

## Community Engagement Report

September, 2006 through June, 2007

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## **HAWAII 2050 REPORT ON COMMUNITY ENGAGEMENT SEPTEMBER, 2006 – JUNE, 2007**

### **OVERVIEW**

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Early in its planning deliberations, the Hawai`i 2050 Sustainability Task Force decided that engaging the community and seeking their input would be integral parts of its planning process. A community engagement working group (CE Working Group) made up of the following members from the Task Force was established to oversee the community engagement efforts:

- Jane Testa (Hawai`i Island)
- Stacie Thorlakson and Jeff Hunt (Maui County)
- Beth Tokioka (Kaua`i)
- Lyla Berg and Keith Rollman (O`ahu)

The CE Working Group agreed on a purpose statement for the community engagement portion of the Hawai`i 2050 Sustainability planning process that answered why the Task Force was including community engagement as one of its major elements. The purpose statement identified two important components. The first was to solicit statewide community input to inform all aspects of the Hawai`i 2050 Sustainability Plan. The second was to begin an educational and motivational process for ensuring the community takes responsibility for action related to promoting and achieving greater sustainability.

A two-phase process was developed for the community engagement process. The first phase started with a series of statewide meetings that were held around the state from October through early December, 2006 to raise awareness about the Hawai`i 2050 Sustainability process; to engage people in thinking about what sustainability means to them; and to gather initial input for a survey that would be used to seek community input on a definition for sustainability, a vision for a sustainable Hawai`i and principles that should guide the Hawai`i 2050 Sustainability process. Following the ten statewide meetings a survey was developed and disseminated in early 2007. The survey was posted on the Hawai`i 2050 website and was distributed by hand to organizations and associations, employers, schools, churches and individuals. Two thousand, two hundred and forty nine surveys were received through this process.

The second phase of the community engagement process began with a second round of statewide community meetings to get feedback on the draft definition, vision and guiding principles that had been developed with input from the first round of community meetings and survey input. The second round of community meetings also introduced the Issue Book (a summary of which is

included in Attachment A), which had been developed for the Task Force by nineteen University of Hawai'i scholars. Finally, the second round of community meetings was used to gather input on priority goals, strategies and measures for achieving a more sustainable Hawai'i. Following the second round of community meetings, a random sample telephone survey was developed to gauge public opinion about the ideas that were being considered by the Task Force. The results of this telephone survey will be reported upon its completion.

To support the Task Force in ensuring the community engagement process was fully implemented, a consulting team of Leland Chang and Janis Reischmann was engaged to serve as the Community Engagement Coordinators (CE Coordinators). Their responsibilities were to oversee and coordinate all aspects of the community engagement process by working with the project managers, Hawai'i Institute of Public Affairs and the CE Working Group. As a way of ensuring that each island in the state had outreach to the diverse constituents within their communities, Island Coordinators were recruited by the CE Coordinators. The island coordinators were:

- Alex Frost (Hawai'i Island)
- Kaua'i Planning and Action Alliance (Kaua'i)
- Maui Economic Development Board (Maui)
- Alberta deJetley (Lāna'i)
- Glenn Teves (Moloka'i)
- Hawai'i Alliance for Community Based Economic Development (O`ahu)

The responsibilities of the Island Coordinators were to conduct outreach on their respective islands to ensure that there was broad representation at the community meetings and in responding to the survey; to coordinate their island community meetings; and to ensure their island's ideas and perspectives were included in the community engagement process.

This report summarizes the activities and findings from the Community Engagement process of the Hawai'i 2050 Sustainability Plan from September, 2006 through June, 2007.

## SUMMARY OF ROUND I COMMUNITY MEETINGS

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Ten community meetings were held between October 12<sup>th</sup> and December 5<sup>th</sup>, 2006. There were two meetings on Hawai`i Island; one each on Kaua`i, Lāna`i, Moloka`i, and Maui; and four on O`ahu. The O`ahu meetings took place in Mililani, Kapolei, Kailua, and Honolulu. Approximately 450 persons attended the meetings. Attendance for the individual meetings is listed below:

Hilo	53	Kona	11
Kaua`i	128	Maui	13
Moloka`i	1	Lāna`i	13
Kailua	61	Kapolei	23
Mililani	17	Honolulu	111

The meetings were designed to: inform those in attendance about the background and context of the Hawai`i 2050 process; stimulate participants' thinking about sustainability; and collect input on what the community believed to be important sustainability concepts and ideas (see Agenda - Attachment B).

