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Incarceration of Native Hawaiians. According to the State of Hawai‘i’s Department of Public Safety's 2020 Annual Report, Native Hawaiians represent a consistent 37% of the incarcerated population throughout the entire year. The [2018 Interagency Council on Intermediate Sanctions report](https://www.hawaii.gov/gov/safety/interagency-sanctions/) reiterated recidivism rates reported by HI Dept of the Attorney General. Overall, Hawai‘i’s recidivism rate is 61.7% and the rate of return to prison Native Hawaiians is at 64.7%. Of the three offender types (probationers, parolees and maximum-term released prisoners), 72% of the Native Hawaiians released after serving the maximum time allowed returned to prison at some point post-release. These findings give credence to the long-standing need for a more effective rehabilitative process for Native Hawaiian offenders and to the fact that year after year, the punitive systemic methodology used by HI’s Public Safety Dept does not work for most Native Hawaiians who are incarcerated or have been recently released.

Unemployment. The COVID epidemic has spawned financial hardship throughout Hawai‘i, and unemployment rates for every Hawaiian island is higher than the national average of 6.8%. Kaua‘i and Maui counties are doubled at 14.5% and 14.1% respectively. ([hirenethawaii.com](https://www.hirenethawaii.com)) Over the last half-century, the agricultural workforce declined faster than any other, causing disparity for rural communities and replacing their economies with a healthcare and social market. The sugar exodus in the late 1900s caused an economic downstream effect that continues to contribute to the present socio-economic issues our poorest communities face today; that do not have the infrastructure for strategic manufacturing and
whose natural resources are limited unlike other rural cities across America. With the decline of agriculture, here remains an abundance of abandoned farmland and un(der)-employed residents.

**Food Insecurity.** America has been devastated by the COVID-19 pandemic, both socially and economically. Hunger is up by 150%; one in five school children who were already food insecure prior to the pandemic have been displaced from schools and further impacted; and the at-risk elder have been isolated from family and interim resources. Food insecurity has grown three-fold in Hawaiʻi. Civil Beat reported “Hawaiʻi’s food insecurity rate will increase by about 50% to some 233,000 people in 2020... because of the effects from COVID-19” with the food insecurity rate for children nearing 30%. Hawaiʻi jumped to No. 4 among states with the highest projected percent change in food insecurity rate, according to the Feeding America report. Hawaiʻi’s Food Basket informs, “nearly a quarter of a million Hawaiʻi residents are currently struggling with hunger. Among them are out-of-work parents, isolated kupuna (elders) and 1 in 5 keiki (youth).”

**Cultural Implications.** The Office of Hawaiian Affairs (OHA), University of Hawaiʻi at Mānoa, Justice Policy Institute and Georgetown University produced “The Disparate Treatment of Native Hawaiians in the Criminal Justice System.” Besides reiterating Native Hawaiian overrepresentation in the criminal justice system, the report also declared that barriers created by that system for Native Hawaiians from initial contact increase exponentially as they move through it. Many inmates are then rendered even more incapable of overcoming the *loss of land and connectedness to their Native Hawaiian culture, identity, family, and community.* The 2021 Ka Huakaʻi: Native Hawaiian Educational Assessments puts forth that culturally relevant and appropriate interventions are the most effective means of helping Native Hawaiians participate fully in the community. There is a need for “repair and reimagining” within Hawaiʻi’s social and
Lili Maha-Kaleleiki concurred in her recent article published in *Works in Progress*’ 31st volume – March 2021, “The only chance for Native Hawaiians who have been incarcerated to reintegrate into their community is by returning to traditional cultural values. The importance of family and collectivism cannot be overstated....” She also avows, “Keeping prisoners closer to home, allowing them to partake in culturally-based restorative processes, and bringing back the inherent importance of kuleana, or responsibility to your community – these are just some of the ways that we can start setting our people up for success.

It takes time to help someone de-program his or her “anti-social behavior” or dysfunction, especially if, dependent on life experiences, they have been hardwired toward those conditions from youth. Native Hawaiian culture-based interventions are longitudinal and are based on the most important cultural value known as aloha ʻāina, “a love for the land that nourishes you”. In contemporary Hawaiʻi, interventions must also allow for tradition to meet technology; they must be able to reach and impact Native Hawaiians multi-generationally, and they “must inspire resilience and adaptability “by supporting next-gen skills and certifications through community-based, school-to-business partnerships focused on future economies.”

The NHCTEP project initiative, entitled, *Puʻuhonua Wellness – Phase 2: Training in Sustainable Agriculture, and Advanced Agricultural Technologies* (PW2) is a culturally-based intervention that has tailored its project components and approach to aid Formerly Incarcerated Native Hawaiian persons (FINHPs), and their at-risk family members, and others to find greater
hope through cultural interventions, career and technical education training, workforce readiness, and occupational development. This proposal asserts Sustainable Agriculture (SA) and Advanced Agricultural Technologies (AAT) are valuable considerations when addressing the present dilemmas mentioned above, and to prepare for an inevitable future of related challenges. With the rising prominence of ʻāina (land)-based education comes steadily changing mindsets, landscapes and systems, and the knowledge that there are ways to change negative narratives for Native Hawaiians transitioning back into their families and communities and the workforce. We need to design methods to assess, redefine and rebuild the personal and professional foundations of Native Hawaiians who have done time and seek and need to be recultivated into the best versions of themselves. For them, holistic culture-based interventions and support from ʻohana (extended family) have been validated to have a significant positive impact on their successful re-entry not only into society, but even more importantly, into their own skin. PW2 will accomplish this through a unique, integrated partnership underpinned by a foundation of Native Hawaiian culture-based principles and protocols, proven assessment instruments, CTE competency-based educational interventions, tutoring, and other support services.

