Hawai‘i Quick-Build Projects: Lessons Learned about Community Engagement

Prepared by:

L. Brooke Keli‘ikoa, DrPH & Lindsey Amina, BS

Healthy Hawai‘i Evaluation Team

Office of Public Health Studies

University of Hawai‘i at Mānoa

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Blue Zones Project - Hawai'i

Trust for Public Land

Hawa''i County Planning Department

Kaua'i County Planning Department

Maui County Public Works Department

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For more information about this evaluation, please email brooke.keliikoa@hawaii.edu

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Hawai'i Quick-Build Project Descriptions

Community engagement is integral to quick-build projects.

Quick-build projects demonstrate built environment changes that can improve the safety and comfort of people walking, bicycling, and rolling.

Quick-build projects aim to improve the safety and usability of streets and other public spaces through the modification of streetscape elements, parks, and urban spaces (Carlson, 2019). In contrast to more permanent infrastructure changes, quick-build projects are uniquely positioned to implement solutions that are community-informed, timely, and cost-effective (Carlson, 2019). Intended as an interim solution or pilot test, these modifications are achieved through low-cost, temporary or semi-permanent materials that can be easily modified or removed (Modi & McCain, 2017).

Quick-build projects are an opportunity to learn from the community and be responsive to their needs and priorities through a participatory process.

Community engagement should be intertwined throughout the planning, design, implementation and evaluation phases of a quick-build project. Effective community engagement ensures that the quick-build project fits the needs of the community, addresses a problem of importance, and is designed appropriately. Furthermore, quick-build projects are ideally community-driven, which increases community ownership (Alta Planning + Design & The California Bicycle Coalition, 2020).

Evaluation study overview

The Healthy Hawai'i Evaluation Team interviewed 14 people who implemented quick-build projects in Hawai'i to understand how they engaged community members and what they learned from their experiences.

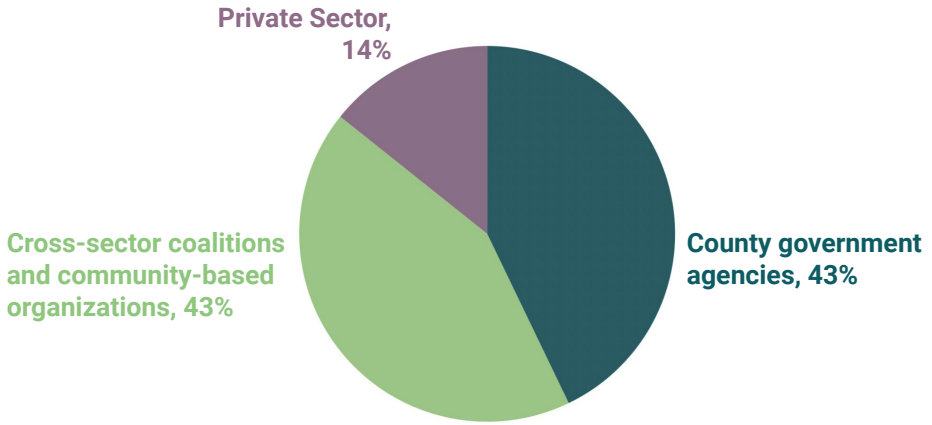
The Hawai'i State Department of Health (DOH) convenes a monthly meeting of government and community partners who implement quick-build projects throughout the state. These partners seek to learn from each other's experiences as they implement quick-builds in new communities and try innovative project features. To facilitate learning, DOH worked with the Healthy Hawai'i Evaluation Team to develop an evaluation study that would generate practice-based insights to support partners. Given the importance of community engagement in quick-builds, the purpose of this qualitative evaluation study was to learn how lead organizations engaged community members in the development, implementation, and evaluation of quick-build projects in Hawai'i. Study participants were asked to share what they found to work well for community engagement, what challenges they experienced, and what advice they would share with others.

Following a purposeful sampling strategy, the Healthy Hawai'i Evaluation Team conducted semi-structured interviews over videoconferencing. Of the 17 people invited to participate in the study, 14 were interviewed (82% participation rate). The interview audio was transcribed and two evaluation team members inductively coded the transcripts through an iterative process. Preliminary themes were shared with study participants and their feedback was incorporated into this report.

Evaluation Study Activities

- **June 2021**
  Initiated evaluation study with Department of Health
- **August 2021**
  Developed interview methodology and submitted IRB application
- **October-December 2021**
  Conducted semi-structured interviews with 14 participants
- **December-March 2022**
  Analyzed interview transcripts through qualitative coding process
- **April 2022**
  Facilitated data validation activity with 8 study participants
- **June 2022**
  Shared draft report for feedback

Study participants represented community organizations, government agencies, and private-sector consulting groups.



Evaluation study participants were involved with implementing 13 quick-build projects in communities throughout Hawai‘i.

Community engagement was unique to each quick-build project and varied by the project goal, features, timeline, resources, and partners.

Study participants shared their experiences and reflections from leading or partnering on 13 different quick-build projects. The projects focused on improving streets around schools and parks to make it safer and more comfortable for community members walking, bicycling and rolling. Several projects also focused on adding new features to parks to promote physical activity. A brief description of each quick-build project is provided in the **Appendix**.

Study participants described an array of strategies and methods that they used to engage the community in quick-build projects. The strategies and methods fit along the levels of the IAP2 Spectrum of Public Participation: inform, consult, involve, collaborate, and empower. Through the data validation activity, participants noted that the engagement strategies that they employed ranged across the different levels depending on what the quick-build project was intended to achieve and practical constraints (e.g., COVID-19 pandemic restrictions). However, all types of strategies were valuable and project partners needed to figure out how to take a tailored application approach. Not all community members wanted to be highly engaged--sometimes it was enough to just let them know the project was happening and why. In other quick-build projects, community members were the driving force behind all of the project decisions and carried out the physical changes themselves.

This evaluation report summarizes the different ways that study participants engaged community members in quick-build projects and shares their lessons learned to support future community engagement efforts in quick-build projects.

Both the amount and type of community participation varied depending on the community engagement activities undertaken for each quick-build project.

