

Proposal

Christian Aviation Ministries

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Introduction:

Christian Aviation Ministries is a non-profit 501(c)(3) Foundation. Our main objective is to provide educational loan repayment grants to individuals sensing God's call in becoming a missionary aviator/mechanic. We have collaborated with several aviation mission organizations and training schools to help us identify their personnel needs and potential candidates in order to expedite the process of getting pilots onto the mission field.

Request for Funding:

Christian Aviation Ministries seeks funding from foundations, to cover the debt payment of a candidate of your choice as listed in Table 2 below. The award will be used to pay the educational debt of a missionary pilot/mechanic and will ensure his/her placement in the mission field. As indicated in Table 2, we are seeking sponsorship in the form of debt retirement for 43 individuals. Should it be possible for your organization to sponsor more than one candidate, such sponsorship will be greatly appreciated.

Problem Statement:

Excessive student loan debt load caused by increasing training costs is the main obstacle preventing individuals from reaching the mission field as aviator/mechanics. According to Global Mapping International's *'FlightPlan'* Research, the number of student pilots has dropped 41% in the past 20 years. Mission Aviation Fellowship has identified an annual need for 15-trained pilot/mechanics. Jungle Aviation and Radio Service has identified a need for 18-trained pilots/mechanics annually to meet their mission field needs through 2015. The main reason for the drop in trained pilot/mechanics is the issue of incurred training debt. Mission aviation organizations require 100% of the training debt be paid before sending the pilot/mechanics to the mission field. The cost of training a pilot/mechanic often ranges from \$80,000 to \$100,000 per trainee. As a result, a high percentage of students, many of whom are sons and daughters of missionaries, never make it to the mission field due to the expense of training debt they have incurred.

Quality of Project

To meet the mission field demand for trained pilot/mechanics it is necessary to eliminate the training debt load for persons wishing to enter the mission field. Given the fact that missionaries often must raise funds to support their mission placement, obtaining sufficient additional funds to pay off training debt frequently eliminates the individual from such placement. Missionary training organizations will not accept persons for

mission training who have any training debt. To resolve this problem and facilitate the entry into the mission field by qualified missionary pilot/mechanics, Christian Aviation Ministries (CAM), a 501, (c) (3) non-profit organization, located in Grand Rapids, Michigan, has collaborated with missionary flight organizations to make payments on training debt, thus allowing persons to enter the mission field. CAM currently supports three missionary pilot/mechanics by making monthly payments on their training debt based on 2 - four year terms of service in the mission field. The debt balance often approximates \$45,000. This debt is amortized over a period of eight years requiring a monthly payment of approximately \$325. To meet current obligations and the identified mission need (see [Table 2](#)), it will be necessary to annually raise \$240,312 for debt reduction. In addition to the direct payment on student loans, funding will be sought to meet administrative costs. To accomplish this, requests for funding will be made to charitable and philanthropic organizations that support or contribute to mission work.

The research suggests that the need for trained pilot/mechanics will continue to increase faster than the mission field's ability to train them. This statement is supported by the research conducted by Global Mapping International, Colorado Springs, Colorado, 2007. In their executive summary of research conducted in 2007 of mission field needs relative to aviation, they conclude: "Remote peoples are unlikely to be "eventually" reached by trickle-down from urban-oriented strategies. Despite the crushing growth of cities, rural populations are still growing, not declining, and most rural peoples are not increasing their mobility." The World Business Council for Sustainable Development projects that by 2030 more than one billion people will not have access to an all-weather road. The FlightPlan survey of Christian missionaries (expatriate and national), working among remote peoples, found physical access to be the number-one challenge among six key issues.

Mission Aviation Fellowship's (MAF) Operation *ACCESS!* found that 87 percent of 364 sectors studied had moderate to significant road-access barriers, and 89 percent had moderate to significant communications barriers. More than half of the sectors projected that services from MAF would be somewhat to significantly helpful in enabling access to the gospel and to kingdom-advancing resources. **The bottom line: "Strategies to specifically reach remote peoples will continue to be needed and relevant in Christian missions for the foreseeable future."**

Mission Aviation Fellowship, Nampa Idaho, supports the need for trained pilot/mechanics stating, "Currently, MAF faces the growing realization of increasing service and fewer pilots to meet those demands. We attribute this trend to more frequent world disasters, increasing missionary work and the increasing cost of pilot/mechanic training. MAF endorses and supports the efforts of Christian Aviation Ministries to provide educational loan repayment funding to aspiring missionary pilots and mechanics."

