rewarding career opportunities beyond traditional education.

3. The public purpose and need to be served;

In 2004, Congressman Neil Abercrombie organized the HIPA Job Summit to tackle the impending shortage of skilled construction workers. With 30% of the workforce expected to retire in five years and military housing privatization, the study highlighted the urgent need for pre-apprenticeship construction training. In response, the HBIF and BIA Board of Directors committed to creating The Construction Training Center of the Pacific (CTC), dedicated to fostering a sustainable construction workforce in Hawai'i through career development, ongoing education, outreach to underrepresented groups, workplace safety, and comprehensive designation programs for business success.

CTC is a comprehensive training hub providing academic and vocational training, career guidance, and supportive services to address labor shortages in the growing construction industry. BIA conducts an average of 368 construction-related training sessions annually, including Workplace First Aid, OSHA courses, Scaffold Safety, and Construction Quality Management. Since 2010, the CTC has been the official OSHA training site, educating over 2,000 adult learners from diverse backgrounds, including the unemployed, underemployed, disadvantaged young adults, and minority populations like Native Hawaiians, Asians, and Pacific Islanders. The CTC Facility also hosts the annual YouthBuild program and its Pre-Apprenticeship Construction Training program.

In 2004, BIA launched the Pre-Apprenticeship Construction Training (PACT) program, offering essential courses in construction mathematics, safety, and green building principles. Designed in collaboration with industry input, PACT has successfully recruited underrepresented individuals, including women, youth, minorities, veterans, and disadvantaged groups, for higher-paying construction jobs. Since 2006, 94% of participants graduated, and 75% secured employment within six months, with 52% entering various apprenticeship programs in trades such as carpentry, plumbing, electrical work, and more.

BIA furthered the program with development of the Green PACT program, designed to prepare unemployed and underemployed disadvantaged young adults for careers in environmentally friendly construction. The United States Bureau of Labor Statistics defines green construction as environmentally responsible and resource- efficient building practices, an industry that has experienced substantial growth over the past decade. As this sector expands, so does the demand for a workforce capable of promoting sustainability.

## **STATISTICS**

According to the recent "Hawai'i Skilled Trades Workforce Analysis" (May 2023), the leading skilled trades occupations in terms of employment volume within the state are as follows:

- Maintenance and Repair Workers, General - 6,440 jobs
- Carpenters - 5,670 jobs
- Construction Laborers - 3,950 jobs
- Heavy and Tractor-Trailer Truck Drivers - 3,510 jobs
- Electricians - 3,040 jobs
- Automotive Service Technicians and Mechanics - 2,650 jobs
- Plumbers, Pipefitters, and Steamfitters - 2,330 jobs
- Painters, Construction, and Maintenance - 2,010 jobs

Job candidates interested in pursuing a career in the skilled trades can choose from various pathways, including on-the-job training, short-term certification programs, or participation in one of over 50 registered apprenticeship programs in the state. These programs allow candidates to quickly enter the workforce while bypassing the conventional financial challenges associated with tuition costs and postsecondary loans. As they progress from apprentice to journeyman over 3 to 5 years on the job, they gain valuable experience that positions them for career advancement, which can lead to higher earnings in supervisory roles or even licensure as contractors.

## **CHALLENGES**

HBIF and BIA recognize the need for pre-apprenticeship training as it is apparent that the demand for skilled labor begins even before the formal apprenticeship stage. It often starts with a deficiency in core math skills among high school-age youth. To bolster and expand local skilled trades workforce development efforts in Hawai'i, it's essential to foster collective and collaborative action across the industry and enhance industry- education partnerships. Shared priorities include improving early career awareness and exposure to the skilled trades, ensuring candidates are well-prepared with the skillsets required in the field, including basic math and various professional skills, and addressing barriers to apprenticeship access and completion, such as financial literacy, transportation, and childcare demands.

HBIF and BIA actively address this need by collaborating with community partners to deliver core skills to young adults seeking to transition into a new career or embark on a path to a lucrative profession.

According to the same study, the average wages in these skilled trades are as follows:

- Carpenters: \$79,200
- Construction Laborers: \$59,210
- Plumbers: \$72,830
- Heating, Air Conditioning, and Refrigeration Mechanics and Installers: \$69,100

Moreover, the study reports that two of these sectors exhibit the highest average annual job openings in Honolulu County, with Construction Laborers boasting 600 job openings annually and Carpenters with 580 job openings annually. Additionally, Plumbers and HVAC jobs are among the fastest-growing job openings. The market for plumbers is currently experiencing rapid growth, with a projected 5% increase between 2020 and 2030, as reported by the Bureau of Labor Statistics (BLS). Plumbers can anticipate a median salary of \$56,330 annually, making this one of the most financially rewarding career paths that doesn't necessitate a degree.

It's crucial to address the shortage of labor in all these fields, and our approach focuses on training efforts that cover the fundamental principles of building and construction, emphasizing environmentally friendly practices to prepare the workforce for innovative and technologically advanced products that will be in demand in the years and decades to come (Source: Long-term Projections to 2028, HireNet Hawai'i).

In addition to the promising career prospects, it's crucial to recognize the unique challenges faced by individuals attempting to re-enter the workforce or transition into a new role. Many students find themselves in need of income to support their households, making a stable salary an attractive incentive to embark on and successfully complete our program. It's noteworthy that the current minimum wage in Hawai'i stands at \$14.00 per hour, which our proposal offers to pay students near to or equivalent to during their training cohort. The added twist is that the work they perform during this period contributes to a valuable community service project. This offers students the opportunity to witness the tangible results of their efforts, contributing to society, and receiving well-deserved recognition for their accomplishments. This dual benefit not only supports their financial needs but also fosters a sense of accomplishment and community engagement.

BIA's experience as a training facilitator in Hawai'i sheds light on an urgent and significant unmet need for resources and training, particularly in the high-hazard construction industry. In Hawai'i, the proposed training program could not be more timely.

## **The Opportunity: Job Growth**

The challenge at hand involves addressing specific skilled trades, including carpentry, plumbing, and HVAC, and the program also covers critical areas like jobsite readiness, safety, and entry-level business skills, including general administration, office management, and project management, to give our students a competitive edge from the outset.

According to the Hawai'i Department of Business, Economic Development, and Tourism (DBEDT), construction ranks as the sixth-largest industry in Hawai'i as of 2019, offering a median annual average wage of \$70,570, compared to the annual average wage of all occupations in Hawai'i, which stands at \$54,930 (BLS, May 2019). The construction sector encompasses various professionals, with most occupations providing annual wages exceeding \$30,000, making it an industry that offers living wages to workers, 30% of whom do not hold a college degree (National Association of Home Builders, 2012).