Inform	Consult	Involve	Collaborate	Empower
Provide community with relevant information for them to understand quick-build projects.	Gather input from community on quick-build project decisions.	Community's needs, desires, and vision are integrated into the process.	Community has a leadership role in decision-making.	Foster community ownership that supports community driven change.

Levels of Community Engagement

Adapted from the IAP2 Spectrum of Public Participation

Community engagement efforts were focused in the earlier stages of the quick-build projects.

Planning & Designing | **Building & Installing** | **Using, Maintaining & Deciding What's Next**

In the **Planning & Designing Project Phase**, quick-build partners focused on establishing relationships with community stakeholders and gathering their input. Study participants described a range of strategies that they employed to learn about community concerns and issues, how the community used the project area, and what the community thought of proposed quick-build project solutions. Engagement strategies were tailored to the community group and type of desired feedback. For example, for one planned project on one residential street, the quick-build team knocked on the doors of all the homes and conducted one-on-one outreach to inform the residents about the project and listen to their feedback. Project partners also provided education about the safety and other community benefits of quick-build. This helped to build a shared understanding of the project goals and clarify expectations. Several evaluation participants noted that the COVID-19 pandemic limited their ability to interact face-to-face.

Study participants used community feedback to make decisions about the art designs and other quick-build project features. Several study participants noted that their technical transportation expertise should be leveraged to generate potential solutions to the community-identified issues, and the community could provide feedback on the proposed solutions. Once the community's feedback was solicited, study participants noted that it was critical to show how their feedback was being utilized to shape the quick-build project.

"**Even before, you know, engaging too deep is like readiness--what's the readiness of a community?** Do they want this, are they interested in being involved, do they have the stakeholders who might be able to help move this [quick-build project]. If there's a lot of barriers to that, if the principal is not on board, if the community doesn't want it, if the local businesses are going to start rebelling, you know, all of that can cause these barriers. So, I think evaluating readiness was kind of the first step. And **sometimes it requires helping people understand the benefits**, right. So, education is a big part of it."

(Participant 1)

"**You have to spend time in that place.** I think now we have so many digital tools that people tend to rely on, Google maps and all this stuff, and they're super helpful for reference, but you have to spend time in a place, not just like go out there once. Go out there and just spend a few hours, you'll see it very differently."

(Participant 4)

"Honestly, **community engagement that allowed the community members to provide input on their own time I think was helpful.** If you have structured meetings, sometimes people can't participate. You end up just getting a small group. Whereas, if you're doing something on social media, and looking through the comments or getting a survey, I think you get a pretty big reach."

(Participant 10)

Community members enjoyed helping with implementation activities.

In the **Building & Installing Project Phase**, quick-build partners organized community work days to create the built environment changes. Community volunteers helped to prepare the space for the quick-build project, paint the artwork, and install the park features. Evaluation participants noted that the community members enjoyed helping with the installation and felt that the art component was the main draw. One experienced local artist successfully employed a paint-by-numbers strategy which provided a helpfully structured process for community members to complete the street painting.

Quick build partners made a conscious effort to document the building and installing process through photos and videos. By sharing social media posts and generating earned media, the stories of the people involved with the quick-build brought broader community attention and enthusiasm to the project.

The majority of quick-build projects were installed during the COVID-19 pandemic. Accordingly, project partners had to carefully plan volunteer schedules to ensure that there was adequate social distancing and provide safety supplies, such as face masks. The community members who did participate appreciated the opportunity to interact with others as a break from the social isolation and virtual gatherings.

"Another one is having the community involved in the planning and the installation which created enthusiasm. **There's a sense of ownership there and it's absolutely critical.** It's not even an option if you want to have success. Even if they like it, it's really not an option. So, that's a huge one, is to have the community involved."

(Participant 7)

"**I think the social capital within our networks was probably the main resource** which I think I've realized over the pandemic, we could only kind of take so far because people are overwhelmed with so much… With everything in this work, it's who you know. And so, reaching out to more people, emailing so many people, but also just not wanting to overwhelm too many folks. I felt like this time around, it was a… balancing act of just not wanting to be overwhelmed, but then also a lot of people, at that time, really wanting to come and paint. They were just so excited to do that and it was so simple and just having like the precautions. We had masks, we had gloves, we had tons of hand sanitizer everywhere, we had a water jug and bottles, and individual snacks and just tried, as best as we could, but having that sense of community for a good amount of folks was just so nice for them. They're like, **"Oh my gosh, it's so nice to have. This is so refreshing, we haven't been able to do this in a year and a half. I'm so excited to just be here and just talk to someone not on a computer screen."**

(Participant 3)

After the quick-build project was on the ground, community members had varying levels of involvement with using, maintaining, and deciding next steps.

In the **Using, Maintaining & Deciding What's Next Phase**, quick-build partners engaged community members in using the new project features through programs and other promotional activities, such as Walk to School days. Encouraging the use of the quick-build infrastructure provided opportunities to observe and hear feedback from community members. For example, in a shared street pilot project, the people using the street physically moved the traffic cones themselves to make it easier to navigate certain driveways. This type of feedback would then be noted for future permanent infrastructure changes. Heavy usage of the quick-build skate parks demonstrated the community demand for more permanent skate parks.

Maintaining the quick-build projects was a concern for both government and community partners. Several community partners signed formal maintenance requirements, agreeing to upkeep painted bulb-outs through community workdays. In a few other projects, community members contributed to maintaining the quick-build on an informal basis by watering the plants or reporting maintenance needs to the relevant county government department.

Community members were less likely to be involved in helping to evaluate the effectiveness of the quick-build projects and deciding whether the quick-build project should be adapted or sustained on a more permanent level. Most of the community feedback was anecdotal in nature. Study participants noted that they wanted to be more strategic about collecting evaluation data and engaging community members in evaluation efforts. One potential model is Get Fit Kauai's action group. In one action group, a community member reached out to neighbours to get feedback on how the newly configured street was working for them. In another action group, community members are planning to collect park user counts to see if there are any changes after the quick-build was installed.