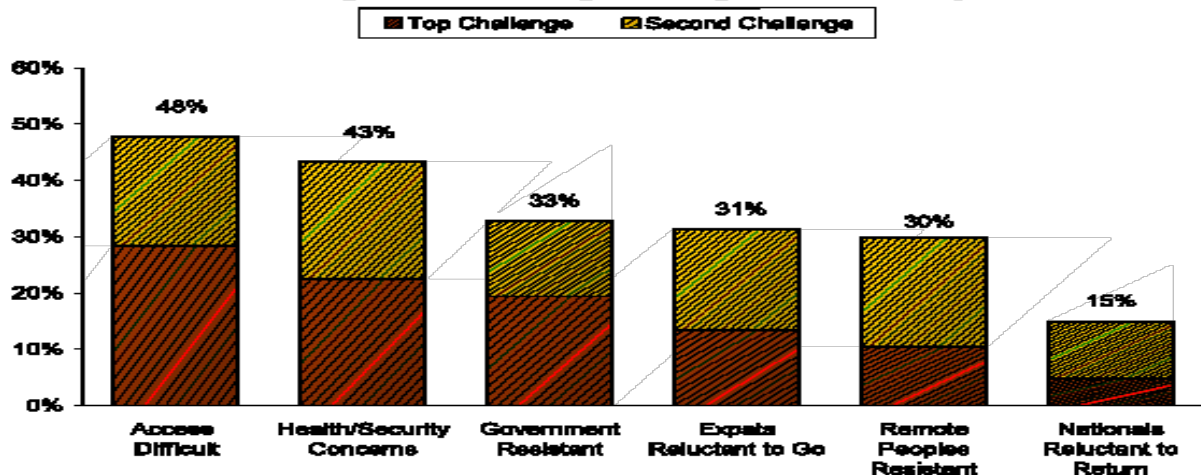
Jungle Aviation and Radio Service (JAARS), a division of Wycliffe Bible Translators, in a letter to CAM, recognized the shortage of pilots and supported the need for financial assistance for the training of pilot/mechanics. "In the past few years JAARS has experienced a significant shortage of pilots and mechanics, forcing the organization to

limit services in some parts of the world, which is impeding the work of Bible translation.”

Global Mapping International, in their survey of missionaries and missionary support organizations found the following “challenges” when working among people in remote areas:

Table 1

Challenges in Working Among Remote Peoples



Relative to the above finding of need, Christian Aviation Ministries was established as a non-profit missionary support organization, raises funds for approved candidates 12-18 months prior to their leaving for the mission field, and re-pays their loan debt while they serve. This takes a large portion (student loans) of the fundraising burden off the individual and the organization in which they serve. Loans are repaid as long as the individual remains in the field. The efforts of CAM, through its direct support of qualified candidates will enable trained pilot missionaries to enter the mission field and assist its partnering organizations to fulfill their mission of reaching people in remote areas with God’s Word.

The Design of the Project:

The project enjoys a collaborative agreement by and between Jungle Aviation and Radio Service (JAARS), a division of Wycliffe Bible Translators, Mission Aviation Fellowship (MAF), Nampa Idaho, and Christian Aviation Ministries (CAM), Grand Rapids, Michigan. JAARS and MAF are responsible for selecting and training pilot/mechanics and qualifying candidates for the mission field. CAM contracts with the certified candidates for student loan repayment based on two – four year assignments in the mission field. CAM will make loan payments on a monthly basis until the loan is fully paid. This project intends to train and qualify an initial cohort of 43 candidates for the

mission field and to train the qualified candidates as pilot/mechanics. The debt incurred by the candidates will be amortized over a period of 8 years, with full payment completed in the 96 month of service within the mission field. CAM does not hold the debt as such and makes payments in the missionary's behalf during the period of contracted service in the field. Please see "Christian Aviation Ministries Agreement of Participation" enclosed.

The table that follows identifies 43 candidates identified by the training institutions for this program and lists the anticipated debt for each. To safeguard confidential information the candidates name is not listed. By agreement with the candidate, sponsors will be provided a complete history and vita of the candidate and quarterly updates as to the candidate's progress within the program.