The majority target population to be served will be Formerly Incarcerated Native Hawaiian persons (FINHPs) and their at-risk family members (ʻohana). Other formerly incarcerated individuals will also be served without discrimination and according to federal and state statutes. Although Hawaiʻi island was originally selected as the main geographic focus of this project based on the highest need and other socioeconomic factors, the use of Zoom cloud-based video-communication platform has afforded the project even greater outreach. Project staff will continue to recruit established community sites on Hawaiʻi island, but the project is now
CFDA 84.259A - Native Hawaiian Career and Technical Education Program (NHCTEP) - 2021
Applicant: Blueprint for Change (BFC) - Title: Pu‘uhonua Wellness – Phase 2: Training in Sustainable Agriculture, and Advanced Agricultural Technologies
able to recruit participants from other islands as well (see APPENDIX 3 - Letters of Commitment and Support).

Project partners, Blueprint for Change (BFC), the grant applicant, Native Nations Education Foundation (NNEF), cultural trainer and intake / tutoring support; and Going Home Hawai‘i (GHH), re-entry consortium, workforce readiness, and occupational developer, form a solid grassroots foundation for the project with numerous leverage points to build from and a strong commitment to accomplish the planned programmatic objectives of the project.

The project is requesting $380,735 in Year 1 to accomplish the goals and objectives, and make a positive impact on island communities in a profound, life-changing way.

1. The extent to which the services to be provided by the proposed project will create and offer activities that focus on enabling participants to obtain the skills necessary to gain employment in high-skill, high-wage, and in-demand occupations in emerging fields or in a specific career field.

Sustainable Agriculture (SA) is a rapidly-emerging discipline that has gained interest across America because it not only involves the economics of crop production, it also focuses on environmental and social capital. Agriculture was once the economic backbone for rural communities across Hawaii from pre-contact time when Native Hawaiians engaged in large-scale subsistence farming to plantation style farming, and now, agri-business ventures that dominate the modern era increased. In 1992, Hawai‘i’s last plantation relocated to a foreign country. As a result, the landscapes and people in these rural settings have and still suffer from the economic departure and disconnection from a lifestyle of agriculture; especially, among native Hawaiians who were once driven by a subsistence farming-based culture.

High-skilled, high-wage and in-demand occupations are absent in the communities that we serve. However, the demand for an agricultural-based learning venue is essential for our
focus communities and critical in reconnecting the emergent generations of youth and at-risk adults with economic opportunities that are place-based and culturally relevant. Our SA curriculum involves greenhouse construction and technologies, hydroponics, soil ecology, plant science, irrigation and ag business. It includes STEM and culturally-based classes and topics and provides a first step towards “enabling” communities who are dislocated from economic opportunity and equality to find hope.

Since the plantation exodus and thereafter, there has been a deterioration of the farm-culture across rural Hawaiian communities ensued. In its place, a human-services, welfare-type economy has taken its place, with hundreds of people unemployed and thousands of acres laying fallow. Today, a considerable influx of aspiring farmers from the continental US are relocating to now vacant and abandoned agricultural sites, starting small to medium-scale agricultural businesses. The problem with these operations is that they are highly dependent on a low-wage labor pool that cannot be satisfied.

The typical conventional agriculture model that has been emerging with the incoming land-holders is neither sustainable nor relevant to a society that aspires to reconnect to a lost culture rooted in sustainable living. This dilemma can become an opportunity for graduating students of our project who do not have access to land or the capital for agriculture entrepreneurship, or do not have the ambition to continue on a path to a higher level of education. Our priority is to train, activate and connect graduate SA students from this project and to help empower our graduates to become self-sustaining in their abilities to feed themselves and their families; to equip them with start-up resources for potential business aspirations and continuing education support. We will also create a pool of formally trained SA technicians for emerging farmers who have the resources, but lack the know-how and training. Our graduates
Climate change, social equity and environmental stewardship should never be compromised at the expense of economic resilience and/or equity. The current research disseminated on SA reveals that although it is a fairly new discipline in academia, it is rapidly being widely accepted as a component of and solution for and a pathway towards sustainability. The evidence shows that over and above crop production, the environmental and social dimensions of SA are critical for rebuilding degraded societies that suffer from the effects and transitions from small-holder to conventional industrial agricultural practices.

Working in the agricultural industry or being a farmer is generally not a vocation that is attractive to the millennial and many other populations. However, across the Hawaiian archipelago, a movement to revive the Hawaiian culture and an agrarian way of life has become a priority for both natives and non-native Hawaiians. Academic literature coins the historic Hawaiian society as “complexed agrarians.” In bringing that history to modern day implementation, this CTE project aspires to expose culturally-based STEM learning strategies through place-based SA curriculum to more at-risk community stakeholders. UHERO’s Reviving Agriculture to Diversify Hawai‘i’s Economy informs “Innovations in agricultural production are completely changing the way people farm. In the near future in Hawaii, we could see increased use of climate-controlled greenhouses that exclude most pests, carefully control application of water, nutrients and light, use modern robotic technology, and grow more vegetables and melons using a mix of less land and more capital.” The space within which this
will happen are known as “precision” farms that are making it easier to comply with federal
safety regulations mandated by the Food Safety Modernization Act. PW2 proposes to train its
participants to use new technologies in constructing hoop greenhouses they construct to produce
hydroponic crops requiring less space and water than traditional farming.

The Pu‘uhonua Wellness – Phase 2: Training in Sustainable Agriculture, and Advanced Agricultural Technologies, CTE component strives to address critical societal issues and local workforce challenges by developing classes and curriculum that are designed to meet the needs of vocational/occupational business, and personal education pathways. It also addresses changes in employment goals of trainees, and to aligns with and supports local job demand and workforce needs.

In Year 1, the project’s certified and licensed CTE Trainer will assist BFC and its partners to develop and customize the curriculum for the target population. Within the proposed budget and contractual parameters, the following CTE courses listed below will be offered. By joint consultation, BFC, GHH and the CTE Trainer have tentatively selected a beginning set of CTE courses and competency-based training modules to be the most suitable for the re-entry success and skill levels of the FINHs and other participants moving forward. Post-grant award, a specific set of final offerings in Sustainable Agriculture, and Advanced Agricultural Technologies will be determined and developed. At this point, the four CTE offerings proposed are:

1. Introduction to Sustainable Agriculture & Farming
2. Irrigation & Fertigation
3. Greenhouse Construction
4. Advanced Agricultural Technologies
These four courses encompass one year of training with a course duration of 10 weeks and a break between courses of two weeks. The 10-week period of training includes Live Stream lab videos and in-person site visits. The 2-week break allow time for recruitment, additional tutoring and support for participants, and the debriefing of project staff, and prep time for the next course. At the end of each project year, an additional 2 months of field study will enable cohorts to conduct field study to witness the effects of various influences on the health of their crops. (During this time, project staff will conduct site visits to community sites to work alongside participants, documenting status of project goals and objectives and gathering feedback from project participants for reporting and evaluation purposes.)