"We did sign a Mālama O Ka 'Āina agreement with the City which basically says we're kind of adopting this project to continuously improve...Right before COVID we were supposed to meet with the [local] bank to see if their team wants to take that on as well, but the neighborhood board has a community cleanup team that's going to help support that... We used to have a once a quarter cleanup at the park, which we don't need any more because they've stationed a park maintenance person at the park, they didn't have one before, but now there's someone stationed there all the time... And then the artist has since gone back a couple times to do some touch ups of the areas that have been damaged, so that's great that we're able to have an artist that's willing to go out there. And the same artist was used at [our second quick-build project] so we went out there a couple times already to kind of add some new details and take a look at how things are going. And then the city manages the delineators and so they go out there and reinstall if any ones get damaged."

(Participant 1)

Highlighted community engagement strategy: Action groups and project teams

Action groups and project teams are an effective way to ensure that the quick-build project has community participation throughout all project phases.

Action Group
Organized group of community volunteers that comes together for the purpose of planning, implementing, and sustaining the quick-build project
Includes community members that have a shared, vested interest and contribute valuable skills and expertise to benefit the project
Provides ongoing support to local government agencies or other lead organizations that are responsible for implementing the quick-build project
Meets on a regular basis, often with the support of a community organization to ensure that project milestones are achieved
Serves as a liaison to the broader community to ensure that the project reflects the community's needs and desires
Often smaller in size to ensure that project management and decision-making is feasible
Promotes community buy-in, accountability and project credibility

Project Team
Representatives from government agencies and community organizations form a project team that meets regularly to plan, design, and implement the quick-build project
Hawai'i quick-build teams included hired consultants, transportation engineers, planning officials, community coalition coordinators, school representatives, County Council members, and local artists hired for street art and murals
Participation varies by team member role
Encourages cooperation among a diverse group of stakeholders and leverages their individual strengths
Provides ongoing feedback throughout the quick-build process and is a way to get early feedback from community partners before engaging the broader community
Promotes transparency and accountability between project implementers and community members
Multidisciplinary effort that requires collaborative facilitation

Action group case example

Kalena Park Action Group

This quick-build project focused on the revitalization of Kalena Park located in the heart of downtown Līhuʻe. Get Fit Kauaʻi (GFK), the Healthy Eating Active Living community coalition for Kauaʻi, played an integral role in the development and implementation of the Kalena Park Action Group. Comprised of residents, youth from the Līhuʻe Boys and Girls Club, and representatives from the Līhuʻe Business Association, County of Kauaʻi Parks and Recreation Department and County of Kauaʻi Planning Department, the Kalena Park Action Group was actively involved in all phases of the quick-build project. Prior to the COVID-19 pandemic, a master plan detailing long-term park improvements was created with the assistance of the Get Fit Kauaʻi Kalena Park Action Group. To implement elements of the master plan through quick-build methods, the Kalena Park Action Group helped design immediate park improvements that would publicly showcase the long-term vision of the master plan. The Kalena Park Action Group was involved in design decisions, organized and participated in the community workday, and continues to monitor and maintain park features. The Kalena Park Action Group plans to conduct park counts post-implementation to measure park utilization. This action group showcases how action groups foster community ownership.

"Again, more so than ever, having the community involved to plan it and then to actually come and do a hands-on installation of it. Since that workday, volunteers, they've been watering plants, they've been maintaining the new facilities, **they've really taken an ownership role**. If the county had just gone in there and done it for them, I don't know that this would be the same outcome."

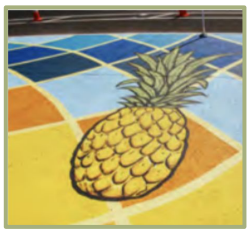
(Participant 7)

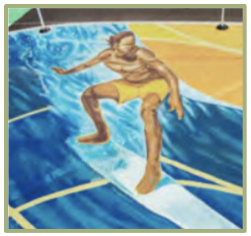
Action group case example

Kauaʻi Skate Park Action Group

Get Fit Kauai organized an action group to implement both the Līhuʻe Civic Center Skate Park and Hanapēpē Town Skate Park quick-build projects. In both projects, Kauaʻi County partnered with the Skate Park Action Group to design, construct and maintain skate facilities. The Skate Park Action Group consists of island-wide community advocates, recreational skaters, and skate enthusiasts of all ages that support the Mayor's goal of implementing skate facilities across all districts of Kauaʻi. Some volunteers had professional contractor or carpentry skills. For the Līhuʻe Civic Center Skate Park project, a vacant plaza outside the government building was selected as the location. The Skate Park Action Group designed the skate park, built and installed prefabricated skate features and helped the Parks Department to monitor and maintain these skate features. The community's response to the Līhuʻe Civic Center Skate Park exceeded expectations. Due to the level of wear and tear, the skate features required reinforcements shortly after installation, which the Skate Park Action Group assisted with maintaining.. The Skate Park Action Group also supported the County's efforts in implementing a skate park in Hanapēpē Town Park. While key members of the Skate Park Action Group remained, the Action Group's membership changed and expanded to include residents from West Kauaʻi. Unlike the Līhuʻe Civic Center Skate Park project, the Hanapēpē Town Skate Park project required skate features that could be installed on grass rather than concrete. The Skate Park Action Group assisted with the design, placement, construction, and monitoring of the skate features. A small and large size halfpipe was selected and installed for use by skaters of all ages and skating abilities. The positive response to both skate park projects reflects the community's need for these types of facilities and the demand for permanent fixtures.

Project team case example





Lihikai School Quick-Build Project Team

The quick-build project fronting Lihikai Elementary School on Papa Avenue in Kahului, Maui, was implemented by a cross-sector project team. This quick-build aimed to increase safety by moving and widening a bike lane, implementing painted curb extensions and incorporating reverse-in angle parking for school staff. Project team members represented the Maui County Department of Public Works (DPW), Maui Healthy Eating and Active Living (HEAL), Maui Metropolitan Planning Organization (MPO), Lihikai School, and SSFM International. As project consultants, SSFM International designed community surveys, created educational materials with Maui MPO, facilitated community outreach efforts, and designed the roadway reconfiguration alternatives. County DPW engineers and maintenance crews were responsible for road reconfiguration, re-striping and providing signage. The Ulupono Initiative and Maui MPO collected pre- and post-implementation speed and utilization data. Maui MPO also supported social media outreach efforts. Maui HEAL helped to organize project volunteers and coordinate project partners. School administrators coordinated input from school staff and parents. A local artist led the artwork design, facilitated community participation and oversaw the art installation. The artist's professional expertise and personal connection to the community were key to successful project implementation.