Table 2
Candidates and Anticipated Debt
At Entry into Mission Placement
Sponsor Request for Funding
From Survey of Candidates & Schools

Candidate	Home Town	Missionary School Attending	Total Cost of Training	Sponsoring Organization	Anticipated Debt	Principle Annual	Principle Monthly	Annual Sponsor Contribution Requested
1	Mt. Pleasant, MI	Moody Aviation	\$90,000	Other	\$23,000	\$2,875	\$239.58	\$3,522
2	Spokane, WA	Moody Aviation	\$85,000	JAARS	\$16,000	\$2,000	\$167	\$2,450
3	McHenry Il	Moody Aviation	\$100,000	New Tribes Mission Aviation	\$50,000	\$6,250	\$521	\$7,656
4	Mechanicsville, MD	Moody Aviation	\$90,000	Other	\$70,000	\$8,750	\$729	\$10,719
5	Norco, CA	Moody Aviation	\$95,000	African Inland Mission (AIM)	\$25,000	\$3,125	\$260	\$3,828
6	Spokane, WA	Moody Aviation	\$85,000	New Tribes Mission Aviation	\$70,000	\$8,750	\$729	\$10,719
7	Newmanstown, PA	The School for Missionary Aviation Technology (SMAT)	\$37,000	Other	\$37,000	\$4,625	\$385	\$5,666
8	Spokane, WA	Moody Aviation	\$85,000	Other	\$25,000	\$3,125	\$260	\$3,828
9	Orlando, FL	Moody Aviation	\$90,000	New Tribes Mission Aviation	\$10,000	\$1,250	\$104	\$1,531
10	Hartland, MI	Moody Aviation	\$85,000	Other	\$14,000	\$1,750	\$146	\$2,144
11	Utrecht, Netherlands	Moody Aviation	\$100,000	JAARS	\$12,000	\$1,500	\$125	\$1,838

12	Chillicothe, Ill	Moody Aviation	\$105,000	New Tribes Mission Aviation	\$55,000	\$6,875	\$573	\$8,422
13	San Jose, CA	Moody Aviation	\$85,000	Missionary Aviation Fellowship (MAF)	\$15,000	\$1,875	\$156	\$2,297
14	Jackson, MI	Moody Aviation	\$85,000	Missionary Aviation Fellowship (MAF)	\$35,000	\$4,375	\$365	\$5,359
15	Bournemouth, England, UK	The School for Missionary Aviation Technology (SMAT)	\$50,000	Missionary Aviation Fellowship (MAF)	\$20,000	\$2,500	\$208	\$3,063
16	Dundee, New York	The School for Missionary Aviation Technology (SMAT)	\$55,000	Missionary Aviation Fellowship (MAF)	\$30,000	\$3,750	\$313	\$4,594
17	Kansas City, MO	The School for Missionary Aviation Technology (SMAT)	\$30,000	Other	\$20,000	\$2,500	\$208	\$3,063
18	Belding, MI	The School for Missionary Aviation Technology (SMAT)	\$18,000	Other	\$3,500	\$438	\$36	\$536
19	Fallston, MD	LeTourneau Aviation	\$130,000	JAARS	\$130,000	\$16,250	\$1,354	\$19,906
20	Tulsa, OK	Other	\$30,000	New Tribes Mission Aviation	\$10,000	\$1,250	\$104	\$1,531
21	Adrian, MI	LeTourneau Aviation	\$150,000	New Tribes Mission Aviation	\$75,000	\$9,375	\$781	\$11,484
22	Cary, IL	LeTourneau Aviation	\$140,000	Other	\$110,000	\$13,750	\$1,146	\$16,844
23	Short Hills, NJ	LeTourneau Aviation	\$160,000	Other	\$140,000	\$17,500	\$1,458	\$21,438
24	Montoursville, PA	LeTourneau Aviation	\$100,000	New Tribes Mission Aviation	\$60,000	\$7,500	\$625	\$9,188
25	Bellevue, NE	LeTourneau Aviation	\$170,000	African Inland Mission	\$50,000	\$6,250	\$521	\$7,656
26	Longview, TX	LeTourneau Aviation	\$ 80,000	Missionary Aviation Fellowship (MAF)	\$50,000	\$6,250	\$521	\$7,656
27	Cicero, NY	Other	\$ 30,000	Missionary	\$30,000	\$3,750	\$313	\$4,594