These potential courses have been specifically chosen because they are relevant to Native Hawaiian historical and cultural values tied to mālama 'āina, which means to care for and nurture the land so it can give back all we need to sustain life for ourselves and our future generations; and because they offer insight and learning on the latest trends and innovations in the SA and AAT industry. The teaching of agricultural skills is important because of Native Hawaiians' cultural connection to the āina and the collective desire to remain good cultural stewards of the land; because in the Native Hawaiian ecological view of the world, we are related to the āina - we are family. This relationship and responsibility dates back to the well-told oral history of Papa and Wakea, earth mother and sky father, and their union producing the first ancestor of Native Hawaiians: Haloa, who was, after being buried stillborn, became the first kalo (taro) plant. In addition, our ancestors were very good at making innovations to cultural practices on a regular basis. These CTE courses will integrate modern ways of enhancing traditional practices to produce food for the people and be good cultural stewards at the same time.
The long-term value of the proposed curricular work is that participants can also parlay their training into early employment opportunities. If it fits their educational and/or professional pathway objectives, GHH will be place to support those processes.

3. The extent to which the design of the proposed project is appropriate to, and will successfully address the needs of the target population or other identified needs.

This NHCTEP project initiative, entitled Pu‘uhonua Wellness – Phase 2: Training in Sustainable Agriculture, and Advanced Agricultural Technologies, has tailored its project components and approach to aid Formerly Incarcerated Native Hawaiian Persons (FINHPs), and their at-risk family members and others to find greater hope, educational options, and transitions into society and the workforce. PW2 will accomplish this through a unique, integrated partnership, a foundation of Hawaiian culture-based principles, practices, and protocols, CTE competency-based vocational training, tutoring, and other support services. A graphic summary of the overall project design, core project components, roles, interventions, and tasks of PW2 consortium partners is provided in the chart in Appendix - 4 Project Documents.

The Project's Native Hawaiian Culture-Based Model Framework Customized for the Target Population to be Served

BFC‘s Pu‘uhonua Wellness Model, titled E Ho‘okanaka (EH): Become a Person of Worth, underpins and guides concepts, programmatic activities and support services which include important Native Hawaiian principles and protocols critical to the success of targeted cohorts.

The overall long-term goal of all of our efforts can be summarized in the following goal statement: Formerly incarcerated Native Hawaiian Persons, and their families are productive and self-sustaining members of their communities. Parallel to this overriding goal, we have selected
one major project goal: To increase the socioeconomic potential for 60 formerly incarcerated Native Hawaiians and their families annually through vocational, cultural and business training based on Sustainable Agriculture, and Advanced Agricultural Technologies. These goals and the measurable objectives associated with them are described in detail in Appendix - 4 Project Documents.

**E Hoʻokanaka: Become a Person of Worth.** Native Hawaiians living in pre-contact Hawai‘i had a very deep relationship with and connection to their spirituality, the environment and to each other. They developed strict protocols for most every circumstance and situation. When something stressful or traumatic happened to an individual or a family, there were systems, practices, and people in place to address those events in order to heal all parties affected. Current trends in program services for paʻahao (justice involved) in Hawai‘i are more focused on cognitive learning and employment and training. The knowledge and skills learned by Native Hawaiian paʻahao in these programs are valuable and necessary to prepare them to survive financially when they reenter society, but they dont prepare them to deal with the stresses that occur on a daily basis that could cause them to revert to “prison behavior”.

Given the punitive mentality prevalent in the current system, vocational education and training programs do not focus on healing the underlying loss and trauma Native Hawaiians as a collective continue to experience. The significance of EH framework is that everyone is expected to “face forward” in their individual and collective journey toward well-being and health. Revisiting Hawai‘i’s past does nothing for healing and progress in this project except to establish a points of reference – “that was then” and “how must I change to help change that?” EH connects participants to their cultural roots through a theoretical and practical comparative analysis of “growing plants, growing people.” The value of aloha ʻāina (love for the land that
feeds you) and the practice of Pehea Kou Piko? (How are you at your very core?), gives way to
the investigation of the unique Native Hawaiian worldview which, like other indigenous
populations, has a distinct way of seeding a deeper understanding of and connection to the
relativity of all things seen and not seen, physical and non-physical.

Participants are given the opportunity to conduct a self-assessment of their personal
foundations through activities based on Intent, Identity, Discernment and Rationale, and Utility
and Productivity, among others. Simultaneously, they will learn how to select the right site for
growing plants outdoors and in greenhouses, how to determine plants appropriate for the
geographic location, and how to recognize the value of natural elements and human resources in
each particular area. Professionally, participants will prepare themselves to be most marketable
for the career industry they desire, and they will work with project staff, site monitors and other
leaders in observing and researching their respective communities to identify opportunities for
contribution and occupational development. The workforce in Agricultural Technology on
Hawai‘i’s outer islands is but “a seed in the field” with many occupational opportunities limited
to recent college graduates with degrees or to folks without degrees who benefit from “who you
know.” The majority of the proposed project participants do not fall into either of those categories
and are in dire need of training that will give them a chance to develop a new-and-improved
version of self while at the same time, learning about state-of-the-art processes to grow food for
themselves, their families and communities.

The following diagram below outlines E Hoʻokanaka themes within the Native Hawaiian
Training Framework.
4. The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes, using existing funding streams from other programs or policies supported by community, State, and Federal resources.