The facilitated interactive program asked participants in small groups to offer their thoughts in response to two questions:

- a) What words, images, phrases best describe what sustainability means to the participants?
- b) Who is responsible for working to make Hawai`i more sustainable?

After input was taken on the first question, participants were asked to prioritize their responses in order of importance. The audiences' comments were recorded, transcribed, and posted on the Hawai`i 2050 website.

The Community Engagement Coordinators analyzed the input and used the results to develop the initial online and printed survey. This survey was then deployed to gather community input on a definition and vision of sustainability in Hawai`i; and a set of guiding principles for planning and implementation (see Survey - Attachment C).

## SUMMARY OF THE ROUND I SURVEY

As a part of the community engagement process, a survey was developed to seek input on a draft definition of sustainability, concepts that will contribute to a vision statement for the Hawai`i 2050 Sustainability Plan and principles that will guide the planning effort. The concepts for each of the three sections were drawn from the input from the ten, statewide Round I community meetings and from reviewing other planning documents such as the Hawai`i Island County Plan and Focus Maui Nui.

The survey was posted on the Hawai`i 2050 website and hard copies of the survey were distributed by Island Coordinators around the state. Surveys were collected from early February through early May, 2007.

## WHAT WERE THE SURVEY FINDINGS?

### Definition of Sustainability

The survey asked the respondents to indicate which concepts, from a list of four, should be included in the Hawai`i 2050 definition of sustainability. The four concepts were selected after reviewing a number of locally, nationally and internationally used definitions of sustainability, and reviewing the input from the first round of community meetings. Respondents were given the option of choosing any number of the four concepts listed in Table 1.

All four concepts were selected by over half of the respondents. The distribution of choices is shown in Table 1 below.

**Table 1**

Definition of Sustainability	Frequency	%
Thinking about the current generation as well as future generations	1584	70.43%
Understanding the interconnections and need for balance among economy, society and environment	1583	70.39%
Living within the limits of the natural environment	1476	65.63%
Equitable distribution of resources and opportunities	1160	51.58%

### Vision Elements

The survey asked respondents to indicate how important each of 25 phrases or ideas was in describing what they envision for Hawai`i for the year 2050. A four-point scale was used, with 3 being very important and 0 being not important at all.

The responses are summarized below in Table 2. Mean (average scores) are given for each of the 25 phrases or ideas. All of the comments received an average score of 2 (important) or higher, with the exception of the concept that most families are growing most of their own food.

**Table 2**

Vision statements	Mean
The land, fresh water supplies and the ocean surrounding Hawai`i are free of man-made pollutants	2.77501
The energy we use is clean and renewable	2.75811
Residents can expect to receive a first-rate public education, find a rewarding job, have affordable housing alternatives and contribute to their community	2.70431
Children are educated starting at a very young age on how to act in ways that ensure	2.69453

continued sustainability of the islands	
Hawai`i generates little waste that is not recycled, turned into compost or used to produce fuel or energy	2.66563
State and county governments plan for Hawaii's future in ways that address the needs of future generations of residents	2.65629
Hawai`i produces most of its own energy	2.63139
Hawaii's native plants and animals are preserved and thriving; there is good biodiversity and invasive species are not entering the environment	2.61494
Hawaii's people are among the healthiest in the world; we have learned to live a healthy lifestyle and have access to quality health care	2.60783
We use energy efficient transportation alternatives	2.57981
The size of our resident and visitor population does not negatively impact our natural resources	2.54913
Buildings are designed and constructed using environmentally friendly design principles, methods and materials	2.52735
Every island community has the ability to quickly recover and rebuild itself after a natural or man-made disaster	2.49889
Development occurs only when there is adequate infrastructure	2.49533
Most or an increasing amount of food consumed in the state is produced here	2.47888
Native Hawaiian values and culture have been preserved	2.47666
Historic and cultural sites and resources are restored and preserved	2.46554
Residents participate actively in local and state government planning and decision making	2.45620
Residents are able to work and play in or very near the communities where they live	2.45309
Hawai`i residents can choose either a rural or urban life style	2.23477
There is a high level of inter-connectedness between communities	2.23344
We produce enough goods, materials and services to support our local needs and to export them to others	2.21610
Communities are more self-sufficient by producing more of the goods services and materials they need	2.19431
Many of the materials needed to build and to make products used by residents are produced in the islands	2.03735
Most families produce their own food	1.35927