"**The artist did a great job of putting in all of his elements of the area and his ties to the area**, that was like his grandpa's house or something that was right there at the corner. So it was a good chance for him to showcase his talent. And this one is a lot more extravagant than [the previous quick-build project], as far as the artwork goes."

(Participant 13)

Project team case example

Keaukaha Quick-Build Project Team

The Keaukaha “piko” project aimed to provide a sense of place through art and create a mobility path around the community center to enhance safety and connectivity for people walking, biking and rolling. The quick-build project team consisted of representatives from Keaukaha Community Association (KCA), Keaukaha Elementary, Hawai‘i County Planning Department, Department of Hawaiian Home Lands, County Council, Hawai‘i Island Healthy Eating Active Living Coalition, People for Active Transportation Hawai‘i, and SSFM International. The involvement of the KCA President, a highly respected elder resident, was critical to this project in a Hawaiian Homestead community. Community project team members provided valuable knowledge, guidance and suggestions throughout the project. The quick-build project was shared during KCA monthly meetings, serving as an opportunity for residents to ask questions and provide important contextual framing. In addition to launching an online survey for community feedback, the KCA President asked for a paper survey option as online surveys were not ideal for the older residents who might lack internet access. The ability to distribute paper surveys (e.g., at a community vaccination clinic) helped the project team to collect more data from the community. The involvement of KCA promoted trust and community ownership.

““In the long run what I would like to see is this be a little bit more community-led and I think there'd just be a little bit more community engagement if it was coming from community leaders or spearheaded within the community. But that being said, on this island, I don't think there's enough people who have seen or interacted with a project like this to know what is possible [yet]… So if we can [have] this be successful and we get some things we've learned and ways we can connect with decision makers…letting them see this as possible, that'd be cool… **We’re proud of this first project that we're doing.**”

(Participant 14)

Community Engagement Strategies Featured in Hawai‘i Quick-Build Projects

In addition to action groups and project teams, evaluation participants described using multiple strategies to engage community members throughout the quick-build project phases.

Planning & Designing	Building & Installing	Using, Maintaining & Deciding What's Next

The following tables provide further detail on each community engagement strategy and are organized by project phases detailing how and when the engagement strategy was used in Hawai‘i Quick-Build Projects. How and when engagement strategies were used are determined by the demands and goals of the project resulting in an overlap of strategies between phases. Two community engagement strategies, action groups and project teams, are highlighted to showcase continued community engagement throughout all phases of the quick-build project.

Strategy	Description	Strengths	Considerations	Example
Educational Materials (e.g., flyers, door hangers)	Printed materials to inform the community about what is happening and the purpose the project.	+ Quick way to raise awareness + Various distribution methods + Materials containing visuals and infographics are useful communication tools	- The quantity and quality of the printed materials may be costly (e.g., cardstock, color printing, postage)	Paper notices were distributed to students to take home and share with their parents regarding planned improvements at the school.
Online Surveys	Online surveys asking participants how they currently use the area, how safe they feel in the area, how often they walk or bike in the area, the type of artwork they would like to see, etc.	+ Can use social media platforms to disseminate surveys which allowed targeting by zip code + More cost-effective than paper surveys	- Not ideal for older adults and community residents who do not have reliable internet access or do not use the internet - Need to keep it short and ask specific questions	Lihikai School project disseminated an online survey via Facebook and received 100 responses.
Paper surveys	Paper surveys asking participants about safety, how often they walk or bike in the area, proposed design elements such as artwork, and demographic information.	+ Older adults and other community residents who do not have reliable internet or access need a paper option + USPS provides a method for mailing surveys directly to residents in a specified area	- Challenging to return the paper copies to the lead agency without prepaid postage option	The Old Stadium Park Project set up an exhibition at a nearby public library and provided paper surveys for the public to give their feedback on park uses and desired improvements.

Strategy	Description	Strengths	Considerations	Example
Door-to-door Outreach	Project team members knocked on the doors of homes and businesses located in the immediate area to notify and discuss project.	+ Enables one-on-one interaction + Specifically targets intended audience + Involves residents who may not typically attend public meetings	- Time intensive: may have to knock on the same door multiple times if residents do not answer - Requires a lot of staff effort to carry out	Get Fit Kaua'i coalition staff and community volunteers knocked on the doors of all homes on the project street to inform residents about the proposed changes and invite them to community meetings and workshops.
Walk Audits	Physical, in-person assessment of an area typically led by a project team member with stakeholders observing the project site area and providing their concerns, ideas, and other input on proposed project features.	+ Gather various stakeholders together + Allow for multiple perspectives to be shared + Active way to engage community members and have them directly observe and experience the project area	- May need to host multiple walk audits for different groups (e.g., walk audit during and after school hours to include school staff)	The project consultant led two walk audits with community members, a Council Member, representatives from Department of Hawaiian Homelands, and Keaukaha school staff around the proposed project route.
Walk to School or Park Days	Engage community members by inviting them to walk to the school or park to assess project area.	+ Activates community participation of all ages + Opportunity to gather feedback	- Consider liability issues - Difficult to do during the pandemic as students were not allowed on campus	Kīlauea School project held a Walk to School Day and 160 children attended.

Strategy	Description	Strengths	Considerations	Example
Focus Groups	Assemble a diverse group of stakeholders to participate in a guided discussion to gather various community perspectives and feedback.	+ Capture varying perceptions from a wider audience + Brings together diverse stakeholders	- Participants may not be representative - Challenging to schedule everyone at a time that is convenient for all - Virtual focus groups can result in lost information	Blue Zones Project conducted focus groups to discuss park issues and concerns with park users, families, residents, nearby businesses, church groups, houseless individuals, etc.
Talk Story or Listening Sessions	Talk story with community members already in the area or at the project site.	+ Gather lived experiences + Helps to foster relationships + Able to listen to community needs + Less formal setting compared to focus groups and workshops	- Time consuming	Trust for Public Land held listening sessions at ʻAʻala Park and heard stories from park users that included residents and houseless individuals.
Site Visits at Community Organizations	Visit local organizations to meet with community stakeholders.	+ More convenient for community members to go where they are gathered in safe spaces + Strengthens relationships with community-based, local organizations	- Not always feasible with a short timeline	Trust for Public Land visited at-risk youth organizations to engage youth who have connections to ʻAʻala Park.