**Blueprint for Change (BFC)** develops and supports community-driven services that promote the safety and well-being of children and families. BFC is a vocal advocate for underserved and displaced families throughout Hawai‘i. BFC’s mission is to develop and support family-centered, community-driven service delivery models that assure the safety and well-being of children who have been identified as at-risk for abuse and/or neglect. BFC accomplishes this mission through a unique network of partnering organizations and community servicing sites called Neighborhood Places (NP).

Many years of advocacy and legislative work culminated in the creation of what would become known as The Neighborhood Place Model. This model was developed on the theory that in order to be effective, family strengthening services need to be community-driven and designed to reflect the unique culture of their target population.
Since 2000, BFC has worked tirelessly to develop and support a statewide network of NP programs throughout Hawai‘i. The organization currently oversees seven sites: in Kalihi and Wai‘anae on the island of O‘ahu; in Wailuku on the island of Maui; in Puna and Kona on the island of Hawai‘i; and in Waimea and Kapa‘a on the island of Kaua‘i. The NP network provides this NHCTEP program initiative a significant broad-based networking infrastructure from which to accomplish the overall project goals and objectives proposed.

**Going Home Hawai‘i (GHH)** ([http://goinghomehawaii.org/](http://goinghomehawaii.org/)) is the name given to efforts on Hawai‘i Island to reintegrate former offenders into the community and the workforce. GHH has a consortium of over 50 public and private entities and their representatives, with an island-wide network of over 300 members. GHH has members throughout the State of Hawai‘i and a network of national and international relationships. All are interested in getting involved to learn about providing more cost-effective, innovative programs to decrease overcrowding in jails and prisons, while simultaneously offering reintegrating inmates various opportunities to become contributing members of society. GHH members offer solutions and support for one another as providers, legislators, volunteers, and concerned citizens who would like to create safer communities. It is through this collaborative effort that GHH has been and continues to be so successful.

Native Nations Education Foundation. Founded by indigenous educators in 2002, Native Nations Education Foundation (NNEF) is a nonprofit 501(c)(3) organization, dedicated to serving indigenous people through advocacy, education, information, service and volunteer efforts. Currently operating solely in Hawai‘i, NNEF is committed to creating and supporting diverse Hawaiian culture based educational opportunities for Native Hawaiians.
NNEF has developed the Pane'e Mua Project (PMP) as a means to support and empower our community and support our mission. The Pane'e Mua Project began in 2010 and provides a High School Equivalency course, Vocational/Technical Education Scholarship and support services, as well as Employment Preparation and a Personal Development training program for East Hawai‘i Native Hawaiian adults (18 years +). Their clientele meet low income and education (meaning they are high school dropouts and/or seeking to obtain their first post-high degree or certification) requirements before being accepted into Native Nations’ free programs.

Historically, 26% of NNEF clients had been incarcerated or were residing in a community reintegration program. Of these clients 26%, 92% participated in drug rehabilitation programs, and 61% started the program unemployed. Our clients benefit from very small group, personalized settings and a supportive environment.

Most importantly, PMP incorporates indigenous Hawaiian culture, language and traditions in every class session. It integrates Hawaiian history and traditional practices relative to the subject area. This cultural integration enhances participants’ self-esteem and cultural identity, facilitating self-motivation needed for employment preparation and providing coping techniques to promote stable employment. Over the past seven years, Native Nations has directly served over 300 at-risk students, with 75% of project graduates securing employment and/or pursuing community college and/or technical training education. 100% of clients completed its employment training program or completed their High School Equivalency reported an increase in Hawaiian language and/or cultural knowledge, supported community engagement and use of the endangered Hawaiian language and cultural practices.
5. The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

NNEF will conduct professional development training at the beginning of every project year for all project staff. The training will incorporate elements of the E Ho‘okanaka training threaded through curricular offerings to participants, and project staff will complete the same exercises and activities that participants do. Topics include, but are not limited to, Kaulana Mahina: The Hawaiian Moon Calendar, Mo‘oku‘auhau: Genealogy, Geography of Hawai‘i Island, etc. and other topics that would supplement the CTE training courses. In addition, project staff will attend workforce readiness training that builds ethical behavior and character, essential to their contribution in guiding FINHPs and their family members to successful careers. Training is built into course scheduling throughout each project year. Additional training options include pre-recorded video of PD topics, i.e., Fundamentals of Assessment, Performance Evaluations, Organization and Workflow, Business Development and Grant Writing.

B. QUALITY OF THE MANAGEMENT PLAN

1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and the milestones for accomplishing project tasks.

The Pu‘uhonua Wellness – Phase 2: Training in Sustainable Agriculture, and Advanced Agricultural Technologies, consists of three strong community-based organizations serving the needs of the Native Hawaiian community. Blueprint for Change (BFC), the grant applicant and fiscal agent, and overall manager for the project consortium group and their respective responsibilities and tasks; Native Nations Education Foundation (NNEF), as the intake processor, assessor, and training service supporter; and Going Home Hawai‘i (GHH), as the re-entry consortium, workforce readiness trainer, and occupational developers. Together, they
establish a solid grassroots foundation for the project with numerous leverage points to build from and accomplish planned programmatic objectives of the project.

The management plan involves the responsibilities of the Principal Investigator, Project Director, Project Coordinator, and Program Specialist. (see Appendix - 4 Project Documents)

The core management team, housed at BFC on Oahu, will be responsible for monitoring compliance with program objectives, maintaining consistency across the partner areas, and sharing innovative program practices. This management team will also oversee the day-to-day coordination of project activities as well as the supervision and direction of the contract consultants, volunteers and other staff support. The team’s responsibilities will be to provide consistent leadership and operational support, collect and evaluate data, prepare performance reports, ensure policy compliance, and monitor progress. See the project organization chart in Appendix - 4 Project Documents.

In the narratives and in Appendix - 4 Project Documents, we have identified the long-term goal of our NHCTEP partnership and the overall 5-year project goal and objectives. These goal statements and objectives are specific, measurable, attainable, relevant, and time-bound. To the extent possible we have also provided clear descriptions of the sub-objectives for recruitment and retention, expected enrollments, and training completions of FINHPs and their family members, and the performance outcomes tied to programmatic components.