In addition to rating each of the possible 25 vision concepts, survey respondents were encouraged to provide additional short answer, write-in ideas for the vision of a more sustainable Hawai'i. In all there were 949 write-in comments to the question asking about the vision for a more sustainable Hawai'i. A record of the comments received is available on the Hawai'i 2050 website ([www.hawaii2050.org](http://www.hawaii2050.org)).

The write-in responses were quite varied. The topic that received the most responses (88) was development. Comments related to the topic of development generally were concerned about the amount of development occurring, the impact of development on Hawai'i's environment and lifestyle, ideas about how to improve development with "green building design", the need for smart growth principles and concern about gated communities that separate residents by income levels. There were an additional 19 comments about land use including ensuring zoning laws were enforced, maintaining rural and agricultural lands and limiting development of more golf courses. Also related to land use, there were comments about ensuring rights of property owners in the future.

Comments related to Hawai'i's environment in the future received the second most number of write-in comments (80). Most people envisioned protection and preservation of Hawai'i's environmental resources. There were many comments about the importance of the natural environment to Hawai'i's way of life. And several comments related to concerns about the impact of the Super Ferry and cruise ships on Hawai'i's environment. Concerns were also raised about the impact of global warming. There were 13 related comments about the need for protection of open, green space.

There were 73 write-in comments related to the role and behavior of government in the future. The most common themes had to do with ensuring enforcement of laws, ethical behavior by government officials, increased participation in government by citizens and upholding constitutional rights. There were several comments about the role of government in modeling sustainable practices. There were also comments related to reducing the role and oversight of government in the future.

There were 56 comments related to the economy in the future. Most of the comments envisioned a more diversified economy or more economic opportunities for all. There were also comments about the need to ensure the economy does not impact negatively on Hawai'i's environment. Several comments were specific to promoting local businesses and locally produced goods. There were several comments related to concern about a growing disparity of income in Hawai'i, especially with a growing number of wealthy part-time residents. Access to affordable housing was a comment related to the economy that appeared 40 times. There were eight related comments that envisioned that basic needs of all people would be met in the future and that the cost of living would be controlled. Several comments also noted the need to ensure that the basic needs of people with disabilities were considered.

There were 51 write-in comments related to transportation. Most of the comments covered topics such as increased availability of public transportation options, increased use of energy efficient cars, restrictions on the number of cars, and increased opportunities for biking and walking especially through urban design. More parking alternatives and limiting air travel were also mentioned as future options.

Protection and respect for Native Hawaiian people and their rights appeared in 50 write-in comments. Suggestions about following traditional Hawaiian approaches, preserving Hawaiian

practices and promoting use of the language were included in these comments. Hawaiian self-government was also cited in several write-in comments.

Agriculture was identified as a theme with 38 write-in comments. Generally, the comments related to encouraging more agriculture in Hawai`i, supporting farmers and reducing chemicals and GMOs in Hawai`i farming. Protecting and enhancing Hawaii's fish stocks was also mentioned by several, as was the need to consider the use of agricultural lands for food or fuel production.

Health care was noted 37 times as a write-in comment. Access to health care, quality health care professionals and more health care facilities were the primary themes noted.

Comments related to waste and recycling appeared 37 times also. Generally, the comments had to do with increased emphasis on and promotion of the concepts of “reducing, recycling and reusing”.

There were 32 write-in comments specific to the topic of tourism. Among the comments were less emphasis on tourism as the major economic industry in Hawai`i in the future; controlling growth of tourism, limiting the number of tourists or the number of hotels; minimizing the impact that tourism has on residents and communities; increasing eco-tourism; and recognizing the positive impacts of tourism in Hawai`i.