According to the DBEDT, construction has consistently contributed to job growth in Hawai'i over the past several years. In the first quarter of 2020, construction jobs increased by a remarkable 41.9%, which translates to 700 additional jobs compared to the first quarter of 2019 (DBEDT, 2020 Second Quarter Report). Private building authorizations in the state also rose by \$23.8 million (3.1%) in the first quarter, as compared to the same period in 2019. Furthermore, construction was recognized as one of the few essential industries throughout the waves of the COVID-19 pandemic, providing some relief to Hawai'i's economy and pushing this trend onward.

## **Additional Financial Strain and Diversity, Equity, Inclusion Rights**

Additionally, many schools and universities offer stipends to graduate students to offset the cost of living. Underprivileged students often come from socio-economic backgrounds with barriers such as limited financial resources and restrictive perceptions that reduce motivation and commitment. Unpaid trainings can also force students to take on loans to cover their living expenses, and for some it rules out the opportunity completely.

Our program will pay a modest stipend to students who are on a nontraditional learning path is especially beneficial to underprivileged students for several reasons:

- **Financial Support:** Offering a stipend helps cover basic living expenses, such as rent, food, and transportation, making it possible for them to attend the training cohort with less financial strain.
- **Equal Opportunity:** Paying students ensures that the opportunity is accessible to students from all socio-economic backgrounds, promoting equality and diversity before entry into the workforce. This can help break down barriers that may exist for underprivileged individuals.
- **Focus on Learning:** When students are not burdened by financial concerns, they can fully dedicate themselves to the learning experience during their

training cohort. This allows them to absorb more knowledge and develop valuable skills.

- **Professional Development:** A stipend provides underprivileged students with the opportunity to gain practical life experience in time and money management, significantly boosting their future career worldview – and prospects.
- **Reduced Debt:** Paying stipends helps reduce reliance on loans, ultimately lessening their financial burden after certification.
- **Motivation and Commitment:** Offering a stipend shows that the industry values the student’s contributions and is committed to their growth. This can motivate underprivileged students to excel in their roles and contribute meaningfully to the industry in the long run.
- **Improved Retention:** Paid students are more likely to complete their training cohort programs since they do not have to worry about financial instability. This leads to higher retention rates and ensures that the building industry can fully benefit from the program.
- **Long-term Benefits:** By providing financial support to underprivileged students during their training cohorts, the industry is investing in potential future employees. These students may become full-time employees and contributors to the economy, bringing with them their knowledge and dedication.
- **Diversity and Inclusion:** Paying a stipend to students from underprivileged backgrounds contributes to a more diverse and inclusive workplace, which can lead to greater creativity, innovation, and a broader range of perspectives within the building industry as a whole.

Providing a stipend for students is an innovative way to support underprivileged students and promote diversity, equity, and inclusion in the skilled trade workforce. It offers contribution toward financial stability, professional development, and valuable experience to those who might not have access to these opportunities otherwise.

4. Describe the target population to be served; and

### **The Need: Labor Shortage, Underserved Communities, & Lack of Training**

There remains a labor shortage in the construction industry, even as Hawai'i faces the highest levels of unemployment in its history and nationwide. Hawai'i's Green PACT aims to address this shortage and targets youth in vulnerable populations and looking to embark on a career in the skilled trades.

Within Hawai'i's population, 37.5% identify as solely Asian, and 10% identify as solely Pacific Islander. Asians represent the largest ethnic group in Hawai'i's construction industry at 35.3% (DBEDT, 2010). Minorities own 57% of Hawai'i's construction businesses, with 43% being owned by Asian and Pacific Islander (API) individuals (U.S. Census Bureau, 2012). The U.S. Census Bureau also reports a nearly 5% increase in minority-owned employer firms in the United States from 2014 to 2015 (July 2017). It's important to note that APIs have historically faced significant barriers and continue to be underserved and socially disadvantaged, partly due to a history of

discrimination as U.S. businesses historically sought cheap labor, primarily from immigrants (Diversity and Change: Asian American and Pacific Islander Workers, 2011). In Hawai'i, 38.9% of Asians either live below the poverty line or below the self-sufficiency threshold (DBEDT, 2010). Marshallese, in particular, have the lowest median household income at \$32,650 compared to the state's average of \$69,515 (DBEDT, March 2018).

Younger workers, defined as those under 25 years of age by OSHA, are particularly vulnerable to workplace hazards. OSHA reported that 335 young workers were killed on the job in 2013, and they are twice as likely to end up in the emergency room compared to their counterparts (OSHA, 2013). In the construction industry, work is often temporary or project-based, making access to proper safety training challenging.

There is also an ever-growing demand for greater access to training programs, which underscores the need to provide trainings in various formats. Online trainings appeal to women in the industry who, though underrepresented, are increasingly joining construction trades. They may find the flexibility of online access to training more appealing than rigid in-person offerings with fixed classroom schedules. A U.S. News data report revealed that some online bachelor's degree programs are almost entirely attended by women. A hybrid or blended learning system builds upon the Green PACT offering and expands access for underserved groups to pre-apprenticeship trainings.

5. Describe the geographic coverage.

The program's geographic coverage is 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;

The Green PACT training program spans 6 months, and this proposal accommodates one student group cohort training: 12 students in the FY2024/25 for a total training initiative of 12 students and 1,500 training hours. HBIF requests \$59,460 for the project and commits a \$25,675 match through in kind contributions from our partners and affiliates.

#### **PROGRAM DESCRIPTION**

The Green PACT program strives to cultivate a skilled and knowledgeable workforce capable of meeting the demands of green construction today and in the future,

addressing the significant need for construction apprentices as well as an entry-level workforce with core skills.

Green PACT is an intensive pre-apprenticeship training program with a specific emphasis on green construction practices. The program encompasses core construction skills, including applied mathematics and communication, industry-recognized safety certifications, and skills development courses focused on the fundamentals of green construction, covering material efficiency, water efficiency, energy efficiency, site and lot management, indoor environmental quality, occupant education, and best practices. The program also provides job readiness training, including personal development, office administration skills, and job interview preparation, along with job placement and retention support. Participants will gain experience in multiple construction trades, allowing them to assess their interests and skills.

The program features a hybrid approach, combining in-person and online classroom instruction with hands-on activities. This training imparts participants with the essential knowledge and skills required for tasks at work sites provided by the Hawai'i Public Housing Authority.

Green PACT has demonstrated remarkable success in attracting workers from various population segments seeking well-paying employment opportunities, including underrepresented communities such as women, youth, minorities, veterans, and disadvantaged groups.

Upon successful program completion, participants will receive a Facilities Maintenance Certificate from the Home Builders Institute (HBI) and will possess the knowledge and skills needed to choose their preferred career path within the construction industry.

The following is a breakdown of the skills covered in specific trades:

- Carpenters construct, repair, and install building frameworks and structures made from wood and other materials. Their skills include reading blueprints, framing floors, walls, ceilings, and roofs, building forms of concrete, and laying roofs with plywood and shingles.
- Heating, Ventilation, and Air Conditioning (HVAC) technicians install, maintain, and troubleshoot heating, ventilation, air conditioning, and refrigeration systems. Their skills encompass installing system wiring and circuits, maintaining and cleaning heating and air conditioning systems, installing air filtration systems, and testing systems using industry-standard methods.
- Plumbers install and repair plumbing fixtures and systems. Their skills involve cutting and joining pipes, installing, repairing, and maintaining plumbing systems, waste disposal, drainage systems, and fixtures like showers, diverters, sinks, faucets, and toilets.