2. The extent to which the applicant encourages the applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Blueprint for Change (BFC) is a minority-serving organization and thus gives particular attention to individuals who are disadvantaged by nature of their gender, race, national origin, color, disability, or age, in order to enable them to pursue a meaningful education as outlined in
the project narrative. It is our intent as an organization to ensure that eligible individuals have the opportunity to avail themselves of the services as set forth in the proposal narrative that are designed and intended to be free from discrimination.

BFC has served and will continue to serve, not only Native Hawaiians but also the many other multi-racial residents in the State of Hawaii from diverse cultures, ethnicities, and backgrounds. We serve all persons in need who might come into our Neighborhood Places and community project sites. The organization ensures that it will continue to recruit and serve individuals from diverse populations (national origin, race, color). We will further ensure that materials will be provided in other languages – in particular, the Hawaiian language – to recruit and serve participants and to eliminate language barriers that may exist.

BFC regularly reviews its policies, procedures, and practices to try to assure that no individual or group is hindered from participating in our programs. Our personnel hiring practices are also designed to be free from discrimination. Position advertisements are made available through multiple forms of media and other targeted advertising to enable underrepresented populations to receive notice and have access to the application process. (Refer also to GEPA statement of compliance included with this grant submission.)

3. The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The project management plan provides time commitments of the Principal Investigator, Project Director, Project Coordinator, Program Specialist, and other key project personnel that are appropriate and adequate to meet the objectives of our proposed project. Stephen Morse, Blueprint for Change’s Executive Director, will act as the Principal Investigator. He will devote 25% (.25 FTE) of his time and effort to the accomplishment and success of this project over the
5-year timeline. The Project Director will devote 100% (1.0 FTE) of his or her time and effort to
the accomplishment and success of this project over the 5-year timeline. As provided in the
budget, once contracted, the Project Coordinator will devote 100% (1.0 FTE) of his or her time
to the project. Shayne Yoshimoto, Blueprint for Change’s Program Specialist, will act as the
projects Program Specialist. He will devote 25% (.25 FTE) of his time and effort to the project.
All grant funded employees and contractual consultants are shown in the Organization Chart and
costs delineated and described in the project’s budget justification narrative.

- PRINCIPAL INVESTIGATOR - (.25 FTE).

Currently serves as the Executive Director of Blueprint for Change (BFC).

a Native Hawaiian, has a Master’s Degree in Social Work and over 45 years of leadership
and directly working with and serving Native Hawaiian children, families, and communities. In
his career, he has done community and program development work for three important Native
Hawaiian-serving institutions: the Queen Lili‘uokalani Children’s Center, Alu Like Inc., and the
Office of Hawaiian Affairs (OHA), where he spent 10 years leading OHA’s Housing Office and
4 years as its Chief Human Services Advocate. He has been Executive Director at BFC for the
past twelve years. Essential to the success of this project, Stephen has built important
collaborative relationships for BFC. In 2015, he successfully led the organizing of the Family
Reunification Working Group, a coalition of approximately 25 children and family serving
agencies in Hawaii, to advocate for State policies and programs that meet the needs of children
and families affected by incarceration.
will supervise the Project Director and direct the relationships between BFC and the other consortium partners and consultants associated with the PWCPN initiative. He will also oversee BFC’s reporting, technical, and fiscal management activities under this NHCTEP grant program including the following: a) reviewing activity and expenditure reports before they are submitted to the Department of Education; b) monitoring all project activities to ensure that they adhere to the requirements outlined in the project contract; c) maintaining close communication with the Project Director on all matters related to project activities. will be assisted with the administrative and fiscal management tasks of the project by the Program Specialist who will provide considerable support to achieving the project goals and objectives. (Refer to biodata summaries of other personnel below and to Stephen K. Morse’s resume included in Appendix - 1 Resumes & Job Descriptions).

- PROJECT DIRECTOR (1.0 FTE). has over forty years of work experience in education and training in Native Hawaiian communities, and over 20 years working directly with pa‘ahao (inmates) and formerly incarcerated individuals and their families. is a graduate of Kamehameha Schools-Kapālama and has been affiliated with Hawai‘i Loa College, Hawai‘i Pacific University, and the University of Hawai‘i at Mānoa. Ms. Richardson has acquired most of her skills and knowledge from the halls of life as a community contributor to for-profit and non-profit efforts across the Hawaiian Islands. A sampling of her life experiences include: Junior Olympian, YWCA swim instructor, rehabilitation management specialist, certified career development facilitator, MS Master instructor, playwright, project director, charter school vice principal, consultant, curriculum developer, certified chronic care professional, pre- and post-op surgery technician,
motivational speaker/MC, human resource manager, and mom – all combined with a wealth of

Native Hawaiian cultural program, and community development.

will supervise the Project Coordinator and direct the relationships between BFC and the other consortium partners and consultants associated with the PW2 initiative. She will also oversee the reporting, technical, and fiscal management activities under this NHCTEP grant program including the following: a) maintaining financial and program records; b) scheduling and facilitating meetings with project staff; c) providing technical assistance and training for project staff and consultants as needed; d) maintaining strong communication relationships with core project partners (e.g. Going Home Hawaii, Native Nations Education Foundation) and others; e) assisting the project by conducting research that will lend support to achieving the goals and objectives; and f) maintaining close communication with the Project Coordinator on all matters related to project activities. will be assisted with the administrative and fiscal management tasks of the project by the Program Specialist. (Refer to biodata summaries of other personnel below and to resume included in Appendix - 1 Resumes & Job Descriptions).