				Aviation Fellowship (MAF)				
28	Belton, TX	LeTourneau Aviation	\$160,000	Pacific Missionary Aviation	\$75,000	\$9,375	\$781	\$11,484
29	Bucyrus, OH	LeTourneau Aviation	\$90,000	JAARS	\$15,000	\$1,875	\$156	\$2,297
30	Billings, MT	LeTourneau Aviation	\$170,000	Missionary Aviation Fellowship (MAF)	\$85,000	\$10,625	\$885	\$13,016
31	Southgate, MI	LeTourneau Aviation	\$160,000	JAARS	\$5,000	\$625	\$52	\$766
32	Longview, TX	LeTourneau Aviation	\$75,000	Other	\$45,000	\$5,625	\$469	\$6,891
33	Harrisonburg VA	Other	\$20,000	Other	\$20,000	\$2,500	\$208	\$3,063
34	Black Diamond, WA	LeTourneau Aviation	\$80,000	Missionary Aviation Fellowship (MAF)	\$36,000	\$4,500	\$375	\$5,513
35	Fairview, MI	LeTourneau Aviation	\$130,000	JAARS	\$80,000	\$10,000	\$833	\$12,250
36	Longview, TX	LeTourneau Aviation	\$112,000	Missionary Aviation Fellowship (MAF)	\$33,000	\$4,125	\$344	\$5,053
37	Cobourg, Ontario	Prairie Bible Institute Aviation	\$70,000	Missionary Aviation Fellowship (MAF)	\$20,000	\$2,500	\$208	\$3,063
38	Norwich, U.K	Other	\$60,000	Other	\$40,000	\$5,000	\$417	\$6,125
39	NA	Other	\$100,000	Missionary Aviation Fellowship (MAF)	\$78,000	\$9,750	\$813	\$11,944
40	NA	Liberty Aviation	\$90,000	Missionary Aviation Fellowship (MAF)	\$45,000	\$5,625	\$469	\$6,891
41	NA	Other	\$100,000	JAARS	\$100,000	\$12,500	\$1,042	\$15,313
42	NA	The School for Missionary Aviation Technology (SMAT)	\$50,000	Missionary Aviation Fellowship (MAF)	\$20,000	\$2,500	\$208	\$3,063
43	Byron Center, MI	Moody Aviation	\$60,000	African Inland Mission	\$40,000	\$5,000	\$417	\$6,125

Note: Annual Sponsor Contribution Request includes interest and administrative expense per candidate.

Calculating Total Request for Funding from Sponsor / Sponsor Pledge

We are requesting sponsorship for an eight-year period, the time required to pay off the full amount of the student loan. To calculate the full amount of the sponsorship pledge, please take the Annual Sponsor Contribution Requested amount and multiply by 8. In the case of candidate number 43, the amount would be $\$6,125 \times 8 = \$49,000$. This amount may be paid as a one-time payment or may be made in eight installments of \$6,125 on an annual basis on or before January 1 of each year of sponsored support. Please note, in the event of loan cancellation prior to the full 8 years, the remaining payment by the sponsor will be cancelled and any remaining funds will be refunded to the sponsor.

Probability of Success:

CAM has partnered with outstanding missionary flight training organizations to select and train persons who are called to God's service. Each agency has a history of leadership in the mission field and provides exceptional training and placement. Our partners are:

Moody Bible Institute Department of Missionary Aviation: The objective of the Department of Missionary Aviation Technology is to prepare young men and women to serve effectively with missions in world evangelization using aviation technologies. An integrated program of studies in Bible, missions, aviation, and general education prepares the missionary technician for this specialized role. Degrees Offered: The Missionary Aviation program leads to two degrees. Spokane Community College awards an AAS (Associate of Applied Science) upon the successful completion of the Airframe and Power-plant program. Moody Bible Institute awards a BS MAT (Bachelor of Science in Missionary Aviation Technology) upon the successful completion of either of the aviation majors.

School of Missionary Aviation Technology: The SMAT Flight School provides a mission field training environment with a one-to-one instructor to student ratio to ensure students get the hands on instruction needed. The aircraft training fleet consists of (2) CE-172, (1) CE-152, and (1) CE-172RG. We also offer tail-wheel training in our converted CE-152.

Liberty University School of Aeronautics. Within the last five years, LU has grown from four students to over 200 in an accredited, FAA-certified, aviation program to become one of the two largest Christian university aviation programs in America. They are approved to train and certify everyone from private pilots to airline transport pilots through an intensive four-year academic program leading to a Bachelor of Science in Aviation.

LeTourneau University: Graduates with a Mission Aviation Concentration of Aeronautical Science, have 190 flight hours in multiengine airplanes, and some will be in our high-performance single engine aircraft. Students will be prepared to fly the high-tech turbine aircraft that are quickly replacing older airplanes on the mission field.

Prairie Bible Institute: Program exceeds Transport Canada’s requirements with 225 flight hours. A recent Transport Canada audit indicated that, on average, Prairie students score higher on both their flight tests and written scores as compared to students at other Transport Canada licensed facilities across that nation. Instructing staff includes people who have experience both in North American Commercial Aviation and in overseas Mission Aviation.

Quality of Personnel: All instructors within the flight and mechanics schools are highly qualified within their areas of specialization and hold appropriate credentials to provide services within this project. The project director is experienced and provides a high level of leadership to the project.