For a versatile and accommodating learning experience, BIA & HBI provide a blended learning opportunity through the CTEtechWorks® virtual online platform. CTEtechWorks® is a web-based platform with instructional tools and content that supplements hands-on training. It caters to different learning styles, reinforces shop-learned concepts with technology, offers various assessment types, and allows instructors to explore innovative teaching methods.

The program also awards national-recognized safety certifications in First Aid & CPR w/AED (American Red Cross) and OSHA Safety and Health Standards for Construction 30-Hour. These certifications are industry standards that position certified students for apprenticeship opportunities or direct job placement.

### **A Proven Work Plan: Training Overview**

The Green PACT training program equips participants with essential interpersonal skills vital in the construction industry, emphasizing collaboration and trust among coworkers. The curriculum includes guest speakers representing various trades such as carpenters, electricians, plumbers, and painters, who provide insights into the industry's advantages and challenges. Additionally, the training integrates technology to enhance visual learning and emphasizes project-based learning. Participants will have the opportunity to engage with industry experts like construction suppliers, who will educate them on residential building connectors or other supplies and involve them in hands-on installation of products into the project framework. Furthermore, participants will embark on an informative 'hard hat tour,' a site visit of a developer's project, where they will gain valuable insights into the different construction phases of a residential subdivision currently under development.

The curriculum includes four pre-apprentice Green Building Fundamental Courses with industry input, covering OSHA safety, basic construction skills, first aid/CPR, and green building fundamentals. This training readies participants for entry-level positions in construction apprenticeships or jobs like carpenter, electrician, equipment operator, and plumber. These positions can lead to advanced roles like architect, engineer, or construction site supervisor.

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

Green PACT spans a six-week module, with the exact duration contingent on the number of days scheduled for training. Below is a general breakdown of the training weeks and their corresponding focus. The training weeks will not flow succinctly – and are expected to take six months to complete, beginning in August 2024 and ending February 2025.

- Week 1: Orientation, CPR/First Aide/AED Training, & Basic Principles in Math.
- Week 2: OSHA 30, Basic Principles in Math, & Hands-on Activity with a Supplier.
- Week 3: Basic Principles in Math/Print & Facilities.

- Week 4: Basic Principles in Math/Print, Facilities, & Green Building Fundamentals.
- Week 5: Basic Principles Review, Facilities, Job Readiness, Site Tour with a Developer, Green Building Fundamentals, & Honolulu Community College Trades.
- Week 6: Facilities, Job Readiness, & Green Building Fundamentals

For participation in the program, certain requirements must be met and help fulfill intentional learning opportunities both in hard and soft skills, on-the-job expectation setting and readiness including:

- High school diploma/GED equivalent (or currently in the process of obtaining one);
- Participants aged 17 or older are preferred (16-year-olds with approval);
- Participants must be drug-free;
- Uniform and supplies are mandatory (financial support provided): yellow neon T-shirts, pants, closed-toe shoes, gloves, safety glasses, hard hat, and tool belt (including essential tools);
- Participants are expected to attend training sessions during regular business hours, typically 8:30 am to 3:30 pm on classroom schedule days.

Throughout the training, participants will achieve significant milestones:

- Engage in hands-on projects encompassing various aspects of construction, including masonry, foundation preparation, framing, plumbing, and more, with a strong emphasis on blueprint reading;
- Complete pre- and post-program questionnaires for program evaluation;
- Undertake a CraftMath assessment to measure basic math skills upon entry;
- Complete an open-book exam on Basic Principles of Construction, requiring a passing score of 80%;
- Evaluation and skill mastery assessed using the Skill Achievement Record (SAR), a standardized checklist provided by the National Association of Home Builders (NAHB) Home Builders Institute.
- Upon successful completion, participants will have trained over 125 hours, typically conducted over a period of six weeks and will receive the following certificates, including a DOL Nationally Recognized Credential:
  - Home Builder Institute (HBI) Pre-Apprenticeship Certificate Training (PACT);
  - Fundamentals of Green Building from the Building Industry Association (BIA) Construction Training Center of the Pacific;
  - Occupational Safety and Health Administration OSHA-30 Construction Safety and Health;
  - Adult First Aid/CPR/AED Certificate from the American Red Cross

## **Curriculum**

The Green PACT curriculum encompasses 125+ hours of comprehensive learning, which includes classroom instruction, hands-on skill development in the workshop, and practical application of the acquired skills. These courses have been meticulously structured to provide participants with a well-rounded understanding of the essential knowledge and skills essential to the construction industry, with a particular emphasis on green principles and sustainable practices.

Course	Course Description	Length (hrs)
Preparatory	<b>Program Orientation &amp; Assessment</b> A complete overview of the program with Q&A. Participants complete preliminary math and communications assessments.	2
	<b>CraftMath</b> CraftMath is an applied construction mathematics course individualized to meet each student's needs to identify and help with problem areas in addition, subtraction, multiplication, and division of whole numbers, fractions, decimals, mixed numbers, measurement/rulers, construction drawings, perimeter and area.	20
Safety	<b>First Aid and Adult CPR with AED*</b> Gain the knowledge and skills necessary to prevent, recognize, and provide basic care for injuries and sudden illnesses until advanced medical personnel arrive and take over. The course covers first aid, adult CPR, and use of an Automated External Defibrillator (AED). Upon successful completion, participants receive a nationally recognized certification card from the American Red Cross.	7
	<b>Safety &amp; Health Standards for Construction (30-Hour OSHA)</b> Topics include: an introduction to OSHA, fall protection, electrical, confined space entry excavation, hazard communication; scaffold, stairways & ladders, material handling, personal protective equipment, hand & power tools, and ergonomics. Upon successful completion, participants receive a nationally recognized certification for this course from the OSHA Training Institute.	30
Industry Fundamentals	<b>Basic Principles for Construction</b> Participants take a comprehensive overview of the basics of residential and building craft trades which covers several areas including: mathematics, blue print reading, communications, workplace skills, safety, common tools, and careers in the field.	26

Course	Course Description	Length (hrs)
	<b>Fundamentals of Green Building</b> Provides participants with an overview of green building concepts and benefits including: innovative strategies in renewable energy resources, energy conservation, and pollution reduction; types of green jobs available in the construction industry; green building rating systems and programs and specific contributions that trades can make to achieve high performance buildings and green building certification.	8
Trade Specialties	<b>Introduction to Carpentry</b> Participants are introduced to carpentry skills and information, tools and materials. Workplace safety and caution are emphasized.	12
	<b>Introduction to Plumbing &amp; HVAC</b> Focuses on new residential construction plumbing; topics include tools & materials, fixtures & equipment. The Heating, Venting and Air Conditioning course explores matter, energy, heat, and basic refrigeration processes and safety issues.	12
Job Skills	<b>Job Readiness</b> Focuses on resume tips, confidence, knowledge and attitude, mock interviews, dress for success, and interview FAQ	8
	<b>Total Hours</b>	<b>125</b>