Strategy	Description	Strengths	Considerations	Example
Community Workshops	Design charrettes or planning workshops to engage community members.	+ Enables in-person interaction with community members + Collect real-time input + Incorporate project related activities (ie. local artist provides a painting workshop)	- Needs to be well advertised to ensure event turnout	The Kilauea School quick-build project team held community workshops at the school cafeteria to share information, gather feedback and provide updates.
Pop-up Community Events, Open House or Community Meetings	Project teams set up one-off or temporary events in the community to share project information and gather feedback.	+ Allows for personable collaboration + Able to have conversations with community members that do not use virtual platforms + Able to meet people where they are at	- Need to account for the timing of the event - Must consider other events occurring at that same time	Hawai'i County Planning Department partnered with PATH to host a bike corral at a community pop-up event. PATH offered bicycle lessons to both children and adults.
Join Existing Community Events and Meetings	Disseminate project information by joining pre-organized community events or meetings, such as Neighborhood Board Meetings.	+ Convenient + Requires less planning + Time-efficient + Cost-effective + Further expands reach + Better attended compared to pop-up events	- May reach people outside the intended audience	Hawai'i County Planning Department joined an already occurring vaccine clinic at Keaukaha Elementary School to distribute surveys.

Strategy	Description	Strengths	Considerations	Example
Email Communication	Share project information through newsletters, provide meeting notices and disseminate parental consent forms.	+ Efficient and fast way to disseminate information to stakeholders + Free	- Uncertain if recipient received or read the message	Lihikai School administrators sent out project announcements to parents and guardians via email.
Social Media Posts or Ads	Using social media platforms to share project updates and request survey responses.	+ Allows for targeted ads and boosts by zip code + Cost-effective + Get a lot of reach for not a lot of money	- Requires constant updating of content - Need a designated person to manage the account	Maui HEAL Coalition created a short video to introduce and explain the purpose of the Lihikai School quick-build project to the community.
Earned Media	Disseminate information via local news coverage, press release, newspaper article or radio.	+ Useful when informing a broad population to raise public awareness + Widespread coverage + Free	- Ensure the sequencing of information so that the community is aware prior to media announcement to a larger audience - Not effective for targeting specific communities	Online article written about the Old Stadium Park Project that advertised how to sign up as a community participant.

Strategy	Description	Strengths	Considerations	Example
Community Build/Work Day	Organized group of volunteers that help the lead organizations with project installation (e.g., removing debris, sweeping, painting, installing delineators, etc.).	+ Engages the community in project installation + Inclusive of all ages + Promotes ownership + Promotes community pride	- Event must be well advertised - Requires organization and and a systematic way to delegate tasks - May be challenging to organize without the support of an organization or coalition like Get Fit Kaua'i	Over 100 community members volunteered to participate in park renovation activities for the Kālena Park project.
Documenting the Process	Using social media platforms to share the implementation process by posting updates, videos and photos.	+ Cost-effective + Get a lot of reach for not a lot of money + Promotes transparency + Effective at raising awareness + Be used as future promotional materials	- Need a designated person to manage the social media postings	Blue Zones Project captured video of the Papipi Road implementation process and shared it on social media.
Earned Media	Share project information via news coverage, press release, newspaper articles and radio ads to the community. Share project timeline and when the project is expected to be implemented.	+ Useful when targeting a broad population + Offers widespread coverage + Great to raise public awareness + Free	- Account for sequencing, community must be notified of project prior to media announcement, - Not effective for targeting specific communities	KHON2 and Hawai'i News Now broadcasted news segments of the Papipi Road quick-build project in the Ewa Beach/Kapolei area.

Strategy	Description	Strengths	Considerations	Example
Programming Component	Organizing activities to help promote project improvements and encourage the community to use the new facilities.	+ Promotes and excites the community about project improvements	- Project teams may not be partnered with a stakeholder that can fulfill this role - May need to budget for a programming component	Get Fit Kaua'i hosted fitness week in Kālena Park with pickleball clinics and tournaments, low cost fitness classes (ie. yoga and Tai Chi), basketball games and food trucks.
Formal Maintenance Agreements	Signed agreement between the government and lead organization to maintain project features.	+ Ensures project is maintained for two years + Requires community workdays every six months + City provides vests, trash bags and trash pick up	- Community work days need to be well advertised	Blue Zones Project signed a Mālama O Ka 'Āina (MOKA) agreement with the City of County of Honolulu to maintain the painted bulb-outs via sweeping, painting and replacing delineators.
Informal Maintenance Agreements	Community members volunteer to maintain project features.	+ Community develops a sense of ownership of the project + Keeps community engaged + Cost-effective	- Requires long-term community engagement after installation - Must provide the community with the resources for upkeep	Community members volunteered to water the plants, trees and monitor park features. A nearby business keeps track of the volunteers.
Evaluation Surveys	Online surveys asking community members if they use the project features, how they feel about the improvements and if they would support a permanent change.	+ Using the quick-build project to disseminate surveys + Gather real-time survey results and feedback	- Not ideal for older adults and other community residents who do not use a mobile device	All signage posted for the McCully Shared Street project included a QR code linked to an online survey to gather the community's response to the pilot.

Resources used to support community engagement activities

Evaluation participants utilized a variety of resources to support the involvement of community members in the various phases of the quick-build projects.

