Identifying Community Development Opportunities for the WPI Hawai`i Project Center

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Abstract

After the WPI Hawai`i Project Center changed locations to Oahu, there was a need to strengthen the center by identifying suitable WPI project partners and obtaining information on relevant challenges on Oahu. To accomplish this, our team developed criteria to measure the suitability of organizations for WPI projects by interviewing WPI Project Center Directors. We then characterized community development activity on Oahu by interviewing community development organizations. We created a sortable Organization Database where we measured these organizations against the criteria. This database is accompanied by a report that details community challenges on Oahu and makes recommendations to strengthen the Hawai`i Project Center.

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Authorship

       The contents of this report are a result of the collaboration between all authors. Since we completed all writing and editing together, we all take equal authorship of all sections of this report.

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Executive Summary

Worcester Polytechnic Institute's (WPI) Global Projects Program is a key aspect of WPI's distinctive education. This program provides the opportunity for students to complete hands-on project work that is not only valuable to students' education but to communities around the world. As the Global Projects Program continues to expand, there is a need for more project centers. The Hawai`i Project Center was founded in 2020 in Hilo, HI, by Professor Lauren Mathews, our project sponsor. In 2021, the center was relocated to Honolulu, HI on Oahu (see Figure 1) due to its bustling, urban environment that offers great potential for student projects. Due to this change, Professor Mathews needs to gain more information about the community

Figure 1: Map of Hawai`i (Wikimedia Commons, 2007)

development activities on Oahu to enhance the future project center. Our project goal was to strengthen the Hawai`i Project Center by identifying suitable WPI project partners and obtaining information on relevant challenges on Oahu.

To achieve our project's goal, we developed two objectives:

1. Develop criteria for suitable IQP partners.
2. Characterize community development activity on Oahu.

The first objective was to determine criteria to measure the suitability for collaboration between a project partner and a WPI team. The second objective was to analyze the challenges Oahu's communities are facing and the organizations addressing these challenges. Upon completion of our objectives, we delivered the Hawai`i Project Center Director a comprehensive Organization Database of community development organizations and a detailed report. This report provides recommendations of organizations for WPI collaboration and the pressing challenges to address on Oahu.

To achieve our goals, we developed a methodology that utilized techniques such as expert interviews and the use of online resources. To complete our first objective, we

interviewed WPI Project Center Directors (PCDs). These individuals have experience identifying and contacting organizations for partnership. They were able to explain the processes they have used and describe what has made a project partner suitable in their experience. From these interviews we identified a set of criteria we used to measure an organization's suitability for partnership with WPI project teams. To complete our second objective, we identified a variety of community development organizations on Oahu through online research. We then contacted these organizations to request interviews to learn about each organization's structure, the challenges they address, and the feasibility of a partnership with WPI.

After completing the interviews with the WPI PCDs for our first objective, we created a set of criteria to help us judge the suitability for collaboration with an organization, as well as recommendations for both identifying and contacting organizations. We categorized the criteria into four groups: Responsiveness & Enthusiasm, Volunteer Involvement, Organization Size, and Established in the Community. The recommendations received from these interviews included identifying additional organizations through the interviews we have already completed and clearly explaining the WPI IQP to an organization representative.

As we identified and conducted interviews with community development organizations working on Oahu, we found that environmental sustainability and conservation was, by far, the most common issue being addressed. Under environmental sustainability and conservation, we identified three important issues: the preservation of marine ecosystems, the management of pollution, and the education of the public regarding the environment. The National Oceanic and Atmospheric Administration (NOAA) and the Department of Land and Natural Resources (DLNR): Division of Aquatic Resources are large governmental organizations addressing the preservation of marine ecosystems. They conduct research on aquatic ecosystems and pass legislation to protect marine life. Wastewater Alternatives and Innovation focuses on managing Hawai`i's wastewater. They ensure that cesspools do not leak, causing damage to Hawai`i's ecosystem. The Surfrider Foundation also does work to manage pollutions, especially microplastics found on Oahu's coasts. Kupu and the Hawai`i Nature Center educate the public about Hawai`i's environment. The Hawai`i Nature Center partners with local schools and teaches children about nature through an immersive approach. Kupu offers service-learning opportunities to young people, providing them a foundation for a career in environmental stewardship. Lastly,

the State of Hawai`i's Office of Planning is a government office that addresses a variety of challenges with many programs, including the Statewide Sustainability Program.

We also found a critical mass of organizations working in affordable housing and homelessness. Faith Action, the one organization available to interview, is a religious organization that assists Hawai`i's underserved population. They often fight for legislative change like increasing the minimum wage and decreasing the cost of living. The other organizations we found generally worked closer to the homeless or at-risk population, providing them with either shelter or financial support.

After completing our online searches and interviews, we developed several recommendations for the Hawai`i PCD. First, we recommend that the Hawai`i PCD reach out to the following organizations:

- DLNR: Division of Aquatic Resources
- NOAA Fisheries: Pacific Islands Regional Office
- Kupu
- State of Hawai`i Office of Planning

These organizations were selected based upon the criteria we developed from the PCD interviews.

We recommend that the Hawai`i PCD start the project center by focusing on environmental sustainability and conservation. We found that the organizations working in this area were both plentiful and responsive to our interview requests. The Hawai`i PCD should consider becoming involved in homelessness and affordable housing. There are many organizations working in this area that were responsive but were often busy. We suspect that if they were contacted and presented with a project idea, they may be more responsive. We also recommend that the Hawai`i PCD continues to use both the project partner criteria and the Organization Database we have generated when continuing with the project center. It would also be helpful if the Hawai`i PCD establish collaboration with the University of Hawai`i, as every environmental community development organization that we interviewed had some connection with the university.

Chapter 1: Background

Although the outside world portrays Hawai`i as a tropical paradise with endless beaches, lush valleys, and beautiful mountains, there are a multitude of problems that impact its communities. High costs of living, invasive species, and unsustainable tourism are just some of the common community development challenges present on the islands. Such challenges require community development groups and organizations to implement innovative solutions.

WPI is establishing a new Hawai`i Project Center on Oahu to provide students with more options to complete interdisciplinary global projects. The Hawai`i Project Center Director needs to identify community development organizations that have potential for collaboration with WPI's Global Projects Program. Due to the variety of community challenges and community development organizations on Oahu, it is unclear which organizations the director should contact for partnership and which community challenges the project center should address. Therefore, the goal of this project is to strengthen the Hawai`i Project Center by identifying suitable project partners and obtaining information on relevant challenges on Oahu.

In this chapter, we provide the background material necessary to understand the WPI Global Projects Program, community development, and the need for community development on Oahu.

1.1 WPI Global Projects Program

The Global Projects Program is a key aspect of WPI's distinctive education because it provides the opportunity for students to complete hands-on project work that is not only valuable to students' education but to communities around the world. In this section, we will examine why a global education positively impacts students and how project-based learning prepares students for success in their careers. Additionally, we will offer an example of the value of the Global Projects Program by exploring some of WPI's project centers.

1.11 Global Education

One of the goals of higher education institutions is to prepare students for real-world challenges and to ultimately find success. However, the "real world" is changing, so institutions need to adapt their educational methods. The growth of technological and societal change has resulted in diminished global boundaries, causing the world to become increasingly interconnected and interdependent (Bradbery et al., 2015). Resultingly, there is a greater need for well-developed global education programs.

A well-developed program can benefit students by broadening their global perspective and deepening their self-awareness (Bradbery et al., 2015; Highum, 2014). It fosters an interdisciplinary education that encourages students to approach global problems in a variety of ways, so that they may serve the greater community (Bradbery et al., 2015; Highum, 2014; Spencer-Oatey, 2013). This perspective promotes the desire for world equitability and sustainability, increasing students' community engagement (Bradbery et al., 2015). Further, greater self-awareness cultivates personal growth, resulting in increased confidence, self-reliance, and critical thinking skills (Highum, 2014). Overall, the impacts of a global education increase a student's engagement and opportunity for achievement in the real world.

1.12 Project-Based Learning

College graduates must enter a work world where they are expected to solve open-ended problems by applying a diverse set of skills. Typically, students learn different subjects independently of other subjects, and though this provides valuable foundational knowledge, it does not fully prepare students for their future careers (Christensen, Du, Lehmann, & Thrane, 2008). Multiple studies have shown that the integration of project-based learning in higher education provides students with problem-solving skills necessary for addressing complex, interdisciplinary challenges (Capraro, Capraro, Morgan, & Slough, 2013; Christensen et al., 2008).

Project-based learning is when students are given an ill-defined task and asked for a well-defined outcome within a meaningful context (Capraro et al., 2013). To produce a successful outcome, students must gain expertise of multiple disciplines, then skillfully combine these concepts. As a result, students gain experience in self-directed learning and improve their higher

order thinking skills (Capraro et al., 2013). They also learn the value of diverse collaboration by tackling complex problems with their peers and by gaining knowledge from community outreach and partnership (Capraro et al., 2013; Christensen et al., 2008). By providing students the opportunity to solve complex, real-world problems and accumulate complementary skills by graduation, universities prepare students for innovative problem-solving in their careers.

1.13 Exemplifying the Benefits of the WPI Global Projects Program

In this sub-section we will offer examples of project-based learning in a global context. These examples will describe how WPI students have approached open-ended problems that are relevant to the community where the project-center is located. They will also examine how students have benefitted from their experiences provided by the Global Projects Program. The first example was selected because the Copenhagen Project Center is well-established, and the student-team of focus had articles written about their experience, information that is not typically provided. The second example was selected because the Hilo Project Center was the first project center in Hawai`i to be established. It has now been re-located to Honolulu. Both examples are about IQP project teams, and though the Hawai`i Project Center could expand to include other types of projects, we are focusing on IQPs.

Figure 2: The student team visiting a waste municipality center (Racicot, 2018)

The Copenhagen Project Center was founded in 1995 and has worked with 36 project partners and completed 110 projects. These projects have covered a wide range of topics such as sustainability, education, and social inclusion (WPI, n.d.). During the Fall of 2017, a group of students was challenged by the Danish Waste Association (DWA) to explore the challenges and opportunities of implementing big data into Denmark's waste management sector. The students approached this open-ended problem by creating objectives, performing background research, visiting Danish waste municipalities, interviewing field experts, and surveying Danish citizens (Celaj, Desmond, Shah, & Shirai, 2017). The team then analyzed their results to finalize a conclusion and provide recommendations regarding data collection, data management, and social and legal concerns on personal data to the DWA (Celaj et al., 2017). To produce a

successful outcome, the team fully embraced the problem by conducting self-directed research and grappling with the implication of technology on society (Lutterell, 2018).

The Hawai`i Project Center was founded in 2020 in Hilo, HI where 16 students completed four projects during its first year. However, in 2021, the site was moved to Honolulu because of its bustling, urban setting (WPI, n.d.). In Hilo one student team was partnered with the National Wildlife Research Center (NWRC), an organization that helps to manage invasive species in Hawai`i (Christakos, Jette, Papi & Saar, 2020). The team was tasked with developing strategies to increase citizen-science-based efforts to aid in the management of the invasive coqui frog (Christakos et al., 2020). To address this ill-defined task, the students developed objectives, performed background research, surveyed local citizens, interviewed subject experts, planned app development, and prepared government funding proposals (Christakos et al., 2020). The team also provided the NWRC with several detailed approaches on developing a citizen science app (Christakos et al., 2020).

Both student teams addressed open-ended problems by employing effective collaboration and interdisciplinary techniques. For example, the Hilo student-team combined technological skills, like app development, and social science skills, like surveys and interviews. The need to use a diverse set of skills challenged students in ways that are only possible through project-based learning. Additionally, solving these problems in a global context cultivates global citizenship. For example, the Copenhagen student-team immersed themselves in the Danish culture in many ways, including working directly with a variety of community members.

1.2 Community Development

An overarching topic of this project is community development. In this section, we will first establish a general definition, then identify three types of community development. Then, we will discuss the characteristics of community development organizations, specifically local governments and nonprofits.

1.21 What is Community Development?

Community development encompasses a variety of organizations and projects around the world. It is a broad topic, and its precise definition is the subject of entire research articles. We have selected the definition presented by Bhattacharyya (2004) because of its generality. A general definition is beneficial for our purposes because we want to ensure that we do not restrain our research on community development activities on Oahu. He defines community development to be shared vision and planning that is directed by coordinated action towards creating a community that aligns with its member's values (Bhattacharyya, 2004). Simply put, any action designed to improve the lives of a group of people can qualify as community development.

1.22 Community Development Types

Community development can be categorized in many ways, but the method described by Mataritta-Cascante (2012) is helpful to this project because of the spectrum between the three general categories (see Figure 2) allow it to be applicable to an open-ended project on community development. Additionally, the categories are defined by six general indicators that recognize the levels of community involvement. According to our definition, it is important to consider community members' shared values. The three categories that will be described are imposed, self-help, and directed community development.

Imposed community development occurs when a group completely controls the project being completed, receiving little input from the community (Matarrita-Cascante, 2012). The deliverables of this type of community development are often physical, functional assets like a road or house. A government constructing a bridge to connect two towns is an example of imposed community development.

On the other hand, self-help community development occurs when a community attempts to improve on its own. The community itself controls development, receiving little input from an outside group (Matarrita-Cascante, 2012). The deliverables of self-help community development can be physical but can also be interactional. That is, a project would promote interactions among community members. An example of this is a local craft fair that both increases resident interaction and highlights local businesses.
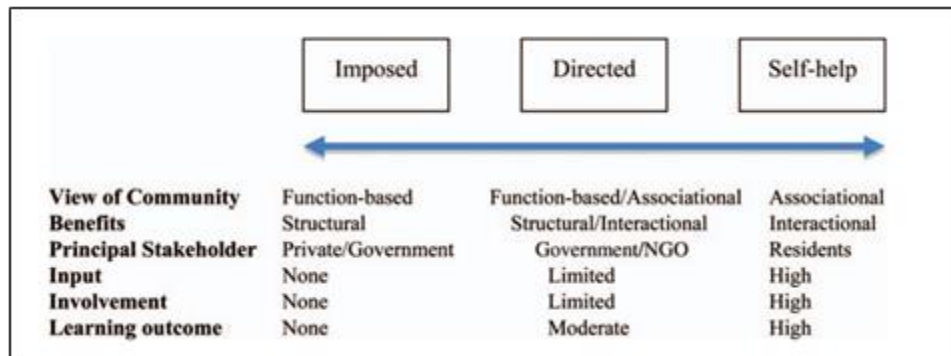
Figure 3: Community development types (Matarrita-Cascante, 2012)

Directed community development is a mixture of imposed and self-help. In directed community development, community members are asked for their input on a project designed by a local group (Matarrita-Cascante, 2012). To gauge the community's input, the decision-making entity may send surveys to the community or meet with community representatives. An example of this is a local government asking for resident input in the design of a new bike path. Although the local government oversees the project, they still consider the input of the community. When community members work together with community development organizations, communities are more likely to improve (Arnstein, 2019).

1.23 Community Development Organizations

A community development organization (CDO) is a group that puts community development into action using of variety of resources to improve the lives of community members (Anheier, 2010). There are many kinds of CDOs, but two prominent types are local governments and nonprofit organizations. In this section, we will discuss how each plays a role in community development.

Local governments are well-established subdivisions of state and federal governments that preside over towns and counties to maintain and improve essential services. The services provided are equally accessible to all community members who qualify (Budrys, 2012). Additionally, since local government leaders can change due to the election cycle, services are shaped by the changing social values of the majority vote (Budrys, 2012; Handy, McDougle, & Shier, 2014). This means that many local government services address the generalized social values of the many and are available to all who require it. Local governments fund their

community projects and services by using traditional financing, like federal, state, and government programs, institutional support, private partners, and local taxes (University of Delaware, n.d.). These organizations tend to be either imposed or directed community development.