PROJECT COORDINATOR (1.0 FTE). The Project Coordinator will be responsible for organizing and controlling most project activities alone and / or with the assistance of the Project Director, Program Specialist or others. (S)he will be expected to establish and maintain communication with all project staff, contractors site monitors, FINHPs and ‘ohana, and others and to share necessary information with those who need to know. (S)he will also provide reports to Project Director as requested on the status of project components, to fill the Student Information Profile spreadsheet (data collection tool) with data on a timely basis and other duties as needed by the project.
- PROGRAM SPECIALIST (.25 FTE).

is an important part of the BFC management team. A Native Hawaiian, received a Master’s Degree in Social Work from the Myron B. Thompson School of Social Work at the University of Hawaii in 2012. After he received his MSW, he worked for four years as a Program Specialist for Hui Malama O Ke Kai, a Native Hawaiian community-based organization in Waimanalo. In this position, he worked to support and strengthen children and families through a federally funded project that incorporated Native Hawaiian values and practices. also worked for three years prior to graduate school for a Mentoring Children of Prisoners program. As the program manager, he worked to collaborate with the Department of Education, other faith-based organizations, the Women’s Community Correctional Center, and the Federal Detention Center to recruit participants, raise awareness, and build relationships. joined the BFC leadership team in November of 2015. In this project, he will assist the Principal Investigator, Project Director and other consortium partners to implement the cross-island training programs and help lead the PW2 programmatic activities. He will also help with monitoring project activities, including providing the Principal Investigator, Project Director and Project Coordinator with logistical support. (Refer to biodata summaries of other personnel below and to Shayne Yoshimoto’s resume included in Appendix - 1 Resumes & Job Descriptions).

- CTE TRAINER

emerged from a background in conventional agriculture business and practice in his earlier years as a young farmer and has since evolved as a SA practitioner. is a Native Hawaiian farmer from Puna, Hawai’i, who recently completed his PhD coursework in Sustainable Agricultural Development from UH-Mānoa’s College of Tropical Agriculture and
Human Resources. His thesis focus is on Natural and Cultural Resources Management. He holds a Master’s of Science degree in Climate and Society from the Earth Institute of Columbia University, and he earned his Bachelor’s of Science degree in Agroecology and Chemistry from the University of Hawai‘i in Hilo.

is a lecturer at Kūlani Correctional Facility through the HawCC’s Office of Continuing Education and Training and has served as the facility’s farm manager as well. He was a member of the HawCC faculty team responsible for securing accreditation for its Agriculture and Farming coursework. Capacity for leadership is evidenced through his work as a director of the Education and Outreach Committee and board membership of Ka ‘Ike o Ka ‘Āina, and he was a former board director with the Going Home Hawai‘i Consortium serving as its Cultural Advisory Committee Chair.

His volunteer roles are numerous and include 1200+ hours of community service with the Wildlife Fund since 2008. He is also published in the 2016 Journal of Conservation Biology and the 2013 Pacific Agriculture and Natural Resources Journal. Kaipo has extensive personal and professional experience in the subject areas upon which this CTE project focuses, and he is passionate about and effective in training and working with justice-involved Native Hawaiian learning communities. (see resume included in Appendix - 1 Resumes & Job Descriptions)

- EXTERNAL EVALUATOR

is a Professor of Sociology at the University of Hawai‘i at Hilo (UHH) with a special interest in Criminology – specifically Corrections, Reintegration of Former Prisoners, Gender, Race/Ethnicity, and Crime, Corrections and Families, Inequality, and Criminal Justice Policy. Except for one semester, she was the Chair of the Sociology Department
C. ADEQUACY OF RESOURCES

1. The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization(s) or entities to be served

BFC oversees seven Neighborhood Place family centers statewide. They are located in proximity to proposed training sites in this project. Each Neighborhood Place location employs between 5-18 staff professionals and volunteers. All have their own 501(c)(3) non-profit organizational status and/or affiliation. The size of the separate facilities range from 1,500 to over 8,000 square feet. These facilities are more than adequate to support the proposed outreach and programs as well as the distance-learning infrastructure planned. By the end of the grant timeline, we anticipate linking the NP locations into the PW2 project network with distance learning infrastructure and/or online software communication and coordination capabilities.
Because of these new networking capabilities and infrastructure, the quantity and quality of our interactions, communication, and support services will be significantly enhanced, allowing us to support many more clients and families.

This combined effort will in turn facilitate the effectiveness of BFC as the master contractor for the NP network.

With respect to all of the facilities and resources described in the preceding paragraphs, we have included as part of this grant application memoranda and letters of support and commitment to validate and affirm the scope and level of support between this NHCTEP project and our various consortium partners and service providers. Refer to Appendices - 3 and 5 for copies of this information.

2. The extent to which the budget is adequate to support the proposed project and the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project

The budget as described in the Budget Narrative is adequate to support the proposed project was given the leveraging of institutional and community resources described in other parts of this project narrative. The overall needs of the Native Hawaiian community, in particular current and formerly incarcerated persons and their families, remain huge. Furthermore, because of the geographic dispersion of the target population to be served throughout the major populated islands of the State of Hawaii, we have incorporated a deliberate wide-area project approach. The creative use of the various training and servicing locations and facilities described above and the inclusion in the budget for the deployment of distance learning equipment and infrastructure is clearly justified and reasonable.

B. Costs Are Reasonable in Relation to Persons Served and Anticipated Results
interventions will serve a minimum of 55 persons annually with direct services and support, and between 275-300 FINHPs, their ʻohana members and other community participants over the five years. The budget is reasonably balanced in order to accomplish the stated objectives and funds are allocated as follows: Direct Costs -92% with 8% Indirect Costs—Budget Percentage Allocations: Salary/Benefits (27%); Travel and Equipment: (12 %); Supplies and Other Direct costs: ( 7 %) and Partner Support Services and Evaluation (46 %).

These costs are necessary and adequate to provide quality culture-based services and to propel the participants along the CTE training proposed in our project design. The program is exceptionally cost-effective given the leveraged resources to be provided by the BFC and Going Home Hawaiʻi consortium network of over 50 community and 200 local, state, and national organizations that have been cooperating with us. Considering that the average annual cost to support one inmate in Hawaii is $29,425 (Source: Department of Public Safety Report 2016); and weighing in the long-term benefits of helping at- risk, low-income families and FINHPs and other individuals to obtain CTE certifications or degree credits that can lead to family-sustaining employment-- the proposed cost per student seems very reasonable, productive and cost efficient. The positive re-entry and reduction of recidivism offered by the potential of our project is significant.