Paid Personnel

Local artist(s)
Consultants
Videographer
Social media manager

Community Volunteers

Community champion
Social capital within project partner networks

Participation Incentives

Money or gift cards
Food and water
Organization swag
Raffle tickets

Grant Funding

DOH SNAP-Education
AARP
Ulupono Initiative
HMSA
Safe Routes to School
Bloomberg Cities

In-Kind Donations

Borrowed tools
Meeting spaces
Porta potties
Food and water

Project Supplies

Art and paint supplies
Flexible delineators

Safety Equipment for Volunteers

Hand sanitizer
Masks
First aid kits
Knee pads
Helmets or hard hats
Traffic vests

Traffic Control Materials

Stop signs
Crossing flags
Cones

Outreach Materials

Educational materials
(ie. paper surveys, flyers)
Visual renderings of project

Documents

Project permits
(ie. street and park permits)
Volunteer liability waivers
Maintenance agreements
Video and photo releases

Lessons Learned

Considerations for quick-build project partners and teams

1. **Quick builds are not so quick because they are about relationships.** Evaluation participants learned that fostering the community relationships that are essential to quick-build projects takes time. Relationship building entails learning about the community context and history, developing a shared understanding of the project goals, and showing how the community's input is being valued and used to shape the project. As one participant stated, the quick-build will "move at the speed of trust." Given the time and effort to build relationships, evaluation participants felt that it was important to find ways to sustain the community relationships beyond the getting the quick-build project on the ground.

2. **Partnerships are key to success.** Maintaining good communication and clearly defining roles and responsibilities helps to ensure that quick-build project partners can work well together. Community and government partners were able to leverage their existing relationships from previous work together, which facilitated the quick-build projects.

3. **Art had to be meaningful and relevant to the community.** The art component of the quick-build projects drew community members' interest and generated enthusiasm and support. To ensure that the art resonated with the community members, evaluation participants recommended hiring a local artist with strong community ties and professional experience working with communities.

4. **Youth engagement is golden.** Evaluation participants found that engaging youth in quick-builds was a successful strategy to build community support for the quick-build project. Youth were engaged through a variety of mechanisms, including organized student groups within schools (e.g., Engineering Academy, Student Government, Key Club) and youth-serving organizations (e.g., Girl Scout Troop, Boys & Girls Club). When youth were involved, community members more readily recognized the benefits of the quick-build project, such as making it safer for youth to walk to school. Youth also contributed unique insights and knowledge to the quick-build projects.

> "You want to do community engagement **thoughtfully and transformatively,** that's the investment [you] have to make. So, **quick-build is not so quick when you want to build the relationship.** Building it is quick, but getting there, I think, to do it right, to do it well, takes a lot of time and relationship building."
>
> (Participant 6)

> "I think **the best strategies were having key partners who are within the community,** especially the schools and coalition, like nonprofit type of people, because they have such good relationships with the community so that helped us to really engage with the right people. [For example, the high school helped with] referring an artist, they already have that connection, so that was really great. And then the Drug Free Coalition, they're a nonprofit, they helped us to get the National Guard on board. And the small businesses, residential association, just **having those partners to help us out along the way were real important because I think any effort, any community effort, you cannot do it just on your own**."
>
> (Participant 5)

Lessons Learned

More considerations for quick-build project partners and teams

5. **Framing the quick-build project as temporary and reversible helps to overcome resistance to change.** Evaluation participants emphasized the importance of clearly communicating the quick-build project expectations to the community through presentations and other outreach efforts. Transparent communication helped to build trust, and evaluation participants recommended sharing information about what resources were available for the current project and next steps after the quick-build was installed. If the community were to find that the quick-build project was not working as intended, then it was important to convey that the project would be removed.

6. **Budget for community engagement resources.** For quick-build projects that had grant funding, hiring professional consultants was a major facilitator. The consultants were able to lead community engagement activities and bolstered limited staff capacity of project partners. Other critical resources included a professional artist, food, participation incentives, and outreach supplies.

7. **Connect through existing community organizations, meetings, and events.** Evaluation participants described multiple ways that they aimed to connect through existing community structures to build relationships and share information about the quick-build project. For example, rather than holding a stand alone community meeting for the quick-build project, evaluation participants attended established community meetings (e.g., Neighborhood Board or Community Association meetings) or joined other community events.

8. **Keeping community volunteers safe requires thoughtful planning and coordination.** The majority of the Hawai'i quick-build projects were implemented in the past few years, necessitating the consideration of COVID-19 pandemic precautions. Project partners felt that safety needed to be a paramount consideration for community volunteers during implementation activities, and spent a lot of effort ensuring that they had safety supplies (e.g., traffic cones, high visibility vests, knee pads) and the appropriate waivers and approvals.

> "What was really rewarding was I asked the community to frame it that this is a temporary project, that they have complete control to tell the county if they like this project or not. And I think sometimes when you live in a community where there's change and you may or may not have input but sometimes you don't feel like your input is heard, but you never get to see it undone. And so I think there was a real embracement from the community, at least the participants in that meeting, that there's a lot of control in their hands. **That this is not being done to them…this change is being done with them, but it doesn't have to stay permanent.**"
>
> (Participant 12)

Lessons Learned

Considerations for government agencies

1. **Implementation of quick-build projects often involves internal coordination within and between government departments (e.g., Public Works and Parks and Recreation).** All the relevant departmental staff need to buy-in to the quick-build project and carry out their tasks in a timely manner to support quick-build implementation. Evaluation participants shared that limited staff capacity was an implementation barrier, as quick-build projects were typically added to existing workloads. One suggestion for garnering buy-in among staff was to focus on the intended purpose of the quick-build project and how it would benefit the community. An internal government champion was needed to coordinate the different players and secure their commitment and support. Consultants were also seen as a resource to address limited staff capacity through the provision of professional engineering designs that comply with applicable travelway standards. Alternatively, quick-build changes that did not require as much government approval (e.g., working outside of the travelway or in underutilized spaces) were another solution to help overcome limited staff capacity.

2. **Quick build project maintenance is a key consideration for government agencies, particularly for projects that touch streets.** One evaluation participant noted that getting the project on the ground is not the finish line. The quick-builds require ongoing maintenance, so both government agencies and community partners need to develop a well thought out plan that considers who will do the maintenance, the timeline, and required resources (e.g., replacement flexible delineators).

"That to me is the whole idea of quick-build is that people can provide input and then see change within a few months instead of years, but to do that, **you have to have the buy-in of the departments that are responsible for the implementation before you even do the community outreach**, so I think that's my big takeaway is that whoever it is that is responsible for managing and operating the facility that you plan to change, whether it's a park or a street, **that department or agency has to be 100% engaged and committed at the beginning.**"

(Participant 9)

Next Steps & Recommendations for Improving Community Engagement in Future Quick-Build Projects

Ensure resources are directed towards community engagement efforts.