Nonprofit organizations (NPO) are organizations that are exempt from taxes because of their work to benefit the public by aiding community challenges. They often utilize donations to maintain their overall structure. The majority of NPOs in the U.S. are small and focus on specific community challenges, so they can administer a wide range of services that cater to the needs of specific communities (Budrys, 2012; Kloppenborg & Laning, 2014). They promote their work by engaging with volunteers and donors, collaborating with fellow CDOs, and providing community education and awareness activities (Handy et al., 2014). Overall, NPO's services address the needs of specific communities and spread awareness through engaging the community by either self-help or directed community development.

1.3 Oahu Background

After its first year of operation in Hilo, HI in 2020, the WPI Hawai`i Project Center will move to its permanent location on Oahu. This section will provide some general information on Oahu and touch on some of the major challenges faced by its communities.

Oahu is unique in terms of its geography and environment. To the east, the island tends to be lush, wet, and green while the west tends to be warmer and drier (Derrick, n.d.). The island has two mountain ranges, deep lush valleys, steep cliffs, and several popular beaches. Due to Oahu's isolation for most of its history and its unique geography, it has impressive biodiversity that needs to be protected. There are over 10,000 plants found on Hawai`i that cannot be found anywhere else on Earth (Department of Land and Natural Resources, 2010). For this reason, several organizations on Oahu are responsible for maintaining this biodiversity (Oahu Invasive Species Committee, 2018).

Figure 4: Homeless man sleeping on beach (Nagourney, 2016)

Oahu is often referred to as "the gathering place". Over 6 million tourists flock to the island every year to see locations like Pearl Harbor, Waikiki Beach, or Diamond Head State Monument (Hawai`i Tourism Authority, 2020). In 2019 alone the tourist industry generated just over $8 billion in revenue and provided millions of jobs to residents (Hawai`i Tourism Authority, 2020). However, Oahu's communities face several challenges. A combination of high housing costs and stagnant wages create financial problems for the working class and contribute to the island's disproportionate homeless population (Hoover, 2007). Additionally, the priorities of Native Hawaiians and the tourism industry often do not align. Many Native Hawaiians feel that their culture is being commercialized and their environment is being degraded, all while tourism provides them minimal economic benefits (Mzezewa, 2020).

Chapter 2: Methodology

The goal of this project was to strengthen the Hawai`i Project Center by identifying the most suitable project partners and obtaining information on relevant challenges on Oahu. Our objectives to achieve this goal are as follows:

1. Develop criteria for suitable IQP partners.
2. Characterize community development activity on Oahu.

A WPI Interactive Qualifying Project (IQP) is a project-based multidisciplinary graduation requirement where a team of students solve a problem in collaboration with an organization at the project center site. The problem is usually non-major related and focuses on issues that relate science, engineering, and technology to society. To develop criteria for suitable IQP partners we first interviewed WPI Project Center Directors (PCD) to learn what makes a suitable project partner. We then used internet research and interviews with CDOs to better understand the community development activity on the island. For our purposes, community development activity refers to community challenges and the organizations addressing these challenges. Using the criteria determined from Objective 1 and the analysis from Objective 2, we provided the Hawai`i Project Center Director with recommendations on who to contact for project partners and a description of community develop activity on Oahu. The following section details the methods we implemented to achieve our project goal.

2.1 Objective 1: Develop Criteria for Suitable IQP Partners

We conducted interviews with WPI PCDs to determine what characteristics they look for when recruiting project partners. These PCDs oversee other WPI project sites and therefore have experience in recruiting IQP partners. The goal of this objective was to develop a set of criteria that would allow us to determine how suitable an organization is for WPI collaboration.

2.11 PCD Interviews

To determine which PCDs to interview, we first compiled a list of all the PCDs and their project sites. Then we created a set of basic questions to identify which project sites shared qualities with the Hawai`i Project Center. We believed that PCDs for similar sites may employ techniques that are especially applicable for the Hawai`i Project Center. The questions were as follows:

- Is this location on an island?
- Does this location have a similar or greater tourist population than Oahu?
- Is this location in the United States?
- Does the project site's city or town have a similar population size to Oahu?

Each question relates to an identifiable quality of the project center's location: geography, tourism, country, and population. We selected these qualities because of their generality and their ease of identification at other project center locations.

If at least two of these questions were true for a site, we considered reaching out to the corresponding PCD (see Appendix F). Next, we selected the ten PCDs that have been at their center the longest to contact using the email script found in Appendix C. We did this to ensure that the PCDs we interviewed were well experienced in identifying and working with IQP partners. We scheduled interviews with the seven PCDs who responded to our request. Prior to each interview, we read the PCDs a standard script explaining the purpose of our project. Our questions focused on the characteristics PCDs felt made a more suitable IQP partner (see Appendix A).

After conducting these interviews, we developed a set of criteria that would help us determine the suitability of an organization for WPI collaboration. To do this, we re-read all our interview notes and highlighted words and phrases that were repeated across several interviews or were emphasized by PCDs (see Appendix G). From this list of key words and phrases, we identified core categories of information. We then determined why each category was important and developed criteria to measure the suitability of a project partner based on these categories.

2.2 Objective 2: Characterize Community Development Activity on Oahu

To accomplish this objective, we first used online resources to gain basic information about community development challenges and identify community development organizations. We then reached out to these organizations and conducted interviews with the organizations that replied to gain further information about them and the challenges they address. Finally, we analyzed the most pressing community development challenges on Oahu and the organizations addressing them.

2.21 Identifying Organizations

To identify potential IQP partners, we compiled a list of CDOs on Oahu using online resources. We decided that any organization on Oahu that fits our definition of community development would qualify for our list. We anticipated that our response rate for our interview requests would be low, so we opted to be less selective at this stage of research.

To begin, we used Google to search 'community development on Oahu.' This search yielded large community development organizations that focused on a variety of community challenges. For example, we found the Hawai`i Community Foundation, an organization with locations across Hawai`i that works with homelessness, freshwater security, and education. After identifying several of these overarching organizations and the many challenges they address, we then searched for community challenges that appeared most frequently. We searched topics such as 'community development on Oahu homelessness' or 'Oahu environmental development' for instance. Using these searches, we found organizations that were smaller than before and often focused on a single community development challenge. Further, we sometimes found a partnership page on the websites of CDOs we were investigating that listed other CDOs. If a listed partner was on Oahu, we added them to our list.

As we identified CDOs, we collected their contact information, location, mission statement, and the community challenge(s) they address. The contact information was useful when contacting CDOs for interviews. In most cases this was an email address, but some organizations only supplied a phone number. If an employee's individual contact information

was provided, we recorded it, but if not, we recorded the organization's general contact information. We collected the location to ensure that we only included organizations working on Oahu on our list. In general, an organization's location was its headquarters. We included mission statements because they provided a brief description of the organization and their values. Lastly, we identified which community challenge(s) each organization was addressing. We determined this by reading through different parts of their website, such as their projects or mission statement. The other characteristics we included were derived from our analysis of the PCD interviews. This information was organized in the Organization Database.

2.22 Organization Interviews

To learn more about the CDOs working on Oahu, we conducted interviews with those who responded to our request. To initiate these interviews, we sent each organization on our list an email with the script found in Appendix D. If we could identify a specific representative to email, we emailed them. Otherwise, we used the organization's general email address. If no email address was provided, a phone call was made to initiate contact.

When interviewing an organization, we used the interview script found in Appendix B. The first goal of these interviews was to identify characteristics that were unavailable on the internet. For example, we asked about their future development plans, whether they have worked with student groups in the past, and how many employees they have. The second goal of these interviews was to gain a deeper understanding of the challenges faced by Oahu's communities. We asked each organization about the causes, impacts, and potential solutions to the challenges they address. During these interviews, one of us asked questions and another took notes.

2.23 Analyzing Community Development

We synthesized the information from our database, CDO's websites, and CDO interviews to analyze community development activities on Oahu.

The first step in our analysis was identifying the more pressing community challenges on Oahu. To make this decision, we first used our database to determine how many organizations were addressing a specific community challenge by categorizing each issue into large groups such as "environmental sustainability & conservation." We thought that if multiple organizations

had dedicated their time and resources to a specific issue, it must be pressing. While this number of organizations was important, we also considered the responses of our interviews. If interviewees provided strong evidence that the challenge they address was pressing, we considered that issue for further analysis.

Once we identified the more pressing community challenges, we utilized the information from the interview notes and websites to describe why this challenge is pressing. Next, we described the CDOs addressing these challenges. By referring to the Organization Database, interview notes, and CDO websites we determined the following:

- The major CDOs addressing each challenge.
- How CDOs are addressing these challenges.
- Where these CDOs are located.

From this information, we identified trends in community development activities on Oahu.

The final step in this project was to provide recommendations on which organizations are the most suitable for WPI collaboration. We mainly considered the organizations that would interview with us, as their willingness to do so expressed interest in future collaboration. Further, we evaluated these organizations using the criteria developed in Objective 1.

Chapter 3: Results & Analysis

In the following chapter, we create a list of criteria for determining the suitability of an IQP partner and analyze community development activities on Oahu. Our results and analysis were based on interviews with WPI PCDs, internet research of CDOs, and interviews with CDO representatives. This information helped us achieve our overarching goal of strengthening the Hawai`i Project Center.

3.1 Objective 1: Develop Criteria for Suitable IQP Partners

Using the semi-structured interviews conducted with WPI PCDs, we identified four categories to determine suitability for collaboration with WPI: Responsiveness & Enthusiasm, Volunteer Involvement, Organization Size, and Established in the Community (see Figure 5). The following section describes why each category is important and the criteria we used to measure these categories. Additionally, we received recommendations from PCDs for identifying and contacting CDOs. We describe these recommendations and how we incorporate them into our project.

Figure 5: Summary of results for Objective 1

We interviewed seven PCDs, but only refer to five in our analysis. Although we gained insight to how project partners are selected from all interviewees, we found that some interviewees utilized methods for IQP partner identification that were not transferable to the Hawai`i Project Center. Table 1 states the name of each PCD that is referenced in this section and their corresponding project center location(s). See Appendix G for interview summaries.

Table 1: PCDs we interviewed and their corresponding project center locations

Name	Project Center Location	Date of interview
Melissa Belz	Monteverde, Costa Rica & San Jose, Costa Rica	2-10-21
Lorraine Higgins	Melbourne, Australia	2-9-21
Lauren Mathews	Hawai`i & San Juan, Puerto Rico	11-27-20
Paul Mathisen	Boston, MA	2-11-21
Aaron Sakulich	Reykjavik, Iceland & Panama City, Panama	2-9-21

3.11 Responsiveness & Enthusiasm

Professors Belz, Higgins, and Sakulich all emphasized the need for an organization to be responsive and enthusiastic about the opportunity for collaboration. Professor Higgins explained how responsiveness from initial contact is important because it indicates that the organization will be responsive to students as a project partner. Since IQP teams rely on their project partners for guidance, responsiveness is significant to students' educational experience. Professor Belz provided examples of how some partners had been less responsive to students, requiring the students to overcome more barriers than necessary. Professor Sakulich shared similar thoughts on the importance of responsiveness, but he also explained that being enthusiastic about collaboration in early contact is an indicator that an organization will be open to partnership. In the Organization Database, this is measured by "Responded," "Interviewed, and "Enthusiasm for Collaboration." "Responded" is a yes or no question, indicating if a CDO responded to our initial contact. Similarly, "Interviewed" indicates that a CDO representative took the time to speak with us via a Zoom interview. "Enthusiasm for Collaboration" was qualitatively measured as "low," "medium," or "high" based on an organization's responses during interviews. We did this by

noting if an interviewee was enthusiastic about collaborating with a student team. For example, if the CDO representative presents ideas of how a student team would fit into their organization or they are eager to learn more about the opportunity, then they would be marked as "high."

3.12 Volunteer Involvement

Professors Mathews and Mathisen mentioned the value in noting organizations' volunteer programs. Professor Mathisen shared that he has only worked with IQP partners whose employees were paid, but he believed that it is beneficial to collaborate with organizations that have volunteer programs. These organizations have an established infrastructure for outside collaboration, making them better equipped to work with WPI. Professor Mathews echoed Professor Mathisen, but she also warned that it is difficult for a WPI team to collaborate with an organization that is mostly volunteers because the incentive to work is not as strong as it is for paid employees. From this, we concluded that it is beneficial when an organization works with volunteers, but it is necessary to consider how different levels of volunteer involvement impact an organization's suitability for collaboration. In our database, we measured this by "Volunteers" which must be filled in by one of the following: "all volunteers," "partial volunteers," and "no volunteers." Additionally, we included a description of the nature of their volunteer involvement. This was determined from the organization's website or from interview responses.

3.13 Organization Size

Professors Mathews, Mathisen, and Sakulich all noted that an organization's size is important to consider. Professor Mathews shared that smaller organizations may lack the resources or employees necessary to partner with a WPI IQP team. They also may not have the time or space available for an outside team. Professors Sakulich and Mathisen both specified that larger organizations tend to have more time to work with students. However, Professor Mathisen also shared that larger organizations are usually more constrained; if something needs to get done it needs to go through a longer process. A project partner is more suitable when they can commit time and other resources to benefit students' learning experience and help them successfully complete a project. Because we did not expect organizations to have a comprehensive understanding of the WPI IQP and we were not currently setting up a project, we did not ask them if they have the time or resources to commit to this program. Instead, we used our

interviews to determine the organization's size. In our database, we measured this by "Multiple Locations" and "Number of Employees." In the "Multiple Locations" section, we indicated whether an organization had locations outside of Oahu. The more locations they had, the larger we considered them. We determined "Number of Employees" from their interview responses, and we determined "Multiple Locations" from their website.

3.14 Established in the Community

Our team is focused on community development organizations, and according to our definition of community development, having a connection with the community is vital for a CDO. For this reason, Professor Mathews noted that it is important for a CDO to be established in the community. In our database, we measured this by "Date Established" and "Community Involvement." We found "Date Established" on the organization's website. The latter is a qualitative measurement that describes how a CDO involves a community in its process by classifying it as "imposed," "directed," or "self-help" and qualitatively explaining why it was classified that way. To determine "Community Involvement," we used past projects described on an organization's website and their interview responses.

3.15 Suggestions for Project Partner Identification and Initial Contact

During our interviews, we received various suggestions for identifying potential partnering CDOs. Professor Mathews indicated when an organization's website is updated and official, they are more likely to be active. Both Professors Sakulich and Mathisen emphasized that project partners often direct them to other potential partners. They may know someone who would be interested in WPI collaboration. We integrated this into our project by adding a question to our CDO interview script that asks the interviewee if they could recommend anyone internal or external to their organization to contact (see Appendix B). This allowed us to be put in direct contact with additional CDO representatives.

The other suggestions related to contacting the organizations. Professor Sakulich recommended sending an initial email as a "sales pitch," then following up with a second email if there is no response. If there is still no response, then he would move on from that contact because they are likely not interested. Professors Belz and Mathisen both noted that emails are not the best way to contact an organization, but a phone call or face-to-face communication is

more successful. From these suggestions, we sent follow-up emails to CDOs who did not respond to our initial emails, then called organizations that we had difficulty reaching through email, and if they agreed to an interview, we suggested Zoom interviews to promote face-to-face contact. As a result, nine of our 27 responses resulted from our follow-up emails and calls.

3.2 Objective 2: Characterize Community Development Activity on Oahu

Using online resources and semi-structured interviews, we identified, contacted, and interviewed a variety of organizations (see Table 2). From each interview we learned about the organization's structure, the challenges they address, and the feasibility of partnering with WPI. With this information, along with information from the organizations' websites, we were able to identify and describe the more pressing community challenges and the organizations addressing those challenges.

Table 2: The total number of identified CDOs and the number of CDOs interviewed by the type of challenges they addressed.