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

### **Prioritization of Quality**

The Construction Industry Skills segment of the curriculum was collaboratively developed with O'Brien & Company, a prominent green building and sustainability consulting firm headquartered in Seattle, WA. This firm specializes in green building consulting, sustainability program development, and strategies for cities and organizations. Their expertise extends to creating and teaching educational programs for green building professionals. The development of this curriculum was made feasible through a grant from the Department of Labor and Industrial Relations' Employment

Training Fund. The Basic Principles and Trade Specialties portion of the curriculum, specifically tailored to the Hawai'i market, was crafted in partnership with the Home Builders Institute ("HBI"). A multitude of local industry experts representing these trades and professions were integral to the content development. BIA added the Safety and Job Skills curriculum to ensure graduates not only possessed the hard skills necessary but also the certifications and soft skills essential for gaining a foothold in the industry.

Below outlines in detail how we monitor and evaluate our effectiveness and plans for making changes based on these outcomes.

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.

We intend to foster partnerships to collaborate on branding and elevating the importance of skilled trades among high school age and underserved youth. Our goal is to broaden young people's understanding of the diverse pathways available in these fields. To support this initiative, we will engage selected partners who will work closely with communications experts, pooling their collective expertise.

We have developed surveys and pre- and exit questionnaires, which enable us to remain flexible in our marketing and content delivery efforts.

Examples of the surveys we employ are found in Tables 1 and 2, below.

**TABLE 1: Pre-Study Questionnaire**

**Green PACT – Student Questionnaire**

1. What are three words that best describe you?  
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_
  
2. What is your favorite subject in school? \_\_\_\_\_
  
3. What is your least favorite subject in school?  
Why? \_\_\_\_\_  
\_\_\_\_\_
  
4. What subject do you wish you were better at?  
\_\_\_\_\_
  
5. What do you enjoy doing in your free time?  
\_\_\_\_\_
  
6. What are you most proud of in your life?  
\_\_\_\_\_
  
7. My ideal job would be?  
\_\_\_\_\_
  
8. I learn the most when?  
\_\_\_\_\_
  
9. What is your "WHY"? The reason you are in this GreenPACT program.  
\_\_\_\_\_  
\_\_\_\_\_
  
10. What do you want to learn in this program?  
\_\_\_\_\_  
\_\_\_\_\_

**TABLE 2: Exit Questionnaire**

**Green PACT – Student Questionnaire**

1. How did you feel when you first started the program (excited, nervous, etc?)  
\_\_\_\_\_
2. How do you feel now that you completed the PACT program?  
\_\_\_\_\_
3. What was your favorite part of the program?  
Why? \_\_\_\_\_  
\_\_\_\_\_
4. What was your least favorite part? Why?  
\_\_\_\_\_
5. What is the most important thing you learned?  
\_\_\_\_\_
6. What are you most proud of accomplishing in this program?  
\_\_\_\_\_
7. After completing PACT, what is your next goal?  
\_\_\_\_\_
8. How can we improve on the PACT program?  
\_\_\_\_\_
9. Comments or suggestions:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**We will measure success by:**

**Learning Outcome 1:**

- Enroll 12 individuals in the Green PACT program

**Learning Outcome 2:**

Underserved individuals attempting to enter the skilled trades face unique challenges; we will document that 75% of enrollees were unemployed or underemployed at the time of enrollment and underserved in various opportunities for access to or transition into the skilled trades.

**Learning Outcome 3:**

- In Hawai'i, the "who you know" factor plays an amplified role, influencing the success of recruiting endeavors; enrollees are crucial connections for us.

We will survey for a Satisfaction and a Net Promoter Score (anticipated 90-92% range), reflecting how likely our students will recommend the program (equivalent to 11 out of the anticipated 12 enrollees in the first cohort).

**Learning Outcome 4:**

- This new learning approach expands access to other underserved groups in need of online access and paid support to concentrate on learning rather than transportation and finances.
- We would like to determine the sustainability and longevity of the new version of the program by documenting via survey that 90% or more enrollees would not have participated if a stipend was not offered.

**Learning Outcome 5:**

- Jobs in the fields of carpentry, HVAC and plumbing are growing while the labor pool is shrinking.
- We will seek evidence that this program provides measurable motivation for enrollees to move into these specific trades by attaining a 75% employment or apprenticeship placement rate in PACT-related fields or industries within six months of program completion.

**EXPECTED POSITIVE OUTCOMES**

In Hawai'i, an expanded Green PACT training program couldn't be more timely. The construction sector continues to significantly contribute to the state's GDP

and this project offers a unique opportunity to leverage an already established and successful training initiative, while piloting an expanded version of the program. The project presents a chance to fortify existing partnerships while cultivating fresh ones, making way for a blended learning approach that can later expand access to underrepresented groups including women, more young individuals seeking alternative educational paths, incarcerated individuals striving for a fresh start through a reentry program, and transitioning groups in need of paid support to concentrate on learning rather than finances. A blended learning format promises time- and cost-effectiveness for students and trainers, alike.

**Measurable Achievements:**

- Enroll 20 underserved individuals in the Green PACT program and document that 75% of these enrollees were either unemployed or underemployed at the time of enrollment and were underserved in opportunities for transition.
- Record a net promoter score rate of to understand how likely the student is to recommend the program to another learner.
- Record a satisfaction rate of 92% among Green PACT participants through post- program surveys (equivalent to 11 out of the anticipated 12 enrollees in the first cohort, and 7 out of the anticipated 8 enrollees in the second cohort).
- Attain a 75% employment or apprenticeship placement rate in PACT-related fields or industries within six months of program completion.

**Additional anticipated impacts may include:**

- Future employer considerations of stipend payments at time of onboarding young workers as incentive to take core skills trainings like Green PACT before their start date. Until 2025, employers can contribute up to \$5,250 per employee annually for eligible education expenses without increasing taxable income (Section 127, Internal Revenue Code). With proof of concept from this funded proposal, BIA sees an opportunity to grow the stipend model and increase access for underprivileged young workers on a broader scale.
- Strengthened relationships with labor unions to facilitate a direct transition of students into apprenticeships and increase direct job opportunities in the industry.
- An opportunity to extend the blended learning program to other islands to support workforce needs, for example, of the Maui rebuild effort, which is anticipated to affect an already understaffed workforce throughout the state.
- Growing the instructor pool by offering a hybrid teaching environment, acknowledging that most instructors currently adapt their schedules to teach the program curriculum.
- New education avenues created through familiarity with and piloting of a paid stipend structure learning environment.
- New targeted student groups created through familiarity with and piloting of a blended Green PACT learning system, including underserved or disadvantaged youth, women, unskilled labor, and more. This expansion aims

- to further harness BIA's existing capacity in delivering industry-focused occupational, vocational, and academic trainings to individuals who currently have limited access.
- BIA anticipates connecting more employers with workers together through Green PACT as the program continues to expand.
  - There is a natural progression toward offering in-demand courses online with the potential to increase access for students across Hawai'i and the Asia Pacific U.S. Territories.