1. **Compensate community liaisons who help to facilitate broader engagement.** Study participants noted that they relied on individual champions within schools and other organizations to help them reach community members. The champions assisted with communication about the project, disseminating surveys and materials, and organizing implementation activities. Their commitment to attending project meetings and supporting community engagement should be honoured through a stipend or other form of compensation.

2. **Develop the capacity of government agencies to serve as a partner on more quick-build projects.** Study participants from government agencies expressed their desire to support a more community-driven quick-build process that will facilitate future quick-build projects in more communities. In order to provide technical assistance and support to community organizations that would lead future quick-build projects, study participants mentioned two ideas: (1) hiring a staff person who was dedicated towards supporting community engagement efforts; (2) developing tools and resources that would help community organizations with navigating the needed approval processes and coordination with governmental agencies.

"I think, if we can get into this process of community identifying preferred locations, and driving that, working through someone with the agency to have some level of approval process, 'Yeah, that's a good location. Let us see what's possible from an improvement, traffic calming, what have you, standpoint.' The process doesn't exist right now, because I don't think it's been done enough to formalize, but **I think it's getting there in that more people are seeing what's possible**…"

(Participant 2)

"So it takes time to find the person who you can work with and that's like willing to invest in that. I think-- it seems more fair to provide them with some sort of funding or some sort of resources because **we can expect a lot from these people that are being the champions of their own organization or school.** I wish we could compensate them more and just have a more established relationship going into it."

(Participant 8)

Next Steps & Recommendations for Improving Community Engagement in Future Quick-Build Projects

Continue efforts to share lessons learned across quick-build partners and conduct evaluation to understand community perspectives.

3. **Continue to share lessons learned and resources among quick-build partners across the state.** Evaluation participants mentioned that the monthly meeting of organizations working on quick-build projects across the state was a helpful forum for sharing insights about community engagement. For example, one participant noted that it would be valuable to utilize standardized survey questions to understand community needs and concerns related to proposed quick-build projects. Participating organizations also indicated a willingness to share tools and resources that they developed to support the implementation of quick-builds.

4. **Involve community members in quick-build evaluation efforts.** Several quick-build project teams were planning to engage community members in post-implementation evaluation efforts, such as collecting user counts. However, other participants noted the lack of systematic evaluation activities that would more comprehensively assess quick-build project effectiveness through a pilot or demonstration lens. A common indicator was the number of citizen complaints received by the county government agency. Instead of focusing on complaints, evaluation participants noted that it would be beneficial to also document positive feedback from community members who liked the quick-builds. For future projects, securing additional resources would help to develop evaluation tools and train community members to assist with data collection.

"I just think [quick-builds are] really fun. **I found it to be a great way to engage with community and to have this great statewide network to share ideas**. So, and you know, transportation takes so long to get everything done, it's kind of satisfying to have these ones that you could see a visible result within a year of talking about it. It's pretty nice and **it gives momentum to do more permanent changes.**"

(Participant 11)

“ …who is the community? It's super diverse, you know, **a community is not a monolith**. You can't just come into any community and think that you know who's there and what they want. And then **through that process of just getting to know people and saying you support their ideas and support their input, just that process, is critical in creating more inclusion and access and equity in urban planning and having a public space reflect the people that live there and their experiences**. And then you're fostering more empowerment, identity, cultural identity, more pride. You're building all these things or you're creating space for all these things to kind of develop where there was none before...so I think that's part of the hard sell sometimes, of like, what does this Quick-Build have to do with anything…**it's really the process and the relationship building that's the most, I think, the most critical piece for any quick-build**.”

(Participant 6)

Appendix: Brief Description of Hawai‘i Quick-Build Projects

Hawai‘i and Maui Islands

Project Title	Location	Project Setting			Quick-Build Elements	Project Goal	Project Partners
		Park	School	Street			
Keaukaha Community “Piko” Project	Keaukaha Hawaiian Homestead Community, Hawai‘i Island	✓	✓	✓	❖ Installation of delineators around mobility path ❖ Painting existing bulb-outs ❖ Addition of street art at 3 primary corners	❖ Create a mobility path around the community’s "piko" that includes schools and park facilities ❖ Increase safety through designated space for people walking, bicycling and rolling	**Community:** Keaukaha Community Association, People for Active Transportation Hawai‘i (PATH), HIPHI Healthy Eating Active Living (HEAL) Coalition, Hawai‘i Blue Zones Project **Government:** County of Hawai‘i Planning Department, Department of Hawaiian Home Lands, County Council, DOH **School:** Keaukaha Elementary School, Keaukaha PCNC **Private Sector:** SSFM International, Planning for Community
Onehe‘e Street	Intersection of Onehe‘e and Uhu Street in Kahului, Maui	✓	✓	✓	❖ Pilot reverse-in angle parking ❖ Painted bulb-outs ❖ Add crosswalks and signage ❖ Add bike lane markings through intersections parallel to Onehe’e Street	❖ Pilot complete streets elements (street identified for long-term improvements) ❖ Improve pedestrian safety ❖ Safer routes for bicyclist ❖ Reduce vehicle speeding	**Community:** Blue Zones Project - Central Maui, HIPHI Healthy Eating Active Living Coalition, Girl Scout Troop, Volunteer artists **Government:** Maui Metropolitan Planning Organization, Maui County Public Works Department **School:** Maui High School Key Club
Lihikai Elementary School	Papa Avenue and M Mā‘alo Street in Kahului, Maui		✓	✓	❖ Reverse- in angle parking ❖ Painted curb extensions ❖ Move/widen bike lane	❖ Shorten crossing distance ❖ Reduce speeding ❖ Improve cyclist safety	**Community:** Maui County Healthy Eating Active Living Coalition, Local artist **Government:** Maui Metropolitan Planning Organization, Maui County Public Works & Planning Departments, Hawai‘i State Department of Health (DOH) **School:** Lihikai principal and staff **Private Sector:** SSFM International, Planning for Community, Ulupono Initiative