Community Challenge Topics of Identified CDOs	Number of CDOs	Number of Interviews
Environmental Sustainability & Conservation	19	7
Cultural Preservation	4	1
Economic Development	8	2
Homelessness & Affordable Housing	12	1
Agricultural Development	2	1
Education	5	2
Health	3	0
Public Transportation	2	0
Sustainable Tourism	2	1
Disaster Management	1	0
Total	58	15
True Total*	**48**	**12**

*There are multiple organizations that work in more than one sector and are double counted.

3.21 Identification

As we identified these organizations, we added them to our Organization Database (see accompanying Excel document). Each row represents a CDO we identified, and each column represents a characteristic of an organization. The characteristics included in the database are those discussed in 2.21 and 3.1. The level of detail for each organization varied depending on the amount of contact we had with them. An organization that never replied to an initial email had less detail while an organization that we interviewed had more.

The database allows the user to sort the order of organizations based on characteristics. For example, the user can configure the database to display organizations with the most employees first (see Appendix I for instructions). This allowed us to easily determine which organizations fit certain criteria.

3.22 CDO Interviews & Analyzing Community Development

After reaching out to 48 CDOs working on Oahu, we interviewed 12 (see Table 2). After each interview, we completed the Organization Database for that CDO. Appendix H displays the representatives that we interviewed and their respective CDO. From our database, we identified the most pressing community challenges to be Environmental Sustainability & Conservation and Homelessness & Affordable Housing. In this sub-section, we will provide a brief description of each challenge, describe the challenge further according to information from identified CDOs, and describe the structures of these CDOs.

3.22a Environmental Sustainability & Conservation

Of the 48 CDOs we identified, 19 address environmental sustainability and conservation (see Table 2). As presented in section 1.3, Oahu is home to an extremely diverse array of geography and wildlife. However, as Oahu's infrastructure and tourism industry continues to expand, its environment continues to be degraded. Therefore, it is no surprise that a wide variety of groups are working to preserve Hawai`i's unique environment for future generations.

From our interviews with seven of these organizations (see Appendix H), we learned about the pressures that Oahu's unique ecosystems are under and how different CDOs are tackling different aspects of this challenge. Since the CDOs we interviewed address different areas within environmental sustainability and conservation, we will examine three of them: Marine ecosystems, pollution, and education. We selected these areas because each interviewed CDO addresses at least one of them. After explaining the importance of each area, we will

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describe the structures of the seven interviewed CDOs, as well as the similarities we find between these organizations.

The CDOs that we have found emphasize that Oahu's marine ecosystem is a valuable resource. According to the Division of Aquatic Resources (DAR), the National Oceanic Atmospheric Administration (NOAA), and the State of Hawai`i Office of Planning, a healthy marine ecosystem promotes a thriving economy (DLNR: DAR, n.d.; NOAA Fisheries: Pacific Regional Office, n.d.; The Office of Planning, 2020). The Office of Planning's ocean resources management plan (ORMP) highlights that in 2015, the ocean economy provided 116,742 jobs, $4.2 billion in wages, and $8.2 billion towards Hawai`i's GDP (The Office of Planning, 2020). Specifically, Hawai`i's coral reefs contribute a great deal to its economy. NOAA's website shares how their coral reefs positively impact nearshore commercial and recreational fishing, create Hawai`i's famous surf, and are critically important to the state's $800 million annual marine tourism industry (Pacific Island Fisheries Science Center, 2019). In fact, Hawai`i's coral reefs were valued at $863 million per year according to DAR's website (DLNR: DAR, n.d.).

Hawai`i's marine ecosystem is in danger, threatening Hawai`i's economic stability. External pressures have led to 50% reef death in some locations (DLNR: DAR, n.d.). Though rising ocean temperatures are a large cause, local pressures such as population density, increased coastal development, land-based pollution, increased sediment in water, tourist and diver caused damage, wastewater, and overfishing compound the effects of climate change (DLNR: DAR, n.d.). An example of a severe consequence, provided by DAR's website, is the decline of 75% in the population of the archipelago's popular reef fish (DLNR: DAR, n.d.). According to the ORMP, declining coral health results in cascading negative effects on Oahu's marine ecosystem, and, thus, Oahu's economy (The Office of Planning, 2020). NOAA predicts that the threats the marine ecosystem is facing will only increase over time, so there is a great need for organizations to maintain and improve its well-being (Pacific Island Fisheries Science Center, 2019).

Wastewater is one of the major pollutants to Hawai`i's marine ecosystem. According to Wastewaters Alternatives & Innovation's (WAI) website, 53 million gallons of raw sewage are discharged into the water each day (Wastewater Alternatives & Innovations, n.d.). This contaminates drinking water and underground aquifers, posing a threat to human health. From our interview with Raquel Gilliland, WAI's Operation Coordinator, we learned that Oahu's cesspools are major factor in this pollution. Cesspools are large underground containers that store

human waste. Over time, cesspools erode, causing wastewater to pollute the environment and water sources. She also shared that sewer systems are a more environmentally friendly alternative, but many communities cannot make this switch because of the cost and the lack of infrastructure. There is a need to upgrade the existing cesspools on Oahu in a manner that is affordable and beneficial to the environment.

Due to Hawai`i's position in the Pacific, it acts as a filter for global plastic pollution (Surfrider Foundation O'ahu, n.d.). As a result, the beaches are some of the dirtiest in the world with marine-based litter. Ray Aivazian III, Surfrider Oahu's Chair, informed us that this is especially pertinent on Oahu's Windward side, as the winds and currents are moving towards the shore. No matter which beach one goes to in that region, one will easily find pieces of microplastic.

It is important for the public to be educated regarding environmental sustainability and conservation. For example, Jason Mehlinger, Education Specialist for DAR, mentioned that it is often the public who reports invasive species. If the public is educated on a few prevalent invasive species, they could better assist organizations like DAR.

Youth environmental education is also important on Oahu due to the many complex challenges associated with environmental sustainability and conservation. Kawika Riley, Kupu's Senior Director of External Affairs, shared how environmental education programs promote connection to the natural world and self-development. Additionally, Todd Cullison, Executive Director of the Hawai`i Nature Center, shared his organization's belief that the youth hold the future in their hands. By educating them, they hold the promise of protecting Hawai`i's environment.

DLNR: Division of Aquatic Resources

The Division of Land and Natural Resources (DLNR) is a branch of Hawai`i's state government that manages almost all Hawai`i's public lands, water resources, ocean waters, navigable streams, coastal areas, and minerals. Of the 12 divisions within the DLNR, we interviewed the Division of Aquatic Resources (DAR). Their mission is to work with the people of Hawai`i to manage, conserve, and restore the state's unique aquatic resources and ecosystems for present and future generations (DLNR: DAR, n.d.).

While interviewing Mr. Mehlinger, he informed us that DAR has 60 to 70 employees that perform a variety of work including environmental management, legal work, and education. From the organization's website, we learned that there are Marine Managed Areas (MMAs) and Marine Protected Areas (MPAs) around most of Oahu's coast (DLNR: DAR, n.d.). From our interview we learned that some ways they manage and protect these areas include monitoring marine life populations and their aquatic environments, such as coral reefs. Further, their legal team focuses on passing regulations to ensure the sustainable use of aquatic resources. For instance, DAR regulates fishing, limiting fishing to certain locations and the types and sizes of fish one may keep. DAR also has a fishing education program to enhance the public understanding, develop stewardship, encourage public involvement, and promote ethical behavior in Hawai`i's aquatic environment (DLNR: DAR, n.d.).

Mr. Mehlinger indicated that DAR rarely works with volunteers due to the nature of the organization. However, they would like to increase the public's awareness of their work. He believes that a more informed population would allow for greater collaboration with the people of Hawai`i.

The Hawai`i Nature Center

The Hawai`i Nature Center seeks to foster awareness, appreciation, understanding, and stewardship of Hawai`i's environment by educating children with an interactive and immersive approach (The Hawai`i Nature Center, n.d.). They have locations on Oahu and Maui, but their Oahu location is larger, staffing about 30 employees. They are a nonprofit organization founded in 1986.

Mr. Cullison informed us how their partnerships with 108 schools on Oahu help them educate 20,000 kids each year at their education center in Makiki Valley in Honolulu. They offer many programs to provide an immersive, environmental education to children. Their school programs for preschool to middle school students teach children about topics like Hawaiian native species, the nutrient cycle, or the water cycle. He made clear that all programs take place outside, so students are in nature and further enjoy their experience.

In our interview, Mr. Cullison shared how they have 900 volunteers each year supporting the Hawai`i Nature Center. They help connect kids with nature by aiding staff educators, maintaining the trails maintenance, or conducting community outreach.

Kupu

Kupu is Hawai`i's largest youth focused environmental foundation. They work to empower the youth to serve their communities through character-building, service-learning, and environmental stewardship opportunities (Kupu, n.d.). They are a non-profit organization founded in 2007.

To be successful in each of their endeavors, Mr. Riley, Kupu's Senior Director of External Affairs, shared that they attempt to accomplish the following:

1. Serve young adults to help them with their careers and personal development.
2. Help each their partners to be better than before.
3. Improve environmental conditions.
4. Better the community and the economy.

From both our interview and Kupu's website, we learned that Kupu has multiple programs where participants work with experts, receive mentorship, and gain hands-on experience. These programs, many of which are based upon service learning, address conservation, sustainability, and resiliency. The Hawai`i Youth Conservation Corps community program is one example of Kupu's programs (Kupu, n.d.). It is an Oahu based program that prepares under-resourced youth for the workforce by providing life-skills training, green job opportunities, and the chance to meaningfully impact their community (Kupu, n.d.). This includes restoring native species, farming taro fields, and restoring traditional fishponds (Kupu, n.d.). From such programs, Kupu has served over 4,000 youths, many of whom feel a deeper connection to the environment and have now started a career in environmental conservation.

Although Kupu works with volunteers, Mr. Riley emphasized that anyone who participates in their programs will somehow be compensated. Those directly enrolled in service-learning programs gain monetary earnings, certificates, or even a GED. Overall, Kupu has a strong community network, connecting thousands of youths with over 100 partner organizations.

NOAA Fisheries: The Pacific Islands Regional Office

NOAA is an agency of the federal government whose mission is to predict changes in climate, weather, oceans, and coasts, to share that knowledge and information with others, and to

conserve and manage coastal and marine ecosystems and resources (NOAA, n.d.). We interviewed the Pacific Islands Regional Office of NOAA Fisheries. This is a smaller subset of the national organization, having around 100 employees.

The Pacific Islands Regional Office primarily maintains sustainable fisheries, but they also protect marine ecosystems and provide ocean education. Celeste Hanley, the Education and Outreach Specialist, shared how data collection drives much of their work. They collect data from their sister science center, the Pacific Islands Fisheries Science Center, as well as from a variety of external marine data collections. They use this data, for example, to create regulations to prevent overfishing and to understand the threats marine habitats are under. For example, they propose annual catch limits on certain marine animals, ensuring their sustainability and maintaining a healthy marine ecosystem. Ms. Hanley also noted how education is a large part of their work. They have many educational programs that work with teachers to develop lesson plans that match modern ocean knowledge.

According to Ms. Hanley, there are many opportunities for public involvement in their work. She described their marine mammal response network, which acts when marine animals require immediate human assistance. This program is supported by many volunteers across the islands. Since public action and input is necessary for their work, NOAA is always looking for more ways to bridge the gap between themselves and the public.

The Office of Planning

The State of Hawai`i's Office of Planning is a government office that primarily gathers, analyzes, and provides information to the Governor to assist in the overall analysis and formulation of state policies and strategies (The Office of Planning, n.d.). Though the Office focuses on a variety of challenges, like affordable housing, economic development, and food security, we interviewed Danielle Bass, the State Sustainability Coordinator, who offered much information regarding environmental sustainability and conservation.

Ms. Bass informed us that that the Office mostly does legislative and policy work. She referred to Act 45 as an example, as it established Hawai`i's first Statewide Sustainability Program. Under this program is the Hawai`i 2050 Sustainability Plan, and, since it is a long-term plan, it is updated every five years to ensure that it aligns with recommended sustainability and climate change actions. Ms. Bass noted other areas of focus connected to her work such as

offsetting greenhouse gasses, increasing coastal resilience, and increasing renewable energy usage. She also described how Hawai`i is not self-sufficient or economically diverse, due to their reliance on tourism, so the Office is pushing to be less dependent on tourism and diversify agriculture, for example. Further, due to Hawai`i's vulnerability to sea level change, they are losing land. This is major challenge because there are competing needs for the land from areas such as tourism, environmental protection, renewable energy, agriculture, and so on. Ms. Bass stressed the importance in determining how to move forward and address these needs to best benefit Hawai`i.

The Office does not work with volunteers, but they push to incorporate public participation and citizen involvement in their work by holding information sessions. Further, they often collaborate with county, state, and federal government agencies, the University of Hawai`i, and various community stakeholders to achieve their goals.

Surfrider Foundation

The Surfrider Foundation is a non-profit organization whose mission is to protect the world's oceans, waves, and beaches for all people (Surfrider Foundation, n.d.). The organization has about 80 regional chapters located across the United States. We interviewed Surfrider's Oahu Chapter, which has only one paid employee, the regional coordinator, but is one of the most active chapters in the foundation.

Mr. Aivazian informed us that they work towards their mission by performing communication and outreach activities, tracking legal bills, and coordinating events. Due to their large grassroots network, they have over 900 active volunteers on Oahu and normally have about 200 volunteers at events. They are well known for their beach cleanups, where volunteers collect microplastics that litter the island. Mr. Aivazian also noted a recent legal accomplishment. After 12 years of activism, Bill 40 was passed. It bans single-use takeout plastic at food establishments on Oahu. In the future, Surfrider's Oahu Chapter will continue its ongoing projects, including water testing, encouraging ocean friendly restaurants, and addressing plastic pollution.

Wastewater Alternatives & Innovation

WAI is a nonprofit organization whose goal is to reduce sewage pollution and restore healthy watersheds on Hawai`i (Wastewater Alternatives & Innovations, n.d.). They are a relatively new organization and have five employees.

To reduce wastewater pollution, WAI focuses on the conversion of cesspools, underground containers that hold wastewater. Ms. Gilliland shared that they achieve this by performing the following:

1. Informing citizens of the need to update their cesspools.
2. Finding funding to make these conversions.
3. Communicating with partners in technology to provide innovative solutions.

From our interview, we learned that WAI holds town hall meetings in at-risk communities and invite government representatives and cesspool experts to speak on cesspool conversion options. Ms. Gilliland also shared that they have received government funding for a project that involves creating jobs for local community members to replace and maintain wastewater systems.

Commonalities Among Organizations

Of all the organizations we identified, those falling under environmental sustainability and conservation were the most responsive. We believe this is because they are familiar with educational institutions. Every interviewed CDO in this section has some relationship with the University of Hawai`i, whether it be with student interns, professors, or departments under the university. Also, each CDO works with the community to some extent. The government agencies, DAR, NOAA, and the Office of Planning, are all in the imposed category of community development, but they share a desire to increase the general public's awareness of their work and want to increase community engagement. On the other hand, most of the NPOs, the Hawai`i Nature Center, Kupu, and WAI, have greater engagement with their targeted communities, so they fall under directed community development. The Surfrider Foundation was the only organization that we considered to be within the self-help category. Finally, regarding location, DAR, Kupu, NOAA, the Office of Planning, and WAI are centrally located in Honolulu, but their work spans the Hawaiian archipelago.

3.22b Affordable Housing & Homelessness

Of the 48 CDOs we identified, 12 of them address affordable housing and homelessness. Homelessness is a major problem on Oahu, which has a homeless population of 4,448, with 732 of these being children and 53% being deemed unsheltered (Jedra, 2020). This high rate of homelessness comes from the high living and housing costs, which are 88% and 202% higher than the national average, respectively (Dwell Hawai`i, 2020).

Although we only completed one interview with these organizations, we still gained insight on this challenge and what various CDOs are doing to combat it. Most of the CDOs discussed in this section responded to our interview requests but were too busy to participate in an interview.