3. The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project

Blueprint for Change (BFC) - Role: Grant Applicant, Fiscal Agent; Director:

Puʻuhonua Wellness – Phase 2: Training in Sustainable Agriculture, and Advanced Agricultural Technologies.
In 2012 BFC began to notice an increase in NP services provided to families impacted by incarceration. Parental incarceration is recognized as an Adverse Childhood Experience (ACE), which draws strong correlations to the development and prevalence of a wide range of health problems throughout a person’s lifespan. As a result of their work in the area of children of incarcerated parents, BFC was invited to participate in a working group which became known as Holomua Pu’uhonua. This group was charged with developing a plan to implement the purposes and intent of ACT 117, Session Laws of Hawai‘i 2012 - to create a system of Pu‘uhonua (place of refuge) - also referred to in ACT 117 as “Hawaiian Wellness Centers”, that could provide Native Hawaiians and others with culturally relevant services aimed at preventing crime and recidivism.

**Going Home Hawai‘i (GHH) - Role:** Re-entry support, workforce and educational readiness and training, and job placement services. The mission of GHH is to assist Hawai‘i Island men, women, and youth released from correctional institutions with reintegration into community life through employment, training, and appropriate supportive services.

GHH was formally organized in 2004 but traces its origins back to the late 1990s when the Hawai‘i Island Corrections Advisory Commission was created to address severe prison overcrowding. For over 17 years, Going Home group members meet each month to address issues, challenges, coordinate services, and promote the need for assisting ex-offenders with their reentry and helping them to become law-abiding, self-sufficient, and productive community members.

In May of 2015, Going Home received its nonprofit 501(c)(3) designation as Going Home Hawai‘i (GHH). GHH is the nonprofit branch and the governing fiscal body for the Hawai‘i Island Going Home Consortium. GHH’s membership includes other nonprofit
organizations, criminal justice agencies, mental health and substance abuse treatment providers, educational providers, employment specialists, housing specialists, and concerned community members from both East and West Hawai‘i. Virtually every agency that works with criminal offenders on Hawai‘i Island is a member of or is aligned with GHH. As such, GHH is ideally situated to address the multiple challenges of offender reintegration.

**Native Nations Education Foundation (NNEF) - Role:** Recruitment, intake, culturally-based education and tutoring support. Founded by indigenous educators in 2002, NNEF is committed to creating and supporting diverse Hawaiian culture-based educational opportunities for Native Hawaiians.

NNEF has developed the Pane‘e Mua Project (PMP) as a means to support and empower our community and support our mission. The Pane‘e Mua Project began in 2010 and provides a High School Equivalency course, Vocational/Technical Education Scholarship, and support services, as well as Employment Preparation and Personal Development training program for East Hawai‘i Native Hawaiian adults (18 years +).

Most importantly, PMP incorporates indigenous Hawaiian culture, language, and traditions in every class session. We integrate Hawaiian history and traditional practices relative to the subject area. This cultural integration enhances participants’ self-esteem and cultural identity, facilitating self-motivation needed for employment preparation and providing coping techniques to promote stable employment.

**D. QUALITY OF PROJECT EVALUATION**

1. The extent to which the proposed methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible
Evaluation Design. All of the project objectives are measurable and ongoing or time-oriented. An evaluation plan has been developed for each of the objectives and accompanying activities. BFC and the project partners will use both formative and summative evaluation methods to determine the project’s effectiveness in meeting the purposes and goals as outlined by this proposal, including both quantitative and qualitative measures. The evaluation plan will be aided and supported by the independent evaluation services to be provided by Marilyn M. Brown, Ph.D., our External Evaluator. The evaluation plan will assess the following elements:

- Progress in achieving the long-term program goal, single overall project goal and the five core program objectives;
- Effectiveness in meeting the purposes of the project;
- Effectiveness of the project with the Native Hawaiian formerly incarcerated individuals and family members and others intervened by any of the programmatic activities;
- Compliance with federal rules and regulations; and 5) Progress of the project in providing services according to the plan of operation outlined.

The Project Director and Project Coordinator will actively work with the partnering organizational staff members and consultants in collecting the required data. Using this data along with staff and participant feedback, regular formative evaluations will be conducted during the project with the project team leadership and consultants and improvements made. In these meetings, we will assess participation, effectiveness of services and short-term outcomes. Formative indicators will enumerate both qualitative and quantitative estimates of the program performance and provide ongoing indicators for program analysis and improvement.

The summative evaluation will relate the above information to each objective and it will treat this information as it relates to the goal and the project objectives. Summative evaluations will be conducted annually in cooperation with the External Evaluator. The Project Director assisted by the Project Coordinator will be responsible for meeting all reporting requirements of
Data Collection. Ongoing data collection will be one of the primary responsibilities of all program staff. Data collection and analysis will be conducted by the Project Coordinator with data entry support from other staff and project leaders on an ongoing basis. The Coordinator will also assemble the pertinent information for regularly scheduled project team meetings and monthly or quarterly reports, analyze data using simple statistics, and work with the Project Director to implement changes within the program as necessary. The Project Director and Coordinator will prepare annual reports.

Use of Performance Measures Clearly Related to Intended Outcomes. Program objectives were designed to be measurable and to contribute to the overall aim of the established PW2 project goal – To use the Blueprint for Change/Going Home Hawaii partnership’s traditional Hawaiian Pu‘uhonua Wellness model as a framework to intervene and support at least 150 formerly incarcerated Native Hawaiian individuals and members of their at-risk ‘ohana annually.

Formative Assessment. Program evaluation will be an ongoing activity. Each program component and the activities associated with those components will be reviewed and assessed to determine the progress toward the objectives and to refine project activities to increase their effectiveness. Project team meetings and regularly scheduled evaluation sessions attended by the Project Director, Coordinator, External Evaluator, and consultants will provide times to identify problems and implement solutions. In addition, outcomes data will be compiled and evaluated at
the end of each fiscal year to determine the success of the project in achieving its stated objectives. This effort will also prepare to satisfy the requirements of the U.S. Department of Education annual reports.