### **Past Successes & Outcomes**

Since 2006, 94% of student participants have successfully graduated from the program, with 74% of them securing gainful employment within six months, on average, of graduation. A significant number of graduates, approximately 52%, have entered apprenticeship programs in trades such as carpentry, plumbing, elevator construction, operating engineers, electrical work, masonry, taping, sheet metal, and painting. This impressive success rate can be attributed to the program's unique design, incorporating three key factors:

- **Industry-Informed Curriculum:** The program's curriculum was meticulously developed with focused input from industry professionals. It covers a comprehensive range of knowledge and skills crucial for success in the construction field.
- **A Complete Path to Success:** The program offers a holistic solution for individuals looking to enter the industry. Starting from strengthening fundamental skills, achieving safety certification, acquiring basic construction knowledge and skills, and offering life skills and job-hunting techniques, students are provided with a clear path toward success. They receive guidance on the options and steps from coursework to worksite.
- **Interpersonal Skill Development:** The group-based learning experience in the Green PACT program cultivates interpersonal skills that are vital in the construction workforce. Participants learn to work collaboratively with their peers and trust their fellow workers. These skills become evident in interviews or early in a student's employment journey.

### **Student Testimonials**

La: "My favorite part of the program was the hands-on training in the workshop. We learned building skills and had the opportunity to work on different projects. I'm beyond glad that I was able to attend the training because it taught me the importance of having a good work ethic, no matter how strict or stressful the job may be. A positive attitude can lead to success."

Jamal: "I enjoyed everything about the training and meeting new people. I've learned a lot about construction skills and want to get into a union trade program."

Kama: “My favorite part of the training was learning about blueprint reading. The measuring tape is easier for me to read now. Cutting wood is a lot easier to do now. I learned a lot more math than before. I enjoyed learning about hurricane clips and connectors and how important they are to the structure of a building.”

Brandyn: “The way the training prepared me for the construction industry is it gave me more confidence in moving forward to do a construction trade. Learning math was very important to me. All in all, the program at BIA was excellent.”

Gabe: “I enjoyed the math portion with Mr. Ryan the most. The hands-on work in the shop prepared me for the industry. Something important that I learned was anyone knows what the problem is. Your job is to find the solution.”

Alan: “My favorite part of the training was the facility maintenance. Learning about the different trades, hands-on skills, and building was an enlightening experience. The training helped me to better understand math, and now I know more about fractions.”

Lokene: “I enjoyed walking into the workshop and learning something new about building. BIA taught me the basic concepts and skills. I feel it was worth it because I know more now than I did before. This training will open many new doors for me in the future and jobs to look forward to. I'm glad I've learned how to read a tape measure more accurately, and using the power saw was a new experience for me. Learning how important it is to work with your peers is what will stick with me going forward.”

Rusty: “The part of the training that helped me was the hands-on work. I feel the skills I've learned have given me the opportunity to be better prepared to enter the construction industry. I've also learned that safety is the number one priority.”

Devonte': “My favorite part of the program was meeting Gavin, our trades instructor, and Ryan, our math instructor. The training that helped me was learning about building a foundation, some framing skills, safety, and the importance of teamwork. I'm glad I attended the training because it gave me a second chance to be better for myself and my family. I will take away everything that I learned through this program. It all meant a lot to me and my future.”

## **IV. Financial**

### **Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
  - a. Budget request by source of funds ([Link](#))
  - b. Personnel salaries and wages ([Link](#))
  - c. Equipment and motor vehicles ([Link](#))
  - d. Capital project details ([Link](#))
  - e. Government contracts, grants, and grants in aid ([Link](#))

SCHEDULES ATTACHED

**PROGRAM BUDGET RATIONALE & NARRATIVE**

The design of the Green PACT program prioritizes student learning through small class sizes, seasoned field-journeyman instructors and mentors, and a dedicated Program Coordinator. The program budget mirrors this commitment by addressing the costs associated with labor in a construction market that is currently facing a shortage of skilled workers.

**Cost Analysis**

The total cost of training for 12 participants, delivered in one cohort, amounts to \$85,135 with a request for funding in the amount of \$59,460. The total request for funding represents 70% of the total program cost.

BIA is committed to providing an in-kind match of \$25,675, which represents 30% of the total program cost.

The cost per participant for the program is \$4,955 each, with a maximum of 12 participants in the FY2024 cohort plus a part-time stipend for each student near to or equivalent to minimum wage at \$14 per hour for 20 hours per week for the 6-week program, totaling an additional \$1440 per student in each cohort.

While the per-student cost is substantial at \$4,955 each, the program yields significant economic and social advantages. Graduates become more self-reliant, well-prepared for apprenticeship programs and in a favorable position for employment in the construction industry. Enrollment in the Green PACT program provides a stipend income in the short term so that students may offset some of the cost of lost salary while they are in a learning or transitional capacity. The program also encourages ongoing education into an apprenticeship and further to that end, contribution to the economy and the community once placed into a career in construction. This opportunity to access well-paying jobs has a profound impact on supporting families and uplifting the community, making the project's long-term benefits immeasurable from both economic and social perspectives.

**Personnel Cost (Requested: \$13,500 / Match: \$0)**

With the support of the Chief Executive Officer and Finance Administrator, main project personnel includes an Operations Coordinator who will coordinate recruitment efforts, logistical planning, follow up with graduates, prepare reconciliations and reports, etc.; and Instructors who are building industry professionals who will enrich the courses by sharing their expertise. Instructor hours estimate preparatory, grading, classroom and workshop billable hours.

**Instructors (Requested: \$8,900 / Match: \$0)**

CraftMath/CommuniCraft.....\$50/hr x 22 hrs. = \$1,400

Cohort OSHA 30-Hour.....	\$125/hr x 32 hrs. = \$4,000
Cohort Fundamentals of Green Building.....	\$50/hr x 10 hrs. = \$500
Cohort Basic Principles for Construction.....	\$50/hr x 28 hrs. = \$1,400
Cohort Introduction to Construction Trades.....	\$50/hr x 28 hrs. = \$1,400
Cohort Job Readiness.....	\$50/hr x 10 hrs.= \$500
Cohort Operations Coordinator.....	\$54,000 x 0.25 FTE = \$13,500/Cohort

**Travel (Requested: \$1,500 / Match: \$0)**

Safe transportation via licensed van transport for the group is required for travel from BIA headquarters in Waipahu, Hawai'i to the developer trainer's jobsite of choice for the planned walk through and presentation by a developer at the construction site visit.