Foo Pham, Chair of Housing at Faith Action, stated that there was a need for 50,000 units of affordable housing in Hawai`i, with 22,000 needed on Oahu. Despite this, much of the housing being built is for wealthier non-residents buying a vacation home and not for the island's working class. Additionally, he said the low minimum wage coupled with low paying jobs in the tourism industry has led people to be unable to afford housing. He informed us of a population called the ALICE (asset, limited, income constrained, employed) population. This population consists of residents in the working class whose income is below the average cost of living in the area. According to Aloha United Way's website, this accounts for 42% of the total Hawaiian population (Aloha United Way, n.d.). In addition, poor mental health is another likely cause of homelessness, although not explicitly stated by these CDOs' websites. U.S. Vets and Hale Kipa have programs supporting mental health, indicating that it is a problem for homeless communities.

Faith Action

Faith Action is a religious nonprofit organization that focuses on improving the lives of the underserved (Faith Action, n.d.). In our interview, Mr. Pham emphasized that they often pursue legislative change. For example, they lobby for the development of low-cost housing and raising the minimum wage to a living wage. By providing written and oral testimony from their members, Faith Action played a role in the state government's allocation of $50 million to the

Rental Housing Revolving Fund (Faith Action, n.d.). This provides low-interest loans for constructing affordable housing (Faith Action, n.d.).

Additional Organizations

The other organizations we found were more focused on working with the homeless or at-risk population directly. For example, Family Promise and Hale Kipa provide emergency shelter for the homeless. These shelters provide the homeless with a place to live while they become self-sufficient. Family Promise has an anti-eviction program that provides families with financial assistance before they become homeless (Family Promise, n.d.). They emphasize that sheltering a homeless family is much more expensive than providing short-term financial assistance.

When we emailed these CDOs, most of them responded that they were busy with the work they were doing. Although this could be how the sector is in general, we expect that these organizations are especially busy due to the economic problems caused by COVID-19 greatly effecting these low-income communities. When the pandemic comes to an end, we would expect these organizations to be more responsive to WPI outreach.

3.22c Additional Interviews

Several of the organizations that we interviewed did not fall under either of the two domains discussed above. These organizations address challenges that are important, but we could not identify a critical mass of organizations working on these issues.

First, we interviewed GoFarm Hawai`i, a nonprofit organization that offers business consulting and agricultural education to local farmers. Their goal is to promote local agriculture, increasing food production in Hawai`i (GoFarm Hawaii, n.d.). In our interview, Laura Ediger, GoFarm Hawai`i's Statewide Training Program Manager, mentioned that food security is a concern for many people living on Hawai`i. If the state were to stop importing many of its products, Hawai`i would run out of food quickly.

We also interviewed the Hawai`i Tourism Authority. The Hawai`i Tourism Authority operates under Hawai`i's state government to manage, research, and market its tourism industry (Hawai`i Tourism Authority, n.d.). Caroline Anderson, Director of Community Enrichment, said that a challenge for them is ensuring that tourism does not impede the quality of life for

residents. For example, they work to prevent traffic on the island, a product of the tourism industry.

HawaiiKidsCan is a small nonprofit organization whose mission is to ensure that all Hawai`i's children receive a high-quality education. The organization primarily pushes legislative changes that they believe will enhance the school system (HawaiiKidsCan, n.d.). Although HawaiiKidsCan is a relatively new organization, David Miyashiro, Executive Director, stated that they have had success in establishing relationships between themselves and Hawai`i's lawmakers.

Lastly, we interviewed the Native Hawaiian Organizations Association (NHOA), a collection of Native Hawaiian Organizations (NHO). They seek to protect, promote, and enhance federal contracting for NHOs through legislative and policy work. Native Hawaiians have faced severe discrimination in the past, so the NHOA serves the interest of NHOs (NHOA, n.d.).

Chapter 4: Recommendations & Conclusion

The goal of this project was to strengthen the Hawai`i Project Center by identifying suitable project partners and gaining information on relevant challenges on Oahu. To achieve our goal, we developed two objectives:

- Develop criteria for suitable IQP partners.
- Characterize community development activities on Oahu.

To attain our objectives, we developed a methodology that included interviewing PCDs, utilizing online research of CDOs, and interviewing CDO representatives. Through this, we compiled information to provide our sponsor with recommendations on how to strengthen the Hawai`i Project Center, as well as an Organization Database. The following section outlines the CDOs we believe are prime candidates for IQP partnership and the methods for continuing project partner outreach.

4.1 Recommendations for Partnership

In this section, we recommend that the Hawai`i PCD reaches out to the following organizations:

- DLNR: Division of Aquatic Resources
- NOAA Fisheries: Pacific Islands Regional Office
- Kupu
- State of Hawai`i Office of Planning

These organizations are recommended because of how well their characteristics align with the needs of the WPI Global Projects Program. This list is not a measure of anything other than suitability for the specific needs for IQP partnership and should not discount any other organizations for future partnership. When determining suitability, we used the following criteria found in the Organization Database: "Responded," "Interviewed," "Enthusiasm for Collaboration," "Volunteers," "Number of Employees," "Multiple Locations," "Date Established," and "Community Involvement." In this section, we explain why we recommended each CDO listed above.

4.11 DLNR: Division of Aquatic Resources

From our determined criteria and the data gained through our CDO interviews, we concluded that the DLNR: DAR would be a highly suitable organization for WPI collaboration. DAR is a state governmental organization working across Hawai`i to support environmental conservation and sustainability. After some email exchanges with Mr. Mehlinger, an interview was quickly scheduled. During this interview, we observed that Mr. Mehlinger displayed high enthusiasm about collaborating with a WPI student team. DAR has had some volunteers in the past, and Mr. Mehlinger also informed us of their intern program with the University of Hawai`i where students work on technical projects such as working with the coral nursery. This demonstrates that this organization can collaborate not just with an outside group, but also with student teams. DAR has multiple locations across Hawai`i, with about 60 employees on Oahu. Through our interview, DAR appears to be highly established within the community, with large amounts of community input and the ability to make an impact. Further, Mr. Mehlinger referred to their employees as civil servants, interacting with the community for its best interest.

Additionally, we recommend considering all 12 divisions of the DLNR on Oahu for collaboration. After explaining the needs of a WPI project, Mr. Mehlinger informed us about the similarity in structure between the divisions and believes that a project could be completed with the other divisions as well.

4.12 NOAA Fisheries: Pacific Islands Regional Office

NOAA Fisheries, established in 1998, is a governmental agency working towards environmental sustainability and conservation. It is another CDO that we found to be highly suitable for WPI collaboration. After reaching out for initial contact, Ms. Hanley responded within a day and quickly setup an interview with us. During the interview, her interest in our project and WPI projects was evident, as she asked many questions to gain a better understanding. Further, she was enthusiastic about the idea of collaboration with a WPI student team and shared how there are areas within the organization that a social-science project could be useful. An example she provided was using citizen science with endangered species to educate the public and track different species. Ms. Hanley also stated that NOAA has done partnerships with both Kupu and DAR and suggested a possible joint project. NOAA frequently

works with volunteers, as well as working with interns from the University of Hawai`i. This shows a capability to collaborate with WPI student groups. NOAA is a national organization with many locations, including their Pacific Islands Regional Office, which staffs over 100 people on Oahu. While the organization does work with environmental policies and regulation, they still take input from the community in their decisions.

4.13 Kupu

Kupu is another organization that we believe is highly suitable for WPI collaboration. Established in 2007, Kupu is a large nonprofit organization with several programs that create positive environmental change while providing members valuable experience in environmental stewardship. After a few emails with the Government Relations & Strategic Partnerships Officer, Jessica Kaneakua, an interview was set up with both Ms. Kaneakua and Mr. Riley. During our interview, Mr. Riley expressed interest in potentially partnering with a WPI IQP, and he was eager to learn more about the opportunity. Kupu has roughly 80 employees that work on various locations on Oahu. Although Kupu does most of its work with paid employees, it does include volunteers in most of its projects. For example, Kupu assembles volunteers with a partner organization called Movers and Shakas to track and clear invasive species. Additionally, Kupu has partnerships with the University of Hawai`i, as well as other nonprofits. Mr. Riley described Kupu's collaboration model as a network-based model for success. This network indicates that Kupu has a strong connection to the community and other organizations, a valuable characteristic for WPI collaboration.

4.14 State of Hawai`i Office of Planning

After completing our interview with Ms. Bass, we believe the Office of Planning would be a suitable partner for a WPI project team. Ms. Bass was responsive to all our emails and was able to set up an interview time within her busy schedule. When we asked if she was interested or if it was possible for a WPI student group to collaborate with her organization, she was highly enthusiastic about having student teams to work with and said that collaboration could be possible, though she did not identify any specific projects. The Office of Planning has about 25 paid employees and works in many different domains, including affordable housing, economic development, long-term environmental sustainability, and food security, so there are a variety of

opportunities for different projects. They also partner with the University of Hawai`i, specifically for research purposes. Although they do not have formal volunteers, we do believe they would still have the proper infrastructure for outside collaboration based on their ability to work with universities as well as their collaboration with county, state, and federal agencies. They not only are well-connected with these different agencies, but they also hold programs for public participation and citizen involvement.

4.2 Continual Project Partner Outreach Recommendations

In this section we provide recommendations on how the Hawai`i Project Center Director should continue partner outreach. Our recommendations include the following:

- Focus on environmental sustainability and conservation CDOs.
- Pursue affordable housing & homelessness CDOs.
- Utilize the Organization Database and criteria.
- Establish collaboration with the University of Hawai`i.

These recommendations are based on the information gained from our interviews with WPI Project Center Directors and our experience contacting and interviewing CDO representatives.

4.21 Focus on Environmental Sustainability & Conservation CDOs

Our research has indicated that the Hawai`i Project Center Director should start the new project center site by focusing on environmental sustainability and conservation. The organizations working in this sector were numerous, responsive to our interview requests, and interested in collaborating with WPI. All these organizations showed at least medium enthusiasm about collaboration and many of the representatives in this sector proposed social-science projects, fitting well with WPI's project needs. Environmental sustainability and conservation covers a variety of topics. Conserving Oahu's aquatic resources, managing pollution, and providing environmental education to the youth are some of the main environmental fields that we identified as suitable WPI project fields.

4.22 Pursue Affordable Housing & Homelessness CDOs

Though we contacted 12 CDOs addressing affordable housing and homelessness, only one agreed to interview with us. Six CDOs responded to our initial contact, but five did not accept an interview because they lacked the time to meet with a student group. This rate of responsiveness is higher than that of all identified organizations, showing that many of these CDOs are responsive and could be potential project partners. We believe these organizations would be more likely to discuss projects if a possible project idea were given to them with more detailed logistics during early contact to increase their interest. These CDOs tend to be smaller and may not have the time to do a research interview with a student group, but if a student team were there doing a project with them, they could be a good partner. We also believe that organizations in this sector are busier than normal due to COVID-19 which is greatly affecting low-income communities.

4.23 Utilize the Organization Database and Criteria

As the Hawai`i Project Center continues to expand, we recommend that the Hawai`i PCD continue to use the Organization Database that we created. This database is a useful tool for clearly displaying the organizations that we found and their various characteristics. Instructions for sorting the database can be found in Appendix I. Although the Hawai`i PCD may contact organizations that are not CDOs, we believe that the categories in the database will still be relevant. However, the database will need to be extended, as necessary. For example, the Hawai`i PCD may need to add a column indicating if a CDO is a current partner.

We recommend that the Hawai`i PCD consider the criteria that we have developed throughout this project. These criteria reflect the experiences of various WPI PCDs and will therefore be useful in characterizing future project partners. As necessary, the Hawai`i PCD may add further criteria to this list depending on future experiences.

4.24 Establish Collaboration with the University of Hawai`i

After completing our interview process, we suggest that it would be beneficial to reach out to the University of Hawai`i (UH) when trying to set up future projects, specifically UH Mānao and UH West Oahu. Multiple organizations that we met with had partnerships and interns

with the university. For example, while explaining our project needs to Ms. Hanley of NOAA, she explained they run both grant and internship programs with UH. Our findings also showed there was an association between the organizations doing environmental sustainability and conservation and organizations that partnered with UH. We believe that it would be beneficial to reach out to, and possibly partner with UH to create projects. Our project sponsor informed us that multiple WPI project centers operate under a model involving a partnership with local universities, so we reached out to the Thailand PCD, Professor Esther Boucher. While talking with Professor Boucher, she said the center had success in creating a partnership with Chulalongkorn University in Thailand because they had a pre-existing interest in project-based learning. She suggested reaching out to any faculty/administrators at the university who are involved with project-based learning to set up this connection.

4.3 Conclusion

Overall, the Hawai`i Project Center can be strengthened by pursuing environmental sustainability and conservation and affordable housing and homelessness as the primary community development opportunities on Oahu. The organizations that we believe would create the best project opportunities for the future project center based on the criteria we created are the DLNR: DAR, NOAA, Kupu, and the State of Hawai`i Office of Planning. All these organizations exceded the criteria created during our WPI PCD interviews, and we believe they would all be successful project partners. Nonetheless, we still encourage the Hawai`i PCD to investigate other community development organizations and community development topics on Oahu. Other community development activity may prove fruitful for the project center.

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Appendices

Appendix A: Interview Structure for WPI Project Center Director

Hello (insert name), our names are Renee Gruner-Mitchell, Blake Bragaw, Ben Larkin, and Pat Dyer. Thank you for taking the time to meet with us. We are students from Worcester Polytechnic Institute in Massachusetts, and we are currently doing our Junior-year project. The goal of this project is to strengthen the Hawai`i Project Center by informing the center on community develop activities on Oahu. This includes opportunities for collaboration with community development organizations. To do this, we would like to know more about your organization. Feel free not to answer any of the questions if you do not want to and if you need us to clarify anything, I would be happy to. Usually, an interview maintains anonymity and confidentially, but because you are a part of your organization's upper management, we would like to quote you on your responses. Are you comfortable with this?

1. How long have you been a project center director for your site?
2. During your time as project center director, approximately how many sponsors have you worked with?
    a. How many of these sponsors did you personally contact for sponsorship?
    b. Can you describe to us your process of sponsor identification and outreach?
3. Why did you select these organizations to contact versus others?
    a. Were there any qualities you were specifically looking for?
    b. If so, why do you believe these qualities are important?
4. From your experience with this site, what specific characteristics make an organization or individual a particularly good or bad project sponsor?
    a. Are you comfortable sharing any specific examples?
5. Have you ever noticed any particular signs in early communication with an organization that lead you to believe that they would be a suitable organization to collaborate with?
6. Also, are there any patterns that you have noticed in early communication with sponsors that have not been so successful for collaboration?
7. Hypothetically, you are retiring soon, and you must transition a relatively new WPI employee to take up your position as project center director. Of course, one of their responsibilities will be identifying and selecting future sponsors. What information do

you give to your successor that will help them identify and select successful sponsoring organizations?

8. Do you believe that any aspects of your sponsor-identification methods are a direct result of some unique features of your center, or of its local culture? Or, in other words, do you believe that any aspects of your sponsor-identification methods are transferable to other project sites?

9. When trying to identify various organizations within a region to find out if they would be suitable or not, are there any strategies that you use to help identify sponsors that you are unaware of?

10. Thank you for taking the time to talk with us!

Appendix B: Interview Structure for Community Development Organizations

Hello (insert name), our names are Renee Gruner-Mitchell, Blake Bragaw, Ben Larkin, and Pat Dyer. Thank you for taking the time to meet with us. We are students from Worcester Polytechnic Institute in Massachusetts, and we are currently doing our Junior-year project. The goal of this project is to strengthen the Hawai`i Project Center by informing the center on community develop activities on Oahu. This includes opportunities for collaboration with community development organizations. To do this, we would like to know more about your organization. Feel free not to answer any of the questions if you do not want to and if you need us to clarify anything, I would be happy to. Usually, an interview maintains anonymity and confidentially, but because you are a part of your organization's upper management, we would like to quote you on your responses. Are you comfortable with this?