There were also 32 write-in comments that addressed the topic of culture. Most comments were related to respecting and valuing the diverse cultures that make up Hawai`i. There were also comments about ensuring a “local” culture remains. In addition, there were comments about ensuring all cultures are equally valued and that differences in culture do not divide communities in the future. Among the comments related to culture was the idea that Hawai`i has a unique culture, distinct from the rest of the United States. There were suggestions that Hawai`i should develop unique models for sustainability in the future.

Thirty write-in comments related to the topic of population control. Carrying capacity, as it relates to population was mentioned several times as was the idea of limiting in-migration to Hawai`i.

Energy was identified as a theme in 29 write-in comments. Most of the comments envisioned more renewable energy uses including solar and wind. Geothermal and nuclear power were also noted. Reduced reliance on fossil fuels and increased local production of biofuel was noted in several comments. There also were several comments about creating incentives, such as tax credits, for using cleaner or renewable energy sources.

Education in Hawai`i was noted in 25 write-in comments. Access to quality education was identified in a number of the comments. Also included were specific ideas about what should be taught in schools, for example, civics and Hawaiian history. There were several comments about more access to higher education as well in the future. There also were several comments linking education to the concept of sustainability.

There were 20 comments related to self sufficiency in the future. Some advocated for increased island self sufficiency in food, energy or material goods, resulting in a decreased reliance on others outside the state. Others advocated for a more global approach in which Hawai`i produces what it does especially well and imports the rest of what is needed.

Responsibility for sustainability was addressed in 15 write-in comments. Generally the comments related to the importance of having broad support of and responsibility for sustainability across all sectors and role groups. Another dozen write-in comments addressed the importance of ongoing education about sustainability in the future, both among youth and the broader population.

There were ten write-in comments on each of the topics of disaster preparedness, decreasing the role of the military in Hawai`i in the future and addressing the problem of drugs. Eight write-in comments addressed the importance of maintaining a rural lifestyle while six comments noted the importance of ensuring all islands have the right to plan for themselves and to promote their own ideas related to sustainability in the future. There were also six comments about the need to ensure community safety in the future through improved criminal justice practices.

Several write-in comments addressed the need to plan for the future when considering sustainability in Hawai`i. Several other comments specifically noted the importance of using science in making judgments about the future.

The remaining write-in comments noted the importance of topics identified in the 25 vision concepts in the survey; gave feedback, both positive and negative, about the survey; offered references related to sustainability; or covered two or more of the topics already detailed above.

### Guiding Principles

The survey asked respondents to indicate how important each of 12 principles should be in guiding our decision making regarding achieving more sustainability in the future. A four-point scale was used, with 3 being very important and 0 being not important at all. On average, all but one of the principles was identified as being important (average score of 2 or greater) to the respondents. Three of the principles received average scores greater than 2.6, suggesting they were considered more important to more respondents.

The results are listed below in Table 3.

**Table 3**

Principles	Mean
Natural resources are preserved and protected	2.69586
Decision making provides for current needs and the needs of future generations	2.66385
Everyone (individuals, families, communities, businesses and government) has responsibility for sustainability in Hawai`i	2.61939
We know our islands' natural limits and we live within them	2.59938
Diversity is respected	2.57225
Individuals, families, neighborhoods and businesses consider the interests of others, not only their own	2.53001

Decision making is based on balance among society, the environment and the economy.	2.51445
Cultural traditions, history and sense of place are honored	2.46999
Development decisions are predictable, fair and cost-effective	2.32059
Community self-sufficiency is promoted	2.30725
Traditional Native Hawaiian practices (such as those inherent in the Hawaiian concept, Ahupua'a) guide how we manage our resources and behaviors	2.12005
Development is primarily limited to existing communities	1.98221

In addition to rating the twelve possible principles that would guide planning for a more sustainable Hawai'i, the survey also invited short write-in suggestions or comments. In all there were 531 write-in comments. The comments varied broadly, both in topical area and in perspective. Some comments suggested additional principles while others emphasized the importance of an issue to Hawai'i's future.