**Supplies (Requested: \$11,580 / Match: \$3,000)**

The hands-on nature of construction necessitates supplies allowing for full student participation, both in the classroom and in the shop, that is safe. The following items are included in Supplies:

**Text Books**

Orientation.....	12 / 8 x \$35 each = \$420 / \$280
CraftMath.....	12 / 8 x \$80 each = \$960 / \$640
Fundamentals of Green Building.....	12 / 8 x \$30 each = \$360 / \$240
OSHA 30-Hour Manual.....	12 / 8 x \$20 each = \$240 / \$160
Basic Principles for Construction.....	12 / 8 x \$280 each = \$3,360 / \$2,240
Intro to Facilities Maintenance.....	12 / 8 x \$280 each = \$3,360 / \$2,240
Instructor texts (Basic Principles/Facilities) 6 / 6 x \$200 each = \$1200 / \$1200	

**Additional Supplies**

Architectural Scales.....	12 / 8 x \$20 each = \$240 / \$160
Hard Hats.....	12 / 8 x \$20 each = \$240 / \$160
PPE/Carpentry Supplies.....	12 / 8 x \$100 each = \$1200 / \$800

**Project & Shop Supplies**

Includes \$250 per student for lumber, drywall, nails, screws, drill bits, saw blades, sand paper, safety glasses, paint, caulking, glue and other materials as needed.

**Marketing...(Requested: \$4,000 / \$0 Matching)**

**Contracts, (Requested: \$3,600 / Match: \$900)**

American Red Cross will facilitate a First Aid & CPR with AED Certification course.

BIA will contract with the Home Builders Institute for license to offer Pre- apprenticeship Certification Training & Blended Learning CTETechworks Program Access to trainees. The cost for this license is \$1200 per annum.

BIA will contract with the National Association of Home Builders for a 3 Year Membership for each student who successfully completes the Green PACT program.

Membership in the organization offers networking and job opportunities, mentorship, continuing education, industry discounts and more. Students completing the program under this funding opportunity will be recognized at membership meetings and events.

**Cost of membership to PACT graduates is \$900**  
(Requested: \$0; Match: \$900)

**Facility Rental (Requested \$0 / Match: \$21,775)**

Classroom Rental.....\$757/day x 25 = \$18,925  
Cohort Workshop Rental.....\$570/day x 5 days = \$2,850/Cohort

**Stipends (Requested: \$17,280 / Match \$0)**

An innovation to the program through this funding opportunity, the Green PACT program will pay students a moderate stipend both to attract trainees and to enable underserved trainees the opportunity to focus energies on learning, aiming to offset some of the cost of time away from ancillary work/labor jobs with the intent to transition into skilled trades. Stipends are paid in net earnings after tax, biweekly through direct deposit or check payment. Processing will be handled by Altres HR Symphony to ensure proper handling. Payments will be made near to or equivalent to the following minimum wage schedule: for FY24: \$14/hr x 20 hours per week at 6 weeks x 12 students = \$17,280.

**In summary, the total project cost is \$85,135. The amount requested to execute and carry out the proposal is \$59,460 for FY24/25. Match offering is \$25,675.**

- The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2025.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
25,000	25,000	9,460	0	59,460

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

ATTACHED

- 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.

NONE

- 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.

NONE

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2023.

\$309,258 (attached)

## **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.

### **STRATEGIC RESOURCE MANAGEMENT**

BIA has 25 years of project management experience, excelling in grant management, collaboration, and government grants. This proposal, crafted with industry insights and feedback, caters to diverse needs and recognizes the importance of strategic resource management such as key partnerships, collaborations, and project management and grant experience.

Over the years, BIA has cemented strong community connections not only within Hawai'i but also on the U.S. mainland's west coast and in the U.S. Territories in the Asia Pacific. Typically, training sessions fill up rapidly, frequently exceeding the proposed trainee goals, indicating the high demand for its programs.

Moreover, BIA has received funding from state government grants to provide training on entrepreneurial skills within construction, federal USDA skills-training grants, and several grants for conducting youth training via its pre-apprenticeship construction training program (PACT/Green PACT). Grant projects have featured extensive recruitment campaigns encompassing both traditional channels (radio, TV, newspapers, mailings) and innovative approaches like social media and email campaigns. These grants also involved substantial collaborations with non-profit organizations, industry experts, safety consultants/leaders, and, when training locations were distant, BIA proactively established partnerships on-site to ensure the successful execution of these training projects. BIA has also successfully managed seven federal Susan Harwood grants, surpassing attendee targets and providing safety training in the U.S., Asia, and Hawai'i. BIA also developed training curricula for this project.



Partners have played pivotal roles in supporting promotional efforts, coordinating activities, recruiting trainees, and providing guidance on cultural and community norms. The BIA staff is wholly committed to the success of every training program offered by the training facility. Over the years, BIA has conducted evaluations following the development of new training activities, amassing nearly 15 years of lessons learned and best practice assessments. BIA's Education Committee conducts initial evaluations for new programs, making adjustments to the content and materials based on the feedback provided. Subsequently, post-surveys, pre- and post-tests, designed according to project specifications, are distributed to participants, with constructive feedback sought to further enhance the training experience.

HBI partners with education systems and non-profit organizations across the country, including BIA, utilize HBI's award-winning Pre-Apprenticeship Certificate Training (PACT) curriculum through a license to offer the PACT curriculum. The PACT curriculum provides trades training and education that includes industry-recognized certifications. BIA also receives a PACT instructor guide, instructor training, certification and technical assistance, and PACT student workbook. Additionally, CTEtechworks®, HBI's online learning management system, provides blended and 3D learning resources for students and equips instructors with exclusive tools for teaching.

### **Key Partnerships & Personnel**

We recognize the strength of collaborative relationships with various organizations, including high schools, community colleges, and community service programs. We are actively engaging with a network of esteemed community organizations, experts in their respective fields, ranging from construction and small businesses to specialized training topics. These partnerships offer invaluable insights, resources, and expertise relevant to the interests of our program attendees.

Our cooperative efforts foster community unity, bringing together resources and knowledge to empower and educate a sustainable construction workforce in Hawai'i.