1. How long have you worked for your organization?
2. What positions have you held?
    a. What responsibilities does your current position entail?
3. Your organization's mission statement is **insert mission statement*,* can you elaborate on this?
4. How is your organization structured?
5. About how many employees work at your organization? Paid? Volunteer?
6. How does your organization operate on a day-to-day basis?
7. How would you describe the culture of your organization?
8. What are your organization's current goals? And in the long run?
    a. What is the direction that you see your organization going in?
9. Does your organization involve community members in any of its processes? And if so, how?
10. From your website, I saw that your organization is currently focusing on **insert area(s) of focus**. How did your organization come to focus of this/these issues?
11. Why is there a need to focus of this issue?
    a. Is there a specific community of people that is most impacted by this?
        i. How large is this community?
    b. What is/are the root cause(s) of this/these issue(s)?

> c. What other factors contribute to this/these issue(s)?
>> i. Are any of these factors specific to Oahu (or Hawai`i)?
> d. How does your organization address this/these critical issue(s)?
>> i. Recent accomplishments? How were you able to accomplish this?
>> ii. Are there any problems that were particularly difficult to overcome, or any problems you could not overcome?

If organization works with volunteers:

12. We noticed that your organization works with volunteers, what kind of work do your volunteers do?

If organization does not work with volunteers, move on to next question:

13. Do/Have you collaborated with groups that are not community development organizations like an educational institution and is there a specific employee or group within your organization, like a liaison, that works with and coordinates with other groups?

If yes,

> a. Can you give us an example of one of these organizations and how you worked with them?

If yes or no,

> b. As you know we are representing a university that sends many students to off-campus project sites with the purpose of educating our students in a range of project learning outcomes AND of helping the cooperating organization. Would such a partnership be possible within your organization and would you be interested in possibly working with a future student group?

14. After learning more about the purpose of our project, do you have any internal contacts or other organizations that we recommend we contact?

15. Thank you for taking the time for this interview. If we have any follow up questions, is it okay if we contact you directly?

Appendix C: E-mail Script to Project Center Directors

Subject: Students Requesting Interview about **PROJECT SITE** Sponsors for IQP

Dear **PCD(s)**,

I hope your C term is off to a great start!

My name is **SENDER,** and I am currently on IQP with **NAMES**. Our advisors are Lauren Mathews and Kate McIntyre. Our project is to strengthen the Hawai`i Project Center by identifying suitable IQP sponsors and gaining information on community development challenges in Oahu.

I am reaching out to you to discuss the strategies you used while recruiting sponsors at the **LOCATION** project site. My team would like to schedule a 30–45-minute interview with you sometime between **DATE** and **DATE**, discussing some of the sponsors you have worked with in the past. If you are willing to talk with us, please let us know your availability to schedule an interview.

If you have any questions, I am more than happy to address them.

All the best,

SENDER and team

Appendix D: E-mail Script to Community Development Organizations

Subject: Request for Educational Interview with Worcester Polytechnic Institute Students

Dear **CDO REP**,

My name is **SENDER,** and I am an undergraduate student at Worcester Polytechnic Institute (WPI) in Worcester, MA. I am contacting you to ask you for some information about your organization's work, as I am completing a research project on community development activities on Oahu.

My project partners (cc'd) and I are completing this project as part of WPI's Global Projects Program, which sends teams of students to work with local organizations in locations around the world. Though we are completing our project remotely because of the pandemic, my team and I are working with WPI's Hawai`i Project Center.

I am reaching out to you because **CDO *give 1-2 sentences about why we are reaching out to this organization in particular*** My team would like to schedule a brief Zoom interview or phone call with you (or a representative of your organization) sometime between **DATE** and **DATE**, discussing your organization's projects, goals, accomplishments, along with other company characteristics to gain a better understanding of the community development organizations in the region for our project center and an educational report. If you are willing to meet with us, please let us know your (or a representative's) availability to schedule an interview.

If you have any questions, I am more than happy to address them!

All the best,

SENDER and team

If you would like to learn more about our project centers, I have included three links below:

- Global Projects Program | Project-Based Learning | WPI

- Hawaii Project Center - IQP | Project Centers | Global Project Program | Project Based Education | Project Based Learning | WPI
- Project Center Directory | Global Project Program | Project Based Education | Project Based Learning | WPI

Appendix E: Follow-up E-mail Script to Community Development Organizations

Hello!

I am reaching out again to check if you received my previous email (see below) requesting an interview to learn more about **CDO NAME**. Again, this interview is for educational purposes only, as my team (cc'd) are students at Worcester Polytechnic Institute in Worcester, MA, and we are completing a capstone project on community development organizations on Oahu. Please let us know if this is of interest to you, and, if so, dates and times you are available.

If you have any questions, I am glad to answer them!

All the best

NAME and team

Appendix F: Project Center Director Contact List

Project Center Director	Location	Email	Established	Should Interview = *
Robert Traver #	Asunción, Paraguay*	rtraver@wpi.edu	2013	Island Location = !
Angel Rivera #		arivera@wpi.edu		Tourist Location = $
Paul P. Mathisen $@#	Boston, Massachusetts*	mathisen@wpi.edu	2000	In US = @
Seth Tuler $@#		stuler@wpi.edu	2004	Similar Population Size = #
Peter H. Hansen $#	Copenhagen, Denmark*	phansen@wpi.edu	2020	
Lauren Mathews	Hilo, Hawaii*	lmathews@wpi.edu		
Esther F. Boucher !$	London, England*	efboucher@wpi.edu	2019	
Fabienne Miller $#	Lyon, France*	fabienne@wpi.edu	2019	
Stephen M. McCauley $	Melbourne, Australia*	mccauley@wpi.edu	2017	
Lorraine D. Higgins $		ldh@wpi.edu	2012	
Melissa Malouf Belz !$	Monteverde, CostaRica*	mbelz@wpi.edu	2018	
Suzanne LePage !$		slepage@wpi.edu		
Dominic Golding $@	Nantucket, Massachusetts*	golding@wpi.edu	2010	
Aaron R. Sakulich $#	Panama City, Panama*	arsakulich@wpi.edu	2015	
Tahar El-Korchi $#		tek@wpi.edu		
Rebecca Moody $#		rmoody@wpi.edu		
	Rabat, Morocco*		2020	
Mohammed El Hamzaoui $#		melhamzaoui@wpi.edu		
Melissa Malouf Belz !$	San Jose, Costa Rica*	mbelz@wpi.edu	2016	
Lauren Mathews !$@#	San Juan, Puerto Rico*	lmathews@wpi.edu		
Wen-Hua Du !$	Taipei, Taiwan*	wdu2@wpi.edu	new	
Jennifer Rudolph !$		jrudolph@wpi.edu		
Robert Hersh !#	Thessaloniki, Greece*	hersh@wpi.edu	2016	
Fabio Carrera $#	Venice, Italy*	carrera@wpi.edu	1999	
Kent J. Rissmiller $@#	Washington, DC*	kjr@wpi.edu	1999 /2008	
Ingrid K. Shockey !$#	Wellington, New Zealand*	ishockey@wpi.edu	2015	
Michael B. Elmes !$#	Lyon, France*	mbelmes@wpi.edu	2002	

APPENDIX G: Interview Summaries with Color Coding

🟩 = Suggestions for contacting organizations

🟨 = Criteria

Professor Sakulich

How long have you been a project center director for your site?	Since 2015 in Panama Since 2018 in Iceland
During your time as project center director, approximately how many sponsors have you worked with?	About 6 per term. Historically, about 12 in Panama and about 5 in Iceland. Many of these sponsors were found on google and contacted by email. He will send two emails. The first is a sales pitch, the second is a follow up. If they do not respond, he moves on. WPI alumni in Panama would often offer to advice projects.
Why did you select these organizations to contact versus others?	He generally prefers larger organizations, as smaller ones do not have time for managing an IQP. He prefers organizations that work with student interests like sustainability and technology. Also, "beggars can't be choosers". Sponsors often do not understand what the IQP is. It is not service learning or grunt work.

From your experience with this site, what specific characteristics make an organization or individual a particularly good or bad project sponsor?	
Have you ever noticed any particular signs in early communication with an organization that lead you to believe that they would be a suitable organization to collaborate with?	Enthusiasm is important. Does it seem like they want to set something up in their emails?
Also, are there any patterns that you have noticed in early communication with sponsors that have not been so successful for collaboration?	We should be careful of sponsors who do not understand what an IQP is. It is not a large coding assignment. He lays out what an IQP is in the first email.
Hypothetically, you are retiring soon, and you must transition a relatively new WPI employee to take up your position as project center director. Of course, one of their responsibilities will be identifying and selecting future sponsors. What information do you give to your successor that will help them identify and select successful sponsoring organizations?	He would try to have his successor meet the past sponsors. Developing a personal connection is important. Organizations that are not interested in being sponsors can send you to organizations that are.
Do you believe that any aspects of your sponsor-identification methods are a direct result of some unique features of your center, or of its local culture? Or, in other words, do you believe that any aspects of your sponsor-	These methods will vary from place to place. Iceland was lower context and business-like while Panama was more informal. He recommends setting up a zoom call with organizations to build a connection.

identification methods are transferable to other project sites?	
When trying to identify various organizations within a region to find out if they would be suitable or not, are there any strategies that you use to help identify sponsors that you are unaware of?	<mark>Learning about new organizations from past sponsors is helpful</mark>. We could invite sponsors to the end of the term presentations.

Professor Higgins

How long have you been a project center director for your site?	She has co-directed Melbourne for 5 years. The site is 23 years old
During your time as project center director, approximately how many sponsors have you worked with?	Total of 45 sponsors. She has had close relationships with 10 sponsors per year. She has personally contacted 6 new sponsors. <mark>A local coordinator helps</mark>. <mark>Being in the community is helpful</mark>. You <mark>need a sales pitch when reaching out</mark> to them. You can give them pamphlets or documents that clarify their role in an IQP.
Why did you select these organizations to contact versus others?	She gravitates towards certain issues like the environment, energy, and education for disadvantaged communities. Organizations must <mark>be able to provide workspace</mark> for students.

	<mark>Projects should allow for students to make decisions. The sponsors role is to guide them</mark>.
From your experience with this site, what specific characteristics make an organization or individual a particularly good or bad project sponsor?	Good sponsors are <mark>responsive</mark> to students. If the students need to interview staff, they cannot wait too long.
Have you ever noticed any particular signs in early communication with an organization that lead you to believe that they would be a suitable organization to collaborate with?	
Also, are there any patterns that you have noticed in early communication with sponsors that have not been so successful for collaboration?	<mark>If you need to "hound" sponsors so they meet a deadline, they are often not the best sponsor</mark>.
Hypothetically, you are retiring soon, and you must transition a relatively new WPI employee to take up your position as project center director. Of course, one of their responsibilities will be identifying and selecting future sponsors. What information do you give to your successor that will help them identify and select successful sponsoring organizations?	She would take her successor to the site and <mark>introduce them to sponsors</mark>. She would also give her successor sample brochures that might help them get to know the site.
Do you believe that any aspects of your sponsor-identification methods are a direct result of some unique features of your center, or of its local culture? Or, in other words, do you believe that any aspects of your sponsor-	Everything she mentioned is transferable. A challenge is that a contact may move to another organization. This is the nature of nonprofits.

identification methods are transferable to other project sites?	
When trying to identify various organizations within a region to find out if they would be suitable or not, are there any strategies that you use to help identify sponsors that you are unaware of?	

Professor Mathisen

How long have you been a project center director for your site?	8 years at Boston site & Water Resources Outreach
During your time as project center director, approximately how many sponsors have you worked with?	He sets up about 6 projects per year. There are about 10 sponsors in total. Many of them come back. He will occasionally reach out blindly to sponsors. Often these are sponsors that he has heard of before. The process often works best when he has some ==connection to the sponsor==. Does the sponsor know WPI?
Why did you select these organizations to contact versus others?	The nature of ==work must align== with an IQP. Does the sponsor have a need for more projects? Does the sponsor provide ==working space to students==?

	Would the people at this organization <mark>be good mentors for students</mark>? <mark>Do they understand the needs of WPI students</mark>?
From your experience with this site, what specific characteristics make an organization or individual a particularly good or bad project sponsor?	Sponsors <mark>should not be too busy</mark> to work with students. Sponsors need to have a <mark>good understanding</mark> of what an IQP is. An IQP is not a task like number crunching.
Have you ever noticed any particular signs in early communication with an organization that lead you to believe that they would be a suitable organization to collaborate with?	Sponsors need to be <mark>able to make changes for students</mark>. Sponsors can <mark>sometimes be too biased and not see the bigger picture</mark>.
Also, are there any patterns that you have noticed in early communication with sponsors that have not been so successful for collaboration?	
Hypothetically, you are retiring soon, and you must transition a relatively new WPI employee to take up your position as project center director. Of course, one of their responsibilities will be identifying and selecting future sponsors. What information do you give to your successor that will help them identify and select successful sponsoring organizations?	Give a list of sponsors contacts and organizations.

Do you believe that any aspects of your sponsor-identification methods are a direct result of some unique features of your center, or of its local culture? Or, in other words, do you believe that any aspects of your sponsor-identification methods are transferable to other project sites?	Contacts, ==specifically alumni contacts==, help a lot. ==Workspace is necessary==. It helps if sponsors ==have some idea of what WPI is==. ==Face to face contact is helpful==. Sponsors need to ==understand== the commitment of an IQP. They must commit space and time.
When trying to identify various organizations within a region to find out if they would be suitable or not, are there any strategies that you use to help identify sponsors that you are unaware of?	
Types of organizations that have been best?	==Gov have worked for Boston well== ==NPOs are much smaller and have a wide range of resources available (from none to lots). Sometimes they are too strapped for resources and time to commit it==. A ==larger organization== can be easier to work with Large organizations will have ==more constraints==
Liaison?	A ==liaison is necessary==, and a productive liaison is needed.
Volunteer programs?	Most sponsors he has worked with ==had paid employees==.

	It is a good thing if an organization organizes volunteers.
Extra	Trying to find some ==connection to the sponsor is helpful when trying to reach out==. ==State organizations tend to be better managed and controlled==.

Professor Belz

How long have you been a project center director for your site?	She has been director of Monteverda since 2017. She has been director of San Jose since 2015
During your time as project center director, approximately how many sponsors have you worked with?	One new sponsor every year. They have had 6-7 projects per year since 1997. ==She has 2 local coordinators==.
Why did you select these organizations to contact versus others?	==Local coordinators==
From your experience with this site, what specific characteristics make an organization or individual a particularly good or bad project sponsor?	It is difficult to say. ==Not having enough time== for students or being ==difficult to get in contact with== is a problem. It is important to ==know the person who will be meeting with the students==.
Have you ever noticed any particular signs in early communication with an organization	==Taking a while to hear back is a red flag==.

that lead you to believe that they would be a suitable organization to collaborate with?	
Also, are there any patterns that you have noticed in early communication with sponsors that have not been so successful for collaboration?	
Hypothetically, you are retiring soon, and you must transition a relatively new WPI employee to take up your position as project center director. Of course, one of their responsibilities will be identifying and selecting future sponsors. What information do you give to your successor that will help them identify and select successful sponsoring organizations?	Use website to go through old projects with the new director. Explain past experiences with sponsors and discuss the qualities of good and bad sponsors. It is important to go to the site and set up local projects. You cannot only rely on local coordinators. It is important to ==know what the team and sponsor want==. A director needs ==to be able to explain what an IQP is and discuss past achievements==.
Do you believe that any aspects of your sponsor-identification methods are a direct result of some unique features of your center, or of its local culture? Or, in other words, do you believe that any aspects of your sponsor-identification methods are transferable to other project sites?	All aspects are transferable. ==Emails aren't the best way to contact sponsors==.
When trying to identify various organizations within a region to find out if they would be suitable or not, are there any strategies that	

you use to help identify sponsors that you are unaware of?	