Kauaʻi Projects

Project Title	Location	Project Setting			Quick-Build Elements	Project Goal	Project Partners
		Park	School	Street			
Kīlauea Safe Routes to School	Kamali'i Street from Momi Street to Kahe Street in Kīlauea, Kauaʻi		✓	✓	❖ Design and implement a shared street	❖ Minimize car congestion during school drop off and pick up ❖ Designated area for families walking or biking to/from school	**Community:** Get Fit Kauaʻi, community residents of shared street **Government:** Kauaʻi County Planning Department, Department of Public Works, Police Department **School:** Kilauea Elementary School Principal, Staff and Parent Teacher Student Association; Kaua'i Safe Routes to School Task Force
Kalena Park	Center of downtown Līhuʻe, Kauaʻi	✓			❖ Removed and replaced fence with concrete spheres ❖ Added large concrete letters that spell "ALOHA" ❖ Planted trees in pots ❖ Laid down rubber tiles and added ADA compliant picnic tables ❖ Removed trash	❖ Park activation ❖ Decrease undesirable behaviors in the park ❖ Increase park accessibility ❖ Show public what the master plan could look like in the future ❖ Implement elements from the master plan	**Community:** Boys and Girls Club: YEAH! Program, Get Fit Kaua'i Kalena Park Action Group **Government:** County Council, Kauaʻi Department of Parks and Recreation, Kauaʻi County Planning Department, DOH **Private Sector:** Consultant, Contractor
Līhuʻe Skate Park	Piʻikoi building of the Līhuʻe Civic Center in Līhuʻe, Kauaʻi	✓			❖ Hōlua sledding mural ❖ Addition of a skate features to an abandoned part of Līhuʻe Civic Center	❖ Activate vacant spaces ❖ Reduce unwanted behaviors ❖ Pilot and fill the desire for more skateparks	**Community:** Get Fit Kauaʻi Skate Park Action Group, Local Artist **Government:** Kauaʻi County Planning Department, Parks & Recreation Department
Hanapēpē Skate Park	Hanapēpē Town Park on Kona Road in Hanapēpē, Kauaʻi	✓			❖ Added a small and large size halfpipe to the park	❖ Pilot and fill demand for skate facilities ❖ Mayor's goal to have skating facilities in all the districts	**Community:** Get Fit Kauaʻi Skate Park Action Group **Government:** Kauaʻi County Planning Department, Parks & Recreation Department

O‘ahu Projects

Project Title	Location	Project Setting			Quick-Build Elements	Project Goal	Project Partners
		Park	School	Street			
Stevenson Middle School	Fronting Stevenson Middle School on Prospect Street in urban Honolulu		✓	✓	❖ Paint bulb-outs fronting the school's crosswalk	❖ Safe Routes to School Project ❖ Increase walkability ❖ Improve safety for walkers and bikers to/from school	**Community:** Hawai‘i Blue Zones Project **Government:** Honolulu City & County Department of Transportation Services - Complete Streets Program, Department of Health, Honolulu Police Department, City Council Member, Neighborhood Board **School:** Steven Middle School teacher and Student Senate **Private Sector:** ATA
Old Stadium Park	Intersection of South King Street and Isenberg Street in urban Honolulu, O‘ahu	✓		✓	❖ Mural ❖ Paint existing bulb-outs	❖ Park activation ❖ Increase walkers and bikers to/from park ❖ Reduce vehicle speeds ❖ Increase pedestrian visibility ❖ Increase walkability for all ability levels	**Community:** Hawai‘i Blue Zones Project, AARP Hawai‘i, Neighborhood Boards, Age-Friendly Honolulu, Safe Routes to Parks **Government:** Honolulu Parks and Recreation Department **School:** Voyager Public Charter School
McCully Project	Hauoli, Pumehana, and Waiola Streets in the McCully neighborhood	✓	✓	✓	❖ Pop-up, pilot walk and bike lane using cones ❖ Shared street signs	❖ Pilot shared street and permanent improvements ❖ Dedicated space for pedestrians ❖ Reduce vehicle cut through ❖ Reduce traffic speeds ❖ Increase neighborhood connectivity	**Community:** AARP Hawai‘i, Biki Bikeshare, Hawai‘i Bicycling League, Boys & Girls Club, Bloomberg Philanthropies American Cities Climate Challenge **Government:** Honolulu City & County Department of Transportation Services - Complete Streets Program, Council Member, Neighborhood Board

O‘ahu Projects (continued)

Project Title	Location	Project Setting			Quick-Build Elements	Project Goal	Project Partners
		Park	School	Street			
Farrington High School	Along North King Street at the Mokauea Street, Kaili Street, and Haka Drive intersections in Kalihi, O‘ahu		✓	✓	❖ Painted curb extensions ❖ Installation of protective delineators	❖ Pilot pedestrian improvements ❖ Shorten crossings ❖ Slow turning vehicles ❖ Increase motorist awareness ❖ Beautification	**Government:** Honolulu City & County Department of Transportation Services - Complete Streets Program, Council Member, Hawai‘i Department of Health **School:** Farrington High School Engineering Academy **Private Sector:** Street Plans
‘A‘ala Park	North King Street in Urban Honolulu	✓		✓	❖ Painted four utility boxes Painted two bus stops	❖ Foster sense of pride and identity, especially for youth ❖ Beautification ❖ Park activation	**Community:** Trust for Public Land, Better Block Hawai’i, Kamehameha Schools **Government:** Honolulu City & County Department of Transportation Services - Complete Streets Program
Papipi Road	At the corner of Papipi Road and Hailipo Street and Kapolei Parkway in Ewa Beach, O‘ahu		✓	✓	❖ Limu street art on two curb extensions ❖ Addition of protective delineators	❖ Shorten crossing distance at school route intersections ❖ Beautification and community identity	**Community:** Hawai‘i Blue Zones Project, AARP Hawai’i, Hawaii Bicycling League, Ocean Point Residential Association, Local Artist, Ewa Beach Residents, Kalealoa Heritage Center, Hua Hawai'i Limu Hui, Ewa EWAlution 96706, Ulupono Initiative, Ewa Beach Lions Club **Government:** Honolulu City & County Department of Transportation Services - Complete Streets Program, Council Member, National Guard **School:** Ewa Makai Middle School, Ewa Beach Elementary School, James Campbell High School PCNC, Ilima Intermediate School Student Council, University of Hawai‘i West O‘ahu, **Private Sector:** Lit Designs, Builders Hawaii, Jshim Media, Safety Systems

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