BIA extends its heartfelt gratitude to our dedicated partners who are instrumental in promoting career development and lifelong learning programs:

- Alu Like
- American Red Cross Hawai'i State Chapter
- American Savings Bank
- Associated General Contractors of America
- Brigham Young University, Hawai'i
- Carpenters Union
- Cement & Concrete Products Industry of Hawai'i
- City and County of Honolulu
- Department of Education Community Schools at various high schools and community schools
- Department of Labor and Industrial Relations
- Farrington High School

- Hawai'i Building Industry Foundation
- Hawai'i State Department of Education
- Hawai'i Pacific Steel Framing Alliance
- Hawai'i Technology Institute
- Home Builders Institute
- Kahuku High School
- Kamehameha Schools, Bishop Estate
- Laborers Union
- Nanakuli Housing Corporation
- National Association of Home Builders
- Oahu Workforce Investment Board
- Oahu WorkLinks
- Occupational Safety & Health Administration
- Office of Hawaiian Affairs
- Pacific Gateway Center
- University of Hawai'i Career Pathways
- University of Hawai'i Community Colleges
- State Vocational Rehabilitation
- Volunteer Resource Center of Hawai'i
- YouthBuild

BIA has a successful history of achieving the objectives of various grant-funded projects with these partners and more, as outlined below:

- Office of Hawaiian Affairs (2005-2007): BIA/CTC provided training for Native Hawaiians to enter the construction industry through their Pre-Apprenticeship Construction Training (PACT) program.
- US Department of Justice Federal Bureau of Prisons, FDC Honolulu (2007 to current): BIA/CTC provided training for offenders at the Federal Detention Center (FDC) Honolulu, enabling them to enter the construction industry through their Pre-Apprenticeship Construction Skills (PACS) program.
- Hawai'i Community Foundation/HASEKO Training Fund (2007 – current): BIA/CTC offered Pre-Apprenticeship Construction Training (PACT) to expose Ewa community participants to various aspects of the construction industry, preparing them for entry-level jobs and apprenticeship programs.
- City & County of Honolulu/Leeward Community Benefits Program (2008 – 2009): BIA/CTC provided training for Leeward coast residents to enter the construction industry through their Community Pre-Apprenticeship Construction Training (PACT) program.
- Hawai'i Career Challenge – The Paxen Group (2007 – 2008): BIA/CTC partnered with The Paxen Group, Inc. and the Hawai'i Army National Guard's Youth Challenge Academy to provide pre-apprenticeship construction and life skills training for at-risk youth aged 18-21.
- Waianae Coast Comprehensive Health Academy - Waianae Health Academy (2013): BIA/CTC collaborated with the Waianae Health Academy to provide

training for Native Hawaiians through its Pre-Apprenticeship Construction Training (PACT) program.

- Honolulu Youthbuild Program: BIA/CTC joined forces with the Department of Community Service, Workforce Division – Youth Services Center to provide training for at-risk youth aged 18-24 through its Pre-Apprenticeship Construction Training (PACT) program.

These experiences demonstrate our dedication to creating opportunities and training pathways in the construction industry, and we remain committed to fostering productive collaborations with our partners.

## **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.

The Construction Training Center of the Pacific (CTC) is a comprehensive training hub located in Waipahu Hawaii, providing academic and vocational training, career guidance, and supportive services to address labor shortages in the growing construction industry. The CTC is dedicated to fostering a sustainable construction workforce in Hawai'i through career development, ongoing education, outreach to underrepresented groups, workplace safety, and comprehensive designation programs for business success. Our CTC Facility has successfully graduated over 300 students from the Pre-Apprenticeship Construction Training program.

## **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.

#### **Key Project Personnel**

Roseann Freitas - Chief Executive Officer, BIA Hawai'i: Mrs. Freitas is responsible for overseeing all association operations, finances, and governance. Her leadership extends to implementing decisions made by the Board of Directors, administration of association policies and procedures, community and membership relations, industry events, training and educational initiatives, grant activities, and the management of the Construction Training Center of the Pacific. In the context of this proposal, Mrs. Freitas will supervise program progress.

Stanley Uratsuka Director of Finance & Administration, BIA Hawai'i: Mr. Uratsuka was previously contracted through HiAccounting and has worked with BIA for several years. Mr. Uratsuka will assist the project with financial reporting and reconciliations.

Eva Marie Whitworth, CHST, CSP - Operations Coordinator/Education Specialist, possesses experience in educational program planning and execution and holds several certifications in safety topics and is a certified trainer. Ms. Whitworth is responsible for scheduling, marketing, and planning courses and educational programs, including Green PACT for youth and continuing education courses for construction industry professionals. She is dedicated to ensuring project success through day-to-day activity coordination, logistical planning, instructor and student calendaring/registrations, relationship management, project accounting processes, partnership growth, and curriculum/materials execution.

Contractual Hires: Contractual hires will include a Communications Director, Holly Kessler, who specializes in curating press releases and managing communications for BIA and program-related topics. Additionally, the Marketing Agency, Saggio, will be engaged for negotiations with publishers and advertising channels, as well as creating sophisticated targeted messaging and marketing materials. Saggio brings a wealth of experience working with associations, industry education programs, and employers in the home building industry, with expertise in social media, video creation, outreach, and engagement initiatives.

Instructors & Qualifications: Trainers are industry experts with a minimum of five years of experience in their field. These individuals, primarily from OSHA and the National Association of Home Builders (NAHB), have actively participated in safety, occupational health, and construction skills training in Hawai'i. They will be experienced construction field journeymen, supervisors, superintendents, and management personnel, often members of BIA. These instructors bring real-world construction experience to the classroom, facilitating a strong connection between training and industry practice. Instructors for BIA are required to have at least five years of journeyman experience, along with either a current vocational teaching certification or the ability to obtain one, as approved by the Education Specialist. Instructors are flexible, creative, and possess coaching and counseling skills to interact effectively with students. They are also adept at multitasking, completing administrative tasks, building relationships with staff and community agencies, and working with diverse and "at-risk" student populations. Additionally, instructors demonstrate excellent written and oral communication skills and are hired on an on-call basis.

Holly Kessler, Executive Director of the Hawaii Building Industry Foundation brings over 20 years of experience in non-profit management and grant writing and administration and will work with BIA staff to oversee and execute the logistics and finances related to this grant proposal.

## 2. Organization Chart

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



## 3. Compensation

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

CEO \$130,000 - \$150,000

Finance Director \$80,000 – \$100,000

Communications/Executive Director \$50,000 - \$70,000

## VII. Other

### 1. Litigation

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

N/A

### 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.

## Curriculum Licensing

The CTC Facility holds the esteemed training academy designation from the Home Builders Institute (HBI), the workforce development arm of the National Association of Home Builders (NAHB). HBI boasts over 40 years of experience in career training for the construction industry. They offer technical trades and entrepreneurship training for youth aged 16-24, serving through Job Corps programs, Military Services, Academies, and correctional facilities. HBI focuses on character and self-esteem development, resulting in an 80% job placement rate for graduates. Their programs are available in local communities nationwide, serving youth, veterans, displaced workers, and underserved populations through 625 programs across 48 states, Puerto Rico, and collaborations with 270 partner organizations, registering 25,000 learners and issuing 9,370 trade skills training and education certifications. The green building training includes a pre-apprenticeship courses and training modules developed with input from local industry experts and HBI, suitable for both pre- apprentices and journey-level professionals.