Professor Boucher

How long have you been a project center director for your site?	She has been at Bangkok for 2 years. She has been the director for 1 year.
During your time as project center director, approximately how many sponsors have you worked with?	She has worked with 12. They are a mix of old and new sponsors. The Bangkok center partners with a university and does a joint program with similar projects. There are ==2 local directors==. Stakeholders in the university help identify sponsors. During an initial meeting with a sponsor, its important ==to explain an IQP well==.
Why did you select these organizations to contact versus others?	
From your experience with this site, what specific characteristics make an organization or individual a particularly good or bad project sponsor?	Ensure the sponsor ==properly understands the project goals== and that ==it is a learning project==. The sponsor should have ==goals that align== with the interests of the project center. A ==sponsor must have a need== for the project.

	We do not want sponsors that change their mind or ==shift their focus away from the student project==. We do not want sponsors who ==expect the students to keep working after the project is completed==.
Have you ever noticed any particular signs in early communication with an organization that lead you to believe that they would be a suitable organization to collaborate with?	Lacking a need or ==understanding of the project==.
Also, are there any patterns that you have noticed in early communication with sponsors that have not been so successful for collaboration?	
Hypothetically, you are retiring soon, and you must transition a relatively new WPI employee to take up your position as project center director. Of course, one of their responsibilities will be identifying and selecting future sponsors. What information do you give to your successor that will help them identify and select successful sponsoring organizations?	She would pass on a list of all sponsors and flag sponsors that have been successful.
Do you believe that any aspects of your sponsor-identification methods are a direct result of some unique features of your center,	Same strategies can be used in Hawaii. We must be clear with the goals of the projects.

or of its local culture? Or, in other words, do you believe that any aspects of your sponsor-identification methods are transferable to other project sites?	

Professor Traver

How long have you been a project center director for your site?	He has been director at Paraguay for 8 years. He has worked as an advisor for other sites
During your time as project center director, approximately how many sponsors have you worked with?	They have had 1 sponsor for 8 years. The sponsor gave a talk at WPI, Traver introduced himself, and ultimately recruited the sponsor.
Why did you select these organizations to contact versus others?	The nature of the work seemed interesting. They use micro finance to set up schools that specialize in farming and agriculture skills. He thought this type of work would be great for WPI students.
From your experience with this site, what specific characteristics make an organization or individual a particularly good or bad project sponsor?	
Have you ever noticed any particular signs in early communication with an organization that lead you to believe that they would be a suitable organization to collaborate with?	Traver talked one other sponsor in E term once. The first thing he wanted to know was what they needed. In this case, it was a foot bridge replaced

	He asked <mark>how much time they needed to work with the team</mark>? How much <mark>supervision</mark> would be given to the team? <mark>Sponsor and client need to be on the same page</mark>.
Also, are there any patterns that you have noticed in early communication with sponsors that have not been so successful for collaboration?	The language barrier is often a problem. Students going to Paraguay need to either speak the language or have taken many classes.
Hypothetically, you are retiring soon, and you must transition a relatively new WPI employee to take up your position as project center director. Of course, one of their responsibilities will be identifying and selecting future sponsors. What information do you give to your successor that will help them identify and select successful sponsoring organizations?	Traver is doing this. Prof Ravera is taking over. Ravera is familiar with and has connection with the culture. Traver would take his successor to Paraguay. He would find ways to connect the successor to the project center.
Do you believe that any aspects of your sponsor-identification methods are a direct result of some unique features of your center, or of its local culture? Or, in other words, do you believe that any aspects of your sponsor-identification methods are transferable to other project sites?	
When trying to identify various organizations within a region to find out if they would be	

suitable or not, are there any strategies that you use to help identify sponsors that you are unaware of?	

Professor Mathews

What inspired you to start the Hawaii Project Center?	Need for many more project centers over the years. Occurred to her 4-5 years ago, increase in students to global program, need for more project centers, offer opportunity for every student that wants to join the global program. Good location, domestic, no language barrier
We saw some of the sponsors you worked with last year, for example the County of Hawai`i Solid Waste Division, the East Hawaii Cultural Center, and the Legacy Reef Foundation. Who selected these sponsors and how were they identified?	It's difficult to get environmental agencies to talk to her. She made a big Excel spreadsheet as a huge database. She has a spiel she gives new sponsors to start the process. Explains the purpose of the process, discusses interdisciplinary nature of the process. We do not pick project topics. We base our projects based on the needs of organizations. Project must be important to them. Project must have a beginning middle and end. Project must have a research component
From your point of view, how well did the sponsors collaborate with the IQP teams?	A good sponsor cares about the students and their learning experience. [A team's] liaison changed jobs and team had to move with them as opposed to the agency.

	████████ is ==an all-volunteer organization==. Be skeptical of this.

APPENDIX H: CDO Interview Schedule & Interview Notes

<u>Interview Schedule</u>

Zoom Interviews

Note: All times are in EST.

Tuesday, 2/16

- Organization: Faith Action
    - Interviewee: Foo Pham (Chair of Housing)
    - Date & Time: 2/16 at 3:00 p.m.
    - Addressed Challenges: Homelessness & Affordable Housing, Environmental Sustainability & Conservation, Health, and Economic Development
    - Interviewer: Renee
    - Secretary: Blake

Tuesday, 2/23

- Organization: GoFarm Hawaii
    - Interviewee: Laura Ediger (Statewide Program Coordinator)
    - Time: 3:00 p.m.
    - Addressed Challenge: Agricultural Development
    - Interviewer: Ben
    - Secretary: Renee

Thursday 2/25

- Organization: Hawaii Division of Aquatic Resources
    - Interviewee: Jason Mehlinger, Education Specialist
    - Time: 2:00 p.m.
    - Addressed Challenge: Environmental sustainability & Conservation
    - Interviewer: Blake
    - Secretary: Ben

- Organization: HawaiiKidsCAN
  - Interviewee: David Miyashiro, Founding Executive Director
  - Time: 3:00 p.m.
  - Addressed Challenge: Education
  - Interviewer: Renee
  - Secretary: Blake
- Organization: NOAA
  - Interviewee: Celeste Hanley, Education Outreach Specialist
  - Time: 5:00 p.m.
  - Addressed Challenge: Environmental sustainability & Conservation
  - Interviewer: Ben
  - Secretary: Renee

Friday 2/26

- Organization: The Hawaii Nature Center
  - Interviewee: Todd Cullison, Executive Director
  - Time: 12:00 p.m.
  - Addressed Challenge: Environmental sustainability & Conservation: Environmental Education
  - Interviewer: Ben
  - Secretary: Blake
- Organization: Wastewater Alternatives & Innovations
  - Interviewee: Raquel Gilliland, Operations Coordinator
  - Time: 3:00 p.m.
  - Addressed Challenge: Environmental sustainability & Conservation: Clean water
  - Interviewer: Pat
  - Secretary: Renee

Monday 3/1

- Organization: Hawaii Tourism Authority

- o Interviewee: Caroline Anderson, Director of Community Enrichment
- o Time: 4:00 p.m.
- o Addressed Challenge: Sustainable Tourism
- o Interviewer: Blake
- o Secretary: Ben

Thursday 3/4

- Organization: The Office of Planning
  - o Interviewee: Danielle Bass, Sustainability Coordinator
  - o Time: 4:00 p.m.
  - o Addressed Challenge: Multiple topics: Environmental Sustainability & Conservation: Climate change and sustainability, affordable rental housing, economic development, food security, ocean resources, land use, and future planning
  - o Interviewer: Pat
  - o Secretary: Ben
- Organization: Kupu Hawai`i
  - o Interviewee: Kawika Riley and Jessica Kaneakua, Senior Director of Internal Affairs and Government Relations & Strategic Partnerships Officer
  - o Time: 5:00 p.m.
  - o Addressed Challenge: Environmental sustainability & Conservation: Land preservation, Education: Youth Education
  - o Interviewer: Ben
  - o Secretary: Renee

Friday 3/5

- Organization: Surfrider Foundation: Oahu Chapter
  - o Interviewee: Ray Aivazian III, Chair
  - o Time: 1:30 p.m.
  - o Addressed Challenge: Environmental Sustainability & Conservation
  - o Interviewer: Blake

- o   Secretary: Pat
- Organization: Native Hawaiians Organizations Association
  - o   Interviewee: Daphne Tong-Pave, Executive Director
  - o   Time: 3:00 p.m.
  - o   Addressed Challenge: Cultural Preservation
  - o   Interviewer: Renee
  - o   Secretary: Blake

Interview Notes

Faith Action interview with Foo Pham (Chair of Housing) on 2/16

How long have you worked for Faith Action?	He is a volunteer with faith action for a year and a half
What positions have you held?	Chair of housing now for 3 months. The work done by faith action appealed to him based on their values. Wanted to be involved with the community. Housing affordability is a major issue for this community. Background in civil engineering
What responsibilities does your current position entail as the HousingNOW! Chair?	Leadership is by committee. Each committee focuses on each issue with specific areas or locations. Need community members to help advocate. Role as chair to ensure that each committee is reporting back to the organization. Lots of oversight
Your organization's vision statement talks about its spiritual commitment to improving the quality of life for our members and all the people of Hawai`i. And how through your common values and collective power, you	Founded by religious leaders (mostly Christian). Primary values of a lot of systems is care and support of the poor. Lots of issues have to do with affordable housing or long-term care. Like to help groups that need extra

address the root causes of social justice challenges facing your community. Can you elaborate on this?	help (have a lack of resources) by pushing for help. Require services that address immediate needs (food, clothing, shelter). Want to get to the point where this is not necessary by creating systematic changes to eliminate immediate needs.
To my understanding, Faith Action is an organization of organizations, meaning that Faith Action has created a network of organizations, is this correct? Can you explain to me how this works?	There is a steering committee (board that makes decisions, belong to member units). Other organizations (churches, etc) choose to be part of faith action. Not necessarily pay your dues and you are in, but there are expenses to be a part of the organization. Democratic representation of the issues through quarterly meetings of steering committee to address issues. There is community input from members, but the tasks are decided by the board
Do individual members pay dues, or does the organization they are a part of pay dues?	Member units pay the dues. "Pay what you want. Pay what you can"
Are there any opportunities for non-member volunteers to participate in Faith Action?	Yes. There is a task leader currently that is a non-member that is volunteering after Foo saw her protesting housing. Would not get a vote without being a member but can have input and can help.

About how many employees work at your organization? Paid?	Current staff of two employees. Executive director and organizer.
	Have had up to four employees. Steering committee is all volunteers.
	Ballpark volunteer number: 40-50 between all sectors active
	Formally have 600 members
How does Faith Action operate on a day-to-day basis?	Rely heavily on staff to move projects along. "Only get as much done as our members want to get done"
	People powered, need the volunteers to do a lot of the steps
	Regularly scheduled meetings help for progress reports to give to executive director.
How would you describe the culture of your organization?	Focused a lot on legislation and lobbying.
	Some people are very passionate, some have difficulty understanding the issue. Need more educational elements, but these elements have less action than trying to get things done directly. Do not want to just talk about the problem, but also need to get things done.
	Some sectors are more active in different sectors and priorities may not always coincide.

What are Faith Action's current goals? And in the long run?	Going in the direction of member engagement. Planning listening sessions to bring back to grassroots by asking for community input. Has been disconnect with sectors over the pandemic. Values are consistent throughout the organization. "not talking at people but talking through things." Plans to increase aid rather than mostly lobbying. "We're faith action not faith values"
After reading through your website, there is a lot of language about helping the community. Does Faith Action involve community members in any of its processes? And if so, how?	Can happen organically through outside connections (a faith action member may know someone). Make sure that their voice is heard. Put them in connection with someone to listen or hear their story and do what they can to help.
From your website, I saw that Faith Action is currently focusing on affordable housing, long-term care, and environmental justice. Do these areas of focus shift? If so, how often out and why?	Also do living wage. Environmental justice taskforce is a year old. Goal to be people focused. Environment grew from a group of younger people focused on justice for the environment. Long-term care has been long standing and stable taskforce (more of a community organization drive rather than lobbying). Living wage taskforce pulled back this year (defines a living wage as $17.10/hour). Pulled back because they knew

	that it would not be passed regardless of lobbying this year. Housing has been a long-standing taskforce. Priority is to aid the population that is low-income that is in the working class. Focus on bringing up wages and reducing the housing costs. 80% of median income and below
Why is there such a great need for affordable housing on Oahu?	Definite need in Hawai`i. Need 50,000 new housing by 2025 in Hawai`i (22,000 in Oahu). State has no set plans to fix this Housing is often not built for workforce. People working on Hawaii cannot afford housing. "It gives people a second home while people don't have their first."
Is there a specific community of people that is most impacted by this? What other factors contribute to this issue?	ALICE (50% of the Oahu population) New housing projects tend to not help the people who cannot afford housing. New housing is priced above the costs that can be afforded Very reliant on tourism

Do/Have you collaborated with groups that are not community development organizations like an educational institution and is there a specific employee or group within your organization, like a liaison, that works with and coordinates with other groups?	Not particularly. UCLA grad students did a study on empty homes in Oahu that faith action was involved in. Did a serious of webinars to begin pandemic to spread educational awareness. Take interns from the social work school in Hawai`i (participate for a year at a time) University of Hawai`i Monoa?

GoFarm Hawai`i interview with Laura Ediger (statewide Program Coordinator) on 2/23

How long have you worked for your organization?	6 years, 6 months
I noticed from the website that you are the Statewide Program Coordinator. Could you explain a little about what you do specifically?	Two main functions: business and beginner farmer training program. She oversees the operations of those sites through student recruitment, retention,
Your organization's mission statement explains how Go Farm Hawai`i helps those who are interested learn about agriculture do this, can you elaborate on this?	Target population are currently doing commercial farming or want to do commercial farming. We are trying to grow comm farmers for the state of Hawai`i. Also, we have people who are in educational roles. It is good to spread the knowledge more broadly.
Who do you typically work with?	Commercial farmers

About how many employees work at your organization? Paid? Volunteer?	All work is paid. 3 members of the business team, 5 coaches, 6 assistant coaches We do not have a formal volunteer program. We focus on the education of our students. We do have volunteers sometimes who help at specific sites.
How does Go Farm Hawai`i operate on a day-to-day basis?	The business team responds to inquiries and connects people to networks. Give people to help people Farm coaches: they are at sites doing what is need to be done and working with students educating them
What are your organization's current goals? And in the long run?	Falling under the gov of Hawai`i. They want to double local food productions (goal set by governor of Hawai`i). They want to expand their reach and maximize their impact.
What is the direction that you see your organization going in?	We are always trying to respond to what the market and farmers need. We saw that there were a lot of people who wanted to farm but did not know where to start. Now we have a lot of alumni, there is a lot more we could do. We were thinking about expanding to the public (like public workshops)

Does your organization involve community members in any of its processes? And if so, how?	We don't involve them in doing are work, but we are always trying to engage people in the agriculture community. We connect farmers to distributors and help to utilize this network.
From your website, I saw that your organization is currently focusing on sustainable farming. How did your organization come to focus of this/these issues?	Sustainable agriculture is the story of our founding. We realized that we did not have enough farmers to achieve our goal of increasing local food production.
University of Hawai`i?	We sit under the university of Hawai`i under the college of agriculture and human resources. This allows us to reach more resources for education. Like experts on soil. This is more historical. We now operate under our unique space. We have our own structure in the system.
Is there a specific community of people that is most impacted by this?	Everyone who eats. Due to COVID it was highlighted where does this food come from? How long could we last without an outside source? It is a movement for people to know where food comes from. It is a good resilient food system. There is food security. It is culturally important. We have a history of immigrant community with their own agriculture aspects, same with Native Hawaiians.