**The Project Evaluation Plan and Methodology.** The evaluation strategies outlined and described assume a robust, objective evaluation schedule built into all program components, timetables and processes. We have outlined in the table the questions and instruments being used to assess "how" and "why" the project did or did not meet the intended goals and objectives as well as an ongoing assessment of quantitative and qualitative evidence of the ways in which the objectives have been implemented and achieved. The evaluation plan includes program measures to access project outcomes and the benchmarks used to monitor progress toward specific project objectives and outcomes.

**Response to the Absolute Priority: Demonstrates a Rationale**

There are numerous reasons why PW2 is a credible project worthy of funding from OCTAE: NHCTEP. The value that is created from this project is widespread and far-reaching, and, because of COVID-19, is of dire need. The project addresses long-standing and current deficiencies in socioeconomic areas such as, a shortage of food / food insecurity, unemployment rates, silo’ed efforts by service providers, and especially, the loss of ethnocultural identity in Hawai‘i’s host population. Descriptions of need in the areas of food insecurity and unemployment have been provided in the Background and Need for the Project section. The fact that the project involves a large consortium of service providers with decades, of “doing the good work,” demonstrates its strength and capacity as a proposed project and that funders will be getting maximum benefit from an award to the project sponsors.
In addition, the project will be an indirect contributor to addressing the fact that the entire islands of Hawai‘i and Moloka‘i have consistently been federally designated as areas of medically underserved populations with the entire state an area lacking in primary and mental health care professionals.

With the funding amount requested, PW2 will be training “authentic health care professionals” – people trained in growing fresh whole foods for consumption by their communities; an activity that will have a significant impact on the overall of these communities and on the cost of healthcare for the residents who live in them. Our trainees will be equipped with the knowledge and skills to use the spaces and technology to construct hoop greenhouses alongside the CTE trainer and other project staff. They will also be able to serve in a training capacity of “Each one teach one.” Like in many rural communities across the State and continent, “the grapevine is alive and well,” in Hawaiian communities word-of-mouth is the best marketing tool to entice other family and community members to participate in their own healthcare. PW2 and its graduates will be affording communities “the cup is half full” options for treatment and prevention of physical and, in cultural belief, emotional sickness. In the grand scheme of things, our project promotes the theme.

Native Hawaiians are generally very creative, free-thinking, visionary and visual, intuitive and very interpersonally inclined (communal). As a result, the analytical, logical, detail-oriented, numerical, word-using sides of us are not naturally used. The project’s SA/AAT training facilitates use of those skills through the constructing of hoop greenhouses (squaring a foundation using Pythagorean Theorem, assembling a Snap-and-Grow hot house by following 62 pages of diagrams and written instructions, listening to the CTE trainer explain how the pressure per square of water declines when topography slopes upward, for example. The AAT portion of
the curriculum increases the usage of those skills exponentially when decisions must be made to set timers according to weather patterns and plant selection and scenarios of that nature. PW2 intends to affect recidivism rates in project participants through CTE activities that mandate the use of rationale and discernment, crucial abilities FINHPs have shown they need to improve upon for better overall decision-making and choice.

A significant part of the project is the development of agricultural technology positions within existing or potential ventures on Hawai‘i and O‘ahu. GHH and BFC will work together to identify opportunities for people with knowledge and skills in SA and AAT to explore possibilities for cost-effective job creation. ALU LIKE’s Hana Lima Scholarship Program – Kā Ipu Kā‘eo, provides financial assistance to students participating in vocational or technical education programs for occupations that can provide a “living wage.” These based-on-needs funds will help the majority of PW2 participants to secure the required tools they need for SA/AAT type work: tool belts, most-frequently used items, i.e., hammers, measuring tape, pliers, screwdrivers, pruners, scissors, etc. The organization also had an OJT program that affords employers ½-pay wages for the first 6 months of OJT for qualified Native Hawaiians they hire – a service that will encourage employers during the occupational development part of the project.

Response to the Competitive Preference Priority: Promoting STEM with a particular focus on Computer Science

As previously mentioned, PW2 is strategically designed to catapult the thinking processes and mindset of FINHPs and match that with the analytical knowledge base and skill sets. The beauty of this effort is being able to instill higher-order reasoning and problem-solving, occupation-specific, technical skills in a way that best suits the project’s audio-visual, learning community who have thrived in educational experiences that allow them to adhere to the simple
teaching methodology of old Hawai‘i: “Nana ka maka / Watch (observe) with your eyes; Hoʻolohe ka pepeiao / Listen with your ears; Paʻa ka waha / Keep your mouth closed (do not speak); Huli ka lima / Turn your hands downward (nothing gets done when they’re facing upward).”

In addition to Sustainable Agriculture, the project’s primary curricular focus is agricultural science and technologies which includes training in business math and computer science. The CTE activities in the project truly marry traditional methods of crop cultivation and contemporary technological innovation and help empower participants to be at the forefront of a needed industry by possessing practical skills and knowledge for what will soon be, in part because of this project, in-demand, emerging professions.

Construction of hoop greenhouses require the need for mathematical knowledge when the need for Pythagorean Theorem (for eg. and as mentioned before) is employed to square foundations for stability, problem-proof structures. Training must also address the need to know the relationships between numbers and operations as well as to predict patterns of data and use various standards of measurements. Along with lessons in aspects of Statistics and Probability (reading charts, tables and graphs and making references for problem-solving), the project also includes how to use equations to determine how the effect length and volume have on pounds per square inch of water on an uphill slope. Every new greenhouse constructed throughout the project, by way of location differences, will provide new opportunities to practice applying mathematical know-how to ensure effort that will last, which, when the level hits the batter board, will provide real-time proof of mastery.

Basic engineering skills are acquired in the same greenhouse construction and in equipping them with a variety of ag tech devices and equipment wherein participants must apply
their understanding of analytical thinking used in structural analysis, attention to detail, fundamentals of system design, and basic conceptual and logical thinking. The use of software applications associated with ag tech devices that control greenhouse environments – the need to learn and use them and to enable proficiency in technological communication. When reviewing the reasons for particular purchases of ag tech equipment over others for a certain greenhouse (considering all the factors involved), participants engage in Information Systems planning to ensure the most effective use of the technology at hand.