The topics of environment and development received the most write-in comments. There were 66 comments related to Hawai'i's environment. Suggested principles and general comments primarily focused on the need to protect and preserve Hawai'i's environment and natural resources. There were a number of comments related to the interdependence that exists between people and the natural environment. There also were a number of comments about the priority that environmental protection and preservation should have in our decision making about Hawai'i's future. The importance of educating people about the environment and the importance of preserving it was also addressed in several of the comments.

There were 63 write-in comments that addressed the issue of development in Hawai'i. There were a number of comments about placing limits on development, including restrictions to where development should occur (or not), as well as controlling speculative development. There were some comments that advocated for no development while others suggested that development should only occur when there is proper infrastructure in place. There were also a number of comments related to ensuring that development practices support sustainability – for example, smart growth principles. There also were comments about the right of communities, other land owners or neighboring businesses to have input in development approval processes. There were an additional six comments that addressed the topic of land use, i.e., enforcement of zoning laws and regulations and encouraging land uses that promote sustainability.

There were 44 comments related to government in this section. Comments ranged from how government should function – with transparency and accountability – to the need for highly qualified individuals within government. There were also several comments about reducing the role of government, including minimizing interference and regulation. There were several concerns about not limiting individual freedoms or rights, including rights of property owners. Citizen involvement in government decision making was suggested. Also there were several comments about the need for

government to support sustainability in Hawai`i, through the adoption of policies, laws and behaviors.

How we behave and interact with each other was a topic that received 40 write-in comments. There were a number of comments related to living with aloha, practicing ho`oponopono and behaving in ways that are pono. Comments were made about respecting each other, despite differences; helping others; and working together. There were comments about needing more privacy and “live and let live”. There were a number of comments about valuing local ways and not being forced to live an “American lifestyle”. Several people commented on part-time residents and new comers to Hawai`i. Those comments included a recommendation that preference should be given to full-time residents, over part-time residents, and welcoming newcomers who respect local ways.

How decisions are made and the need to make difficult or unpopular decisions were ideas offered with 22 write-in comments. There were several comments related to balancing many considerations in making decisions. For example: culture, society, individuals, environment and economy were suggested. Several comments cautioned about making decisions based on economic considerations. Someone else suggested that decisions should be made holistically. Another idea offered was that decisions should be made for the good of the community. Life cycle cost analysis was another basis suggested for decision making. Another comment suggested that Native Hawaiians should make the decisions related to Hawaii’s future. Finally, there were several comments about the need to make difficult or unpopular choices to ensure sustainability in the future.

There were 17 write-in comments that specifically addressed issues related to Native Hawaiians. There were several comments about rights of Native Hawaiians, including access to land, health care, and rental income from Hawaiian Home Lands. There were comments about looking to elders to help with decisions in the future and the importance of honoring sacred sites. There were also several comments about bringing together traditional Hawaiian practices with scientific practices. In addition to the comments about Native Hawaiians, there were 18 write-in comments related to the idea of culture. There was one comment that the past is more important than the future, and several comments about honoring traditions provided they do not obstruct progress. There were a number of comments about respecting all cultures in Hawai`i and promoting the sense of place in Hawai`i. There also was a comment that all races and nationalities in Hawai`i should be treated equally. One comment suggested that culture cannot be preserved because it is evolving. Another comment suggested an emphasis be placed on cultural revitalization.

The economy received 18 write-in comments and tourism received 16. The comments related to the economy raised concerns about business not valuing individuals or not having long term visions. There were several comments about the need to reduce economic marginalization and differences in treatment based on wealth. Ensuring economic equality was mentioned in two write-in comments. One comment suggested that economic principles be used to justify expenditures. Another comment suggested we develop new models of economy to elevate human and environmental values. There were an additional six comments that mentioned the importance of promoting local goods and services.

The comments related to tourism commented on the need to limit tourism through controlling the number of visitors or growth of hotels. There also were comments about the need for the general public to understand the contributions of tourism to Hawai`i and the need for hotel workers to become Hawaii’s new middle class. There were a few comments about diversifying the economy, so

tourism is not such a force in the Hawai'i economy. Placing emphasis