Recent accomplishments? How were you able to accomplish this?	Work is more steady stream. We have sites on most of the island. Each site is an accomplishment. Just finished our first cohort of veterans only farmer training. Milestone of success!
Are there any problems that were particularly difficult to overcome, or any problems you could not overcome?	Farming has its challenges. Land is expensive and scarce. A part of how we train is for very small scale. The history of the state and plantations is that there is not a history of family farming. Finding the best way to support people in their journey.
Do/Have you collaborated with groups that are not community development organizations like an educational institution and is there a specific employee or group within your organization, like a liaison, that works with and coordinates with other groups? a. Can you give us an example of one of these organizations and how you worked with them?	Collaborate with individual researchers. On each island we work with multiple partners. We have a lot of network partners.
As you know, we are representing a university that sends many students to off-campus project sites with the purpose of educating our students in a range of project learning outcomes AND of helping the cooperating organization. Would such a partnership be possible within your	I think there are plenty of challenges like that for students.

organization and would you be interested in possibly working with a future student group?	
After learning more about the purpose of our project, do you have any internal contacts or other organizations that we recommend we contact?	Under UH there are a lot of programs. Let me think about that. There are a lot of different organizations doing things. There is so much interesting bioengineering and ocean engineering. Blue Planet does a lot. Bike Share Hawai`i (bike lanes). Community bike systems in Hawai`i.

Division of Aquatic Resources interview with Jason Mehlinger (education specialist) on 2/25

How long have you worked for the Division of Aquatic Resources?	7 years
What positions have you held?	Technician for scientific studies. He was a diver. He is an education specialist for Oahu
Your organization's mission statement is "to work with the people of Hawai`i to manage, conserve and restore the state's unique aquatic resources and ecosystems for present and future generations*,*" could you elaborate on this a little more?	They focus on all aquatic ecosystems. There are a lot of these ecosystems. The mission is broad. They have scientists, field operators, people who focus on laws
About how many employees work at your organization? Paid? Volunteer?	Oahu has more employees than the outer islands. 60 to 70 employees There aren't many classic volunteers. They hire interns

	through Kupu. They have contracted positions. on Oahu.
How does your organization operate on a day-to-day basis?	"Array of environmental management". Checking up on how the environment is doing. They may monitor fish populations. Field work. They have an invasive species team that manages invasive species. They also have long term projects. Stats guys, legal fellows, management.
Does your organization involve community members in any of its processes? And if so, how?	They are civil servants. Mehlinger acts as a point of contact for the community. Community groups often want to talk to scientists for information. "A little bit of a back and forth".
What are your organization's current project goals? And in the long run? What is the direction that you see your organization going in?	Establish a more secure process for vessels entering Hawai`i. Constantly working on maintaining positive health for aquatic ecosystems. Toxic sunscreens in the oceans, fishing methods, protecting herbivores will help protect coral reefs. All of the environments are important, and they need to pay attention to all of them.

Why is there a need to focus of this issue? Is there a specific community of people that is most impacted by this? How large is this community?	Citizens of Hawai`i. Natural resources are important for business and health. Native Hawaiian communities are often interested in them.
What is/are the root cause(s) of this/these issue(s)?	People are not always sure what they do. Its challenging to get the public to understand that they are there to help them. How do we prove historic knowledge with science? How do we get scientists on the same page as fisherman? How do they balance the rights of different groups of people (fisherman, tourists)?
What kind of work do your volunteers do?	Not many volunteers, it is difficult due to liability. They can't just have people hop on one of their boats. The DAR is moving from being behind the scenes to engaging the community
As you know we are representing a university that sends many students to off-campus project sites with the purpose of educating our students in a range of project learning outcomes AND of helping the cooperating organization. Would such a partnership be possible within your organization and would you be interested in possibly working with a future student group?	Yeah, they have done this before. He gives a few more technical projects. Coral nursery has had student groups work in the past. A lot of scientists do not know how to get volunteers, so they need to be presented to opportunity.

After learning more about the purpose of our project, do you have any internal contacts or other organizations that we recommend we contact?	Other DLNR agencies, KUA – large nonprofit organization representing cultural values. KUPU – Hub for everyone in environmental/natural resource work.
Pretty Enthusiastic! – Seemed pretty suitable	

NOAA interview with Celeste Hanley (Education Outreach Specialist) on 2/25

On the website, I saw you have worked at the NOAA since 2019 and you are the Education and Outreach Specialist for Hawaii, Guam, and American Samoa. Could you tell me a little about what you do?	Works with Pacific Island Regional Office. All fall under the national marine fishery service. Regional office deals with the management of fisheries. They rely on their sister science centers for information and data. They work with protection of wildlife and marine national monuments. NOTE: Over 100 staff at regional office!
I saw that the NOAA needs to collect a lot of data and uses this data to make policies geared towards sustainability and preservation. I was wondering if you could tell a little more about what this data collection looks like in real like in real life. What kind of data is being collected and how?	Depends on which aspect of the program you are talking about. Observer program were they go on commercial fishing vessels. Protecting species. Might work with someone to outsource the collection of that data and use it to complete goals. Their sister is actively working to collect marine data (science center works with science research).

The other side to this is that you use this data to implement policy. I was wondering if you could walk me through examples of these policies. What kinds of policies are implemented?	Example: A species that is listed would need research on it. They would work on the recovery plan for it. They work with the public and with experts to create plans to help get that species off the list. They want to recover these species.
	Managing monuments with partners
	All this involves public input. This is all on their website with ways to involve the public.
	Would need to be connected to project manager to get specifics
	For you in particular...maybe recreational fishing realm
	We look at highly migratory species.
	Some of this stuff is not specifically in our jurisdiction, but we have a network.
	We have the public report sightings
	NOAA also has an office of Law Enforcement
	Our intent is to protect the species. We rely on public input.
	We are always looking to bridge the gap between us and the public
How would you describe the culture of your organization?	We are a federal agency in a remote area of the world. Life is so different in Hawaii than the East Coast. There are very diverse

| | communities living in this region. Lots of traditional practices that relate to what we do (fishing, relationships with species)

I have only been with this program since November and I have been teleworking.

NOAA is very progressive for a federal agency. We try to be very transparent on what we are doing and who we are working with. |
|---|---|
| Does your organization involve community members or volunteers in any of its processes? And if so, how? | A big part of our mission is education. We have a lot of programs working with teachers to educate students about science. We help to develop lesson plans to match the modern ocean knowledge. We have an active marine mammal response network (lots of volunteers support this effort). We want to educate everyone, even tourists. We will set up buffers between the public and endangered species.

We like to see this work done, so we will provide federal funds that we oversee. (over 7 million in grants last year) |
| Why is there a need to focus of this issue? | Overfishing is a problem! |
| Recent accomplishments? How were you able to accomplish this? | Internal streamlining of data. We collect thing from lots of different sources. |

	I cannot think of one off the top of my head! Lots of this is pending. It is out there and it's happening, but it's not done.
Do/Have you collaborated with groups that are not community development organizations like an educational institution and is there a specific employee or group within your organization, like a liaison, that works with and coordinates with other groups? Can you give us an example of one of these organizations and how you worked with them?	We work with UH reliably with internships and such. We work with universities regularly. We also have a whole grant program that universities can apply for.
As you know we are representing a university that sends many students to off-campus project sites with the purpose of educating our students in a range of project learning outcomes AND of helping the cooperating organization. Would such a partnership be possible within your organization and would you be interested in possibly working with a future student group?	I certainly do have interest. There might be projects that you guys will be able to do well! 7 weeks is short, so there is that. Social science projects are needed. There could be projects about lots of social things! Such as campaigns creating awareness of staying away from endangered species. We love the idea of working with students. What is the best way to build interest in subjects to youth! Kids should eat more sea food in school!

Note: It is helpful to talk to experts when wiritng your report. We want to give your advisor a clear idea of what we do. My domain is mor education to get students stoked about marine science.	*NOTE: Celeste is super enthusiastic! She wants to learn more about IQP.*

The Hawai`i Nature Center interview with Todd Cullison (Executive Director) on 2/26

I noticed you are the executive director of the Hawaii Nature Center. Could you tell us a little about what you do and how long have you been doing it for?	Since august 2019. Does fundraising, philosophical development, staff management, project budgets, Oahu is a smaller division, 30-year lease on parks. Teaches occasionally
Your organization's mission statement is Hawai`i Nature Center seeks to foster awareness, appreciation, understanding, and stewardship of Hawai`i's environment by educating children with an interactive and immersive approach, can you elaborate on this?	Non-covid time: 18-20,000 students and adults (19,000 kids, 1,000 adults), come from title 1 schools (measurement of poverty level). They give grant money to these students and come to their site. Do lessons on the water cycle (data collection), plant life cycle, nutrient cycle. Work with habitats (in the mountains not coastal). Do education of native species
How is your organization structured? What do the different people in the Nature Center do?	They have 12 full-time educators, ~15 part-time, they are not doing the education section currently because of COVID-19 (currently have ~7 full-time) Other island site has only part-time now.

	900 volunteers involved. Non-covid volunteer work: Build notebooks for kids, trail maintenance, community-lead hikes, strong relationship with UH
How would you describe the culture of your organization?	Believe in the importance of connecting kids with nature.
What are your organization's current goals? And in the long run?	Been here for 40 years as an organization. 1,000,000 kids through the program in that time. UH grad student is currently looking into 5 years of surveys to test the impact in the environment.
Does your organization involve community members in any of its processes? And if so, how?	Working with UH: looking to strengthen partnership, one intern a year, working to put in a weather station, many professors do the organization activities on their own time.
As you know we are representing a university that sends many students to off-campus project sites with the purpose of educating our students in a range of project learning outcomes AND of helping the cooperating organization. Would such a partnership be possible within your organization and would you be interested in possibly working with a future student group?	Certainly, willing to explore the opportunity more. Projects like ours aren't unusual to them, they have similar projects. Can explore something down the road.

Wastewater Alternatives & Innovation interview with Raquel Gilliland (Operations Coordinator) on 2/26

How long have you worked for your organization?	Since October
What positions have you held?	is currently operations manager She does a little bit of everything, she does some public outreach, communications, Instagram, presentations, communicating everything
Your organization's mission statement is To reduce sewage pollution and restore healthy watersheds by providing innovative, affordable and eco-friendly solutions to waste and wastewater management, can you elaborate on this?	Hawaiian Cesspools, not everyone has the capability to hook up to sewer. Sewer is the best option for this, but some people do not have the option to hook that up. It costs billions of dollars to set up sewers. 1. Inform people that need to update their cesspools 2. Find funding to make these conversions 3. Communicate with technology partners (she listed some, but I missed them)
How is your organization structured?	Director and Co-director are the founders, a waste-water engineer, and 2 others (total of 5 paid employees). The volunteer program is new. There is about 10 volunteers. We try to

	spread out our volunteer network across the Hawaiian Islands
How does your organization operate on a day-to-day basis?	communications by email 3-7 Zoom calls a day where we re constant talking with each other, working on projects
What are your organization's current goals? And in the long run?	Yes, we have different projects in the working. Work for Water: Large scale long-term working group to create jobs for local comm members to help find these community members, replace them, and perform maintenance. Have federal funding for this.
Does your organization involve community members in any of its processes? And if so, how?	Community outreach and education. Started new program called Town Halls. We work with 2-3 local reps and cesspool experts. We go into a specific district. The place we went to last was a priority 1 cesspool area. We had 98 participants. We did normal advertising through social media and contacting local stakeholders. They gave information about Cesspools. Provided info about their conversion options. Next one is Wednesday March 3rd
From your website, I saw that your organization is currently focusing on protecting the marine environment. How did your organization come to focus of this/these issues?	Our founded was the OG coordinator for the Surfrider foundation. One of these waters was wastewater and cesspools, but there was no organization just focused on this. Nobody has decided to take on that and just that alone. He originally tried to start it as a business but

	then he shifted it to a NPO so he could apply for grants
Why is there a need to focus of this issue? How pressing is the wastewater pollution on Hawaii? Is there a specific community of people that is most impacted by this?	Overlapping cesspool areas to map where it is. The overlap between low-income, higher-need and cesspools
What is/are the root cause(s) of this/these issue(s)? What is the apporach for these cesspools?	Cesspools are holes in the ground that separate the sludge. Overtime the cesspool erodes and seeps into the aquifer and is washed straight out into the environment. Failing septic system, erosion over time, and rural communities not being close enough to septic systems
What other factors contribute to this/these issue(s)? Other than population and failing septic systems	I see there are two main plants that treat most of the wastewater. Working with Dig Deep. This is an organization that works across the US to address Cesspools. Erosion, run-off, and large bouts of rain
Recent accomplishments? How were you able to accomplish this?	We have been applying to some large grants, the Townhall, other programs listed above
We noticed that your organization works with volunteers, what kind of work do your volunteers do?	My background is in NPO management and volunteer buildout. The most valuable are having volunteer that are not located on Oahu. We want volunteers are in the community.

	They can go out in the area and go into the communities.
Do/Have you collaborated with groups that are not community development organizations like an educational institution and is there a specific employee or group within your organization, like a liaison, that works with and coordinates with other groups? Can you give us an example of one of these and how you worked with your community outreach during your community talks and presentations?	We work with the University of Hawaii a lot (since the beginning). We have lots of Profs who help. We work with the university in Hilo. Oahu resource conservation and development: we are working on a town hall with them. Where do you test these cesspools: We have numerous testing sites all across Oahu. We are testing the ocean water right off the shore
As you know we are representing a university that sends many students to off-campus project sites with the purpose of educating our students in a range of project learning outcomes AND of helping the cooperating organization. Would such a partnership be possible within your organization and would you be interested in possibly working with a future student group?	We would love to be put on that list of being a potential sponsoring organization!
After learning more about the purpose of our project, do you have any internal contacts or other organizations that we recommend we contact?	Surfrider Chapter, Kupu, Hawaii Community Center (HCC)

Surfrider Foundation: Oahu Chapter interview with Ray Aivazian III (Chair) on 3/5

How long have you worked for the Surfrider Foundation?	Voltuneering since 2017 4 years. Working as executive committee member for 2 years
What positions have you held?	Title as the chair: person who governs the rest of the executive committee. Being able to assist other members with other programs. Communicating with national, help with logistics and legals.
Your organization's mission statement is "to protect and enjoy our ocean, waves and beaches, for all people, through a powerful activist network" could you elaborate on this a little more?	Surfrider is a huge grassroots network. Not paid, part time sometimes full time job. A network of people that want to make a difference.
About how many employees work at your organization? Paid? Volunteer?	1 paid employee "duray shinn?", chapter coordinator. Active volunteers over 900 on Oahu. Pre covid getting 200+ during clean up events.
How does your organization operate on a day-to-day basis?	Communication and outreach is the most basic part. Checking emails and coordinating beach clean events and task forces. Tracking bills.

Does your organization involve community members in any of its processes? And if so, how?	Totally, don't have to be a member to come to events. We share information on website and with other organizations. Do not need money to pay to be involved
What are your organization's current project goals? And in the long run?	Blue work task force, going around the island taking water samples testing for bacteria. Ongoing project. Ocean friendly restaurants to encourage restaurants to get locally sourced produce and fish. policy and legislative team to promote new bills helped pass a plastic law. Beach clean ups are always going on as well as rise above plastics. Also Ocean Friendly Garden
Is there a specific community of people that is most impacted by this?	Not one specific town or neighborhood. Try to change beach cleanup locations.
What is/are the root cause(s) of this/these issue(s)?	Most Not land based material from the beach cleanups. See a lot of marine based liter. Certain areas trash is a big problem, Windward side as a lot of the marine based liter. Everywhere you go within a 5-foot diameter on windward side you will find a piece of micro-plastic, there's nets and small plastics across the beach.

Recent accomplishments? How were you able to accomplish this?	Passing bill 40. Largest single use plastic phase out bill. Trying to grow larger community. Reaching out to restaurants to promote and through local grass root community.
Are there any problems that were particularly difficult to overcome, or any problems you could not overcome?	Do not receive a lot of pushback. Trying to help the community. Got push back on this bill. Surfrider has been fighting for this for 12 years to get rid of plastic items and bags.
Do/Have you collaborated with groups that are not community development organizations like an educational institution and is there a specific employee or group within your organization, like a liaison, that works with and coordinates with other groups?	A lot. In Charge of Oahu chapter. On this island have 7 different youth chapters that are at universities and high schools. Take on interns have one from UH.
As you know we are representing a university that sends many students to off-campus project sites with the purpose of educating our students in a range of project learning outcomes AND of helping the cooperating organization. Would such a partnership be possible within your organization and would you be interested in possibly working with a future student group?	Always a possibility.

After learning more about the purpose of our project, do you have any internal contacts or other organizations that we recommend we contact?	Tabi in charge of the UH. Chapter he will connect us.

Office of Planning Interview with Danielle Bass (Sustainability Coordinator) on 3/4

2. What positions have you held? a. What responsibilities does your current position entail?	4th year. June 2017. Permanent Sustainability Coordinator. This is her only title. She worked as a legislative office manager and chief of staff prior to working at her current job. Very broad job. Triple bottom line (See recording). More than environmental sustainability. They passed Act 45. It depoliticizes the state sustainability coordinator. They have long term goals to be more sustainable by 2030, 2035, 2040, ect.
Your organization's mission statement is *insert mission statement*, can you elaborate on this?	She is building the mission statement (for her program). They are very new. "One woman show, no staff". Act 45 is a good mission statement.
About how many employees work at your organization? Paid? Volunteer?	Office of planning has 20 to 25 employees. Her program has 1 employee.
How would you describe the culture of your organization?	They are in the middle of a legislative session. They are doing a lot with legislation and

	policy. They host climate meetings and update plans for sustainability.
What is the direction that you see your organization going in?	The 2050 plan is a large long-term plan. They need to update this plan every 5 years. It is a "living document." Short term goals include help for COVID-19 reopening policies. They are planning economic recovery. They are looking to be less dependent on tourism.
From your website, I saw that your organization is currently focusing on Affordable rental housing economic development, food security ocean resources land use and future planning. How did your organization come to focus of this/these issues?	Hawaii is not self-sufficient or economically diverse. They are remote. There was a demise of agriculture. They want to go back to their roots and diversify agriculture. Mandated by legislation. They are very vulnerable to sea level changes. They are losing beaches. They need to have conversations about what they want to protect: beach or hotel. These questions have not been answered. Competing uses of land will be a challenge. They need to meet a complete renewable energy law by 2045 and they need to double food production. Competing needs.
We noticed that your organization works with volunteers, what kind of work do your volunteers do?	Also have a CZM program for public participation and citizen involvement. Sea level rise. They work with University of Hawai`i. The University of Hawai`i does research for them.

Do/Have you collaborated with groups that are not community development organizations like an educational institution and is there a specific employee or group within your organization, like a liaison, that works with and coordinates with other groups?	Works with the county, state, and federal governmental agencies; the University of Hawai`i; and various community stakeholders to achieve these objectives.
Why wasn't a sustainability coordinator there before?	She does not really know. It was in the governor's office therefore it was not stable. They then elevated this position so that its permanent.
As you know we are representing a university that sends many students to off-campus project sites with the purpose of educating our students in a range of project learning outcomes AND of helping the cooperating organization. Would such a partnership be possible within your organization and would you be interested in possibly working with a future student group	Very enthusiastic Yes.
	She was knowledgeable, well spoken. Enthusiastic about working with us. Not sure if she exactly understood what IQP is.

Kupu Hawai`i interview with Kawika Riley (Senior Director of Internal Affairs) and Jessica Kaneakua (Government Relations & Strategic Partnerships Officer) on 3/4

How long have you worked for your organization?	5 years
What positions have you held?	KR has worked at Kupu for about 5 years. They are newbies. They have partnered with Kupu before. He started working in August. It depends on commercial funds. The entire department and sister department lost a whole lot of money. At the same time, there was an effort at Kupu to help people who had lost their jobs and create a Green Economy. He was hired by Kupu to help steer the navigation for their administration to achieve Green economy. They received a state contract (but they started program before receiving funding). He came on board to help with that process. Most of his experience is working on Kupu Aina Corps (check spelling). This is where we have been focused. We have been shifting to help the general organization. Came in as Director of Strategic Partnership and Gov Relations Jess: Government Relations and Strategic Partnerships Officer.

	All founders are still related to the foundation. When they were young, they thought the environment and natural resources were a large part of Kupu. The nonprofit begins in 2007 (recession). It is the largest youth focused environmental foundation in Hawai`i. They try to look for opportunities that are multiple bottom line. There are so many complex problems. Critical for impact are organizations that are trying to do one thing really well that achieve multiple things. Looks at both social and financial capital. If it is not doing all four of those things at the same time. 4 PART TEST: Serve youth and young adult helps them with their career and personal development, help partner that we are working with (leave them better off), leaves environment in better condition, helps economy and community (social and financial capital). If it is not doing all 4 of those things it is probably not a good use of their time. They try to apply this.
Your organization's mission statement is "To empower youth to serve their communities through character-building service-learning, and environmental stewardship opportunities that encourage pono (integrity) with ke akua (god), self, and others". In your own words, what does Kupu do?	Learning by doing! We believe that service to others is a powerful pathway to self-development. One program is their community program which connects with high school students when they system is not working for them. We help them go through culture based and curriculum-based

	experience. Lots of tools that they can use to go onto a successful path.
	We prepare the service in a way that is developmental in nature.
What do people do after Kupu?	GED program can be different than conservation leadership development program. It depends on the program. Kupa Aina Corps result was 1 out of 3 participants are either staying at site or found employment. OR 6 out of 10 found long term employment, went back to school, or participated in another national service program.
	For young adults, really varies. They want ot develop self-regulation and positive habits
About how many employees work at your organization? Paid? Volunteer?	Volunteers are important. We are a community service focused organization. We have found some way to compensate the individuals for their time and work. Almost everything has compensation for the participants, so in that sense we are not volunteer centered.
	Service day: Going to land that surrounds pearl harbor. This area has been overgrown with invasive species that is harmful for traditional and subsistence farmers and fishers. We are helping a local nonprofit. So, we are rounding up volunteers on Oahu. We

	are partnering with a group called Movers and Shakas. We count how many invasive species we remove because we need to replace it with something and provide appropriate management of this species.
From your website, I saw that your organization is currently focusing removing invasive species. Would you mind giving some examples of invasive species you've helped remove?	Hawai`i is the most isolated, habited archipelago in the world. We are the endangered species capital of the world. We are very vulnerable with our one-of-a-kind habitat. Invasives are normalized.
Do/Have you collaborated with groups that are not community development organizations like an educational institution and is there a specific employee or group within your organization, like a liaison, that works with and coordinates with other groups?	Our collaboration model is network based model of success. If our partners are not better off working with us, then we are doing something wrong. We are inherently partner oriented. Deep partnerships with UH. Also with Arizona State University: Young adults are eligible to take classes there at a discounted rate. Other than that, not super deep. We partner with other Hawai'i based universities at a smaller scale
As you know we are representing a university that sends many students to off-campus project sites with the purpose of educating our students in a range of project learning outcomes AND of helping the cooperating organization. Would such a partnership be possible within your organization and would	We would be interested. We would want to look at more of the details. I would want to understand timeline, expectations, engagement. Yeah, with that qualifier we would be interested.

you be interested in possibly working with a future student group?	
	Native Hawaiian communities: Make sure to talk to us outside of work. KR was raised in Kahana and Kona. He lived on US continent for 12 years. He was a hill staffer; he was a national spokesman. He ran the DC office of ….. His great grandparents are from Maui. He has worked at Kupu for 5 years.

Hawai`i Tourism Authority interview with Caroline Anderson (Director of Community Enrichment) on 3/1

How long have you worked for the Hawai`i Tourism Authority?	20 years.
What positions have you held?	Tourism specialist to planner to marketing manager to X to director of community enrichment. Organizations has been around since 1988
About how many employees work at your organization? Paid? Volunteer?	About 26 employees. They have lost some due to the pandemic. All paid, no volunteers. They have unpaid student interns.
How does your organization operate on a day-to-day basis?	Divided in different departments. Community, tourism research, see recording. They are teleworking. They are managing

	tourism. They market to other countries to bring back visitors to Hawai`i. They are trying to prepare for when business returns.
How would you describe the culture of your organization?	Everyone works together. Culture of collaboration
What are your organization's current project goals? And in the long run?	Main goal is to bring back visitors in a manageable way. They are looking to rebuild tourism. They research tourism. How many visitors come to the island and how much do they spend? They work with the dept of health. They are open, but it depends on which island. Hotels and restaurants need to follow CDC standards. "What's good for the resident is good for tourism".
Why is there a need to focus of this issue?	On Hawai`i Island, people tend to use a road, and this causes tensions. Traffic. They are intentionally not promoting this area. See recording.  Congestion is problem and they are trying to help this.  Hawai`i was doing very well before COVID, high tax revenue. A big challenge is making sure that residents see the benefit of tourism. They want to

	ensure that tourism does not impede their quality of life. This is something they need to monitor. The residents "make Hawai`i Hawai`i"
As you know we are representing a university that sends many students to off-campus project sites with the purpose of educating our students in a range of project learning outcomes AND of helping the cooperating organization. Would such a partnership be possible within your organization and would you be interested in possibly working with a future student group	"Anything is possible". They are open to it.
After learning more about the purpose of our project, do you have any internal contacts or other organizations that we recommend we contact	Native Hawaiian Hospitality Association

Native Hawaiians Organizations Association interview with Daphne Tong-Pave (Executive Director) on 3/5

| Before we jump into the interview, I want to make sure that I understand what an NHO is. From what I've read from your website it is a Native Hawaiian owned business whose funds go back into the community. Is this right? Can you expand on it more? | Executive director. Does not have any staff. Is a member organization. Advocate for the Native Hawaiian Organization program. Does not directly serve the native community. They do the legislative and policy work. Non-profit. Controlled by native Hawaiians and serving natives. Participating in the US small business programs. Gives natives a competitive advantage. Money earned from |

	small business goes back into the community. Board decides how the money goes back to the community. Can focus on economic development, health,
How many NHOs exist in Hawai`i?	20-30, not all NHO members are members of NHOA, do work on the mainland as well, for example Texas.
How long have you worked for your organization?	2 years, she owns her own small business. Hired them to help with the administrative director. Manage meetings, annual small business conferences.
As Executive Directors, what are your responsibilities?	Holomua Consulting Group
Your organization's mission is to promote, protect, and advance the NHO program. Can you elaborate on this?	Source for economic development for native communities. Generate funds to go back to the community. Native Hawaiians are not federally recognized.
How is your organization structured?	No employees, they are both paid but are consultants. The board ultimately decides how the organization acts. Board positions are voluntary, but they do not have additional volunteers.

How does your organization operate on a day-to-day basis?	Do not do direct services. Communication with members.
How would you describe the culture of your organization?	All board members have been NHO's approved in the early 2000s. Work well together, shared goal. Monthly board meetings, can make decisions via email.
What are your organization's current goals? And in the long run?	Ideally NHOs be treated the same as a tribe
What is/are the root cause(s) of this/these issue(s)?	There are no thresholds of contracts that NHOs can get from federal government, not treated throughout federal agencies. Eligibility requirements is demonstrating that the Native community is disadvantaged. Native Hawaiians are the highest population in prisons, lower wages.

HawaiiKidsCAN Interview with David Miyashiro (Founding Executive Director) on 2/25

2. What positions have you held?What responsibilities does your current position entail?	Executive director. In charge of the overall help of the organization. Strong board for funding, first in line to get operations done. Need positive results at the capitol. National network helps to support.

Your organization's mission statement is *insert mission statement*, can you elaborate on this?	Fairly broad, policy work to him is wholistic, must be able to adapt based on feedback. Need to look at both small picture and big picture.
How is your organization structured?	Small non-profit More of a network structure. Each state organization is totally unique with own structure and focus. All under the umbrella of 50can. 13 or so organizations. All help to fund salaries.
	Each state must fundraise its own budget so local support is needed.
	Set up organization in Hawai`i in May 2017, launched in September.
About how many employees work at your organization? Paid? Volunteer?	1 full-time employee, 1 part-time, another full-time employee left recently.
What are your goals currently? And in the long run?	In terms of work, to have a bigger impact. Build brand and partnerships. Create opportunities over time to increase impact. Hire more full-time staff. Have the business be able to run on its own without him (not founder-run).

| Does your organization involve community members in any of its processes? And if so, how?	Youth advocacy groups. Bring students along to learn with them. Combining with 2 other non-profits to form cohort for projects. Less strong working with parents but is being worked on. Beginning a parent networking to help get more parents involved (find mutually beneficial support)
From your website, I saw that your organization is focused on improving the educational experience for Hawaii's children. How did your organization come to focus of this/these issues?	"Generational survival" Hawai`i is in a tough spot for their future because of the pandemic.  Many young people in the area didn't feel they could chase their dreams on Hawai`i. Cost of living is so high for many. Depends a lot on tourism and tourism is not always consistent. Help to have children stay in the state and help the state for the future. They do career pathway programs to better prepare younger people. Huge need for healthcare professionals in Hawai`i. "If we can improve education, we can improve the well-being of the state"

Recent accomplishments? How were you able to accomplish this?	Early success working with legislature. Aggressive in pursuing new laws and bills to help improve access to education. Have built many good relationships at the capitol. 2-way street, feedback from children and parents as well as legislators' interests.
Do/Have you collaborated with groups that are not community development organizations like an educational institution and is there a specific employee or group within your organization?	There would be good overlap. May need some interns help at some point for research project (wifi on wheels) has been a project for the last 6 months. Worked with a wide range of different partners. A partnership like this would be ideal for them.
After learning more about the purpose of our project, do you have any internal contacts or other organizations that we recommend we contact?	Can make some connecting emails for us.

Appendix I: Database Instructions

The Organization Database can be sorted alphabetically or numerically by multiple categories:

- Organization Name
- Community Development Issue
- Contacted
- Responded
- Interviewed
- Organization Status
- Date Established
- Volunteer Involvement
- Multiple Locations
- Number of Employees
- Enthusiasm
- CDO Interest in Partnership

We suggest organizing by the categories community development issue, responded, interviewed, or enthusiasm for the most efficient organization of data. To sort the database, select the data in the column of one of the above categories. Select the entire column, making sure to not include the top title in the selection. Right click the selection and press sort, then sort either A to Z or Z to A (shown below).
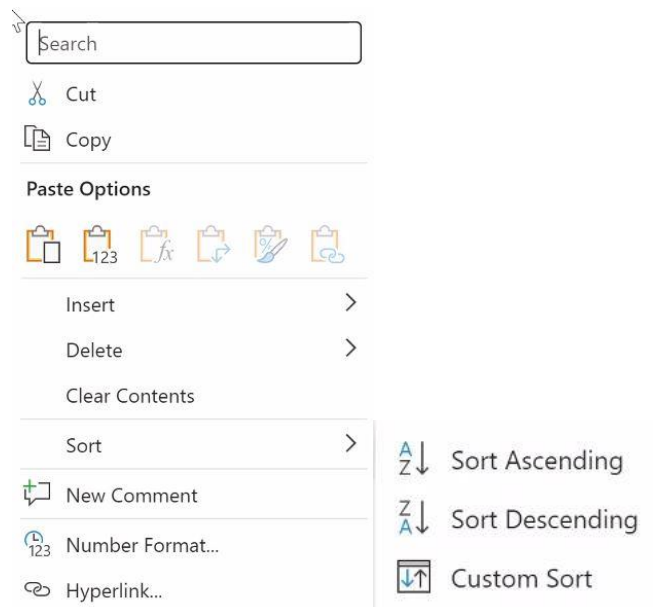
After selecting sort, a pop-up screen will appear (shown below). Select expand the selection to sort all the information.