### 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.

N/A

### 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.

HBIF will continue to fundraise through private foundation grants and fundraisers to support the PACT program. If funds are not received from the GIA, we will scale back our cohort as appropriate.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

Applicant: Hawaii Building Industry Foundation

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	13,500			
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
<b>TOTAL PERSONNEL COST</b>	<b>13,500</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	11,580			3,000
7. Telecommunication				
8. Utilities				
9. Instructor costs	8,900			
10. Transportation	1,500			
11. Operational costs	23,980			22,675
12				
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>45,960</b>			<b>25,675</b>
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>59,460</b>			<b>25,675</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	59,460	Holly Kessler	808-629-7509	
(b) Total Federal Funds Requested	0	Name (Please type or print) <span style="float: right;">Phone</span>		
(c) Total County Funds Requested	0	<i>Holly Kessler</i>		
(d) Total Private/Other Funds Requested	25,675	Signature of Authorized Official <span style="float: right;">Jan. 15, 2024</span>		
<b>TOTAL BUDGET</b>	<b>85,135</b>	Holly Kessler, Executive Director Name and Title (Please type or print)		

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

Applicant: Hawaii Building Industry Foundation

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Educational Specialist/Operations Coordinator	1	\$54,000.00	25.00%	\$ 13,500.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				13,500.00
<b>JUSTIFICATION/COMMENTS:</b> This position is responsible for scheduling, marketing, and planning courses and educational programs, including Green PACT for youth and continuing education courses for construction industry professionals				



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2024 to June 30, 2025

Applicant: Hawaii Building Industry Foundation

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	0
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				<b>0</b>
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	0
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				<b>0</b>
JUSTIFICATION/COMMENTS:				

# BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2024 to June 30, 2025

Applicant: Hawaii Building Industry Foundation

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						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>JUSTIFICATION/COMMENTS:</b>						

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

Applicant: Hawaii Building Industry Foundation

Contracts Total: -

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)</b>	<b>CONTRACT VALUE</b>
1	N/A				-
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

## Hawaii Building Industry Foundation

### 2025 Potential List of Funders

	<b>Amount</b>	<b>Status</b>
Cooke Family Foundation	\$ 5,000	Decision Pending
McInerney Foundation	\$ 5,000	Decision Pending
Hawaii USA Federal Credit Union	\$ 5,000	Decision Pending
Building Industry Labor Association of Hawaii	\$ 5,000	Decision Pending
NFL Foundation	\$ 5,000	Decision Pending
Kosasa Foundation	\$ 5,000	Decision Pending
HEI Charitable Foundation	\$ 5,000	Decision Pending
Cades Foundation	\$ 5,000	Decision Pending
First Hawaiian Bank Foundation	\$ 5,000	Decision Pending
Atherton Foundation	\$ 5,000	Decision Pending
<b>TOTAL</b>	<b>\$ 50,000</b>	

# Hawaii Building Industry Foundation

## Balance Sheet

As of December 31, 2023

	<u>Dec 31, 2023</u>
ASSETS	
Current Assets	
Checking/Savings	
Edward Jones Investments CD	10,268.44
First Hawaiian Bank Operating Account	136,490.39
FHB Maui Fund Checking Account	162,500.00
Total Checking/Savings	<u>309,258.83</u>
Total Current Assets	<u>309,258.83</u>
TOTAL ASSETS	<u><u>309,258.83</u></u>
LIABILITIES & EQUITY	
Equity	
Opening Balance Equity	113,565.06
Unrestricted Net Assets	6,275.56
Net Income	189,418.21
Total Equity	<u>309,258.83</u>
TOTAL LIABILITIES & EQUITY	<u><u>309,258.83</u></u>



January 8, 2024

To whom it may concern:

This letter is to endorse the Hawaii Building Industry Foundation's grant application for funding to support the **Pre-Apprenticeship Construction Training** program.

The Building Industry Association of Hawaii works in collaboration with the Hawaii Building Industry Foundation to support the PACT program with the goals to:

- Offer a comprehensive vocation training program that provides participants with an overview of construction industry trades;
- Give participants opportunities to earn nationally recognized certificates;
- Assists participants with career readiness training.

The program builds awareness and understanding of the different trade opportunities and the skills needed to pursue a career in the industry, while giving them a competitive advantage for entry-level positions in the workforce and apprenticeship programs all while strengthening Hawaii's construction workforce.

Sincerely,

A handwritten signature in blue ink that reads "Roseann Freitas".

Roseann Freitas  
Chief Executive Officer  
Building Industry Association of Hawaii



January 3, 2024

RE: Letter of Endorsement PACT Program

This letter is to endorse the Hawaii Building Industry Foundation's grant application for funding to support the Pre-Apprenticeship Construction Training (PACT) program.

As a BIA Hawaii board member and PACT program instructor, I believe in young people who need another chance. The PACT program provides opportunities for at-risk young adults to take the initial steps toward launching careers in the construction trades and begin to score victories in ways they might not have experienced before. Many of them are from broken homes or made poor choices that took them down the wrong path in life. Through the PACT program, they've made a commitment to challenge themselves to learn new vocational skills and follow a pathway toward achievement.

As a PACT instructor who teaches blueprint reading, I've seen their eyes light up when I task them with designing their own dream home. Often times they'll ask, shyly, "How big can I make it? Can it be fancy?" "As BIG and FANCY as you want," I tell them! You get to share in their excitement as they create designs for their families with every amenity imaginable! It's their chance to dream and begin to believe they can actually build a life for themselves that they, and their family and friends, would be proud of. We're already proud of them from the moment they step into the classroom.

Dr. Randy Furushima defines a promise as an "*invitation to our relationships into the future.*" We make and honor promises to people we care about because we want them to be a part of our future and share in the blessings of long-lasting relationships. Our promise to each student is to keep improving our PACT program so that they, and many others like them, will have opportunities to build rewarding careers in the construction industry. It's our invitation to them to a life of accomplishment.

At the end of my last day of classes, I always ask what they liked most. Someone will always say, "We just needed someone to believe in us."

*Evan K. Fujimoto*

Evan Fujimoto, CAPS, CGB  
President



1144 YOUNG STREET - HONOLULU, HAWAII 96814 - (808) 593-2808 - FAX (808) 591-9294

Email: [gbi@grahambuilders.com](mailto:gbi@grahambuilders.com) [www.grahambuilders.com](http://www.grahambuilders.com)

Contractor's License #BC 16446

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAY 19 2005**

HAWAII BUILDING INDUSTRY FOUNDATION  
1727 DILLINGHAM BLVD  
HONOLULU, HI 96819

Employer Identification Number:  
20-2216525  
DLN:  
17053074017005  
Contact Person:  
THOMAS M KALLMAN ID# 31383  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Public Charity Status:  
170(b)(1)(A)(vi)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
October 12, 2004  
Contribution Deductibility:  
Yes  
Advance Ruling Ending Date:  
December 31, 2008

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

If you distribute funds to other organizations, your records must show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence the funds will be used for section 501(c)(3) purposes.

Letter 1045 (DO/CG)



HAWAII BUILDING INDUSTRY FOUNDATION

If you distribute funds to individuals, you should keep case histories showing the recipient's name and address; the purpose of the award; the manner of selection; and the relationship of the recipient to any of your officers, directors, trustees, members, or major contributors.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script that reads "Lois G. Lerner".

Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)