Budget Narrative

The anticipated cost for the pilot/mechanic training and placement of each candidate is provided by the training organization. An administrative fee of 15% is applied to each candidate to cover interest debt on the loan and for the monthly handling of the debt payment and for general administrative duties relative to this program. Each sponsor will receive an annual report regarding the progress of the sponsored pilot/mechanic missionary. To ensure the quality of the project, an outside evaluator has been selected and contracted to perform a formative and summary evaluation of the project. The evaluation design is provided below.

Budget for CAM Air Annual Budget

	Annual P & I
Revenue/Sponsorship	
43 Candidates	\$294,389
Sponsorship for administrative costs	\$35,000
Expense	
Personnel	
Ex.Dir salary	\$50,000
Fringe Ex. Dir	\$19,825
Contracted Services	
Evaluation	\$1,500
Clerical/support	\$6,000
Audit	\$2,200
Office Expense	
Internet and phone	\$1,680
Postage	\$360
Marketing	\$2,500

Administrative Travel		\$3,000
Subtotal administrative costs		\$87,065
Student Loan Debt Retirement		\$240,312
Interest on student debt		
Totals	\$329,389	\$327,377
Rev. toward payments	\$329,389	
Revenue Total	\$329,389	
Balance: Revenue over Exp.	\$2,012	

Evaluation

Dr. Larry A. Blackmer, Senior Researcher, Forecast Data Service will provide the development of, and implementation of, an appropriate research / evaluation design, create appropriate databases, provide data collection and issue reports of findings using standard reporting formats. The evaluation will be conducted in two phases.

Phase I: Implementation Evaluation. This evaluation is based on the operational structure of the project and examines to what extent the program has been implemented relative to the proposal submitted by the grantee and funded by the grantor. This phase answers the question, “did the grantee do what they said they were going to do”? This process coupled with the ongoing Phase II assessment addressed below, provides continuous feedback for program change or modification to better serve the intent of the grant. Such reports are based on findings and are reported in the form of recommendations.

Phase II: CIPP Evaluation. The evaluation design will utilize the basic tenants of the widely used CIPP model. CIPP is an acronym for Context, Input, Process and Product. Evaluations take place relative to each part of the integrated model. There is a context evaluation, an evaluation of inputs, an evaluation of the process employed and finally an evaluation of the products produced as a result of the various interventions employed. Each component is then viewed relative to each of the other components. This model is appropriate for addressing the evaluation of this project. Within the design, four basic evaluation questions are generated:

- **Context:** What were the primary goals or objectives or what specific needs held by the populations (i.e. pilot/mechanic candidates) were to be addressed by the interventions employed by the grantee?
- **Input:** By what means can targeted needs best be addressed by the training organizations and are the plans for services to address the context needs appropriately applied and are they better than other available courses of action?
- **Process:** To what extent are the planned services being implemented appropriately by the training organizations or to what extent have they been well executed?
- **Product:** What results were produced and what impact have they had on the identified needs being addressed in the program design? Did the inputs and process result in added value relative to the development of qualified pilot/mechanics and was the program of payment of student debt at completion of the program a factor in mission field placement?

Evaluation Design: Examples of Evaluation Questions

Context Evaluation:

- 1.1 What were the characteristics of the candidates within the population relative to their ability to pay for pilot/mechanic training at entry into the program?
- 1.2 By what criteria were students selected for participation in the project?
- 1.3 What changes in the existing system are likely due to this intervention?
- 1.4 Were the needs of the target population in 1.1 above addressed and what was learned relative to meeting those needs?

Input Evaluation

- 2.1 Were the resources provided by the training agencies appropriate and sufficient in quantity and quality to lead to candidate certification?
- 2.2 To what extent did the project involve the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies?

Process Evaluation

- 3.1 How (what techniques) did the instructors at the training organizations implement the instructional materials for pilot and mechanic training and were some techniques better than others relative to the needs of the candidates?
- 3.2 Was there a comprehensive program in place to communicate with pilot/mechanic sponsors relative to the progress and placement of selected candidates?

Product Evaluation

- 4.1 Were there any changes in the training instructor's theory and/or practice relative to the teaching of aviation and/or mechanics?
- 4.2 Regarding pilot/mechanic candidate achievement: Did candidates in the program attain standards set for pilot/mechanic certification?
- 4.3 Relative to achievement within the program; what implementation factors are associated with the variation of the achievement at the end of the program?

4.4 To what extent were the goals, objectives, and outcomes to be achieved by the project achieved?

4.5 To what extent did the payment of student loan debt facilitate the entry into the mission field by trained pilot/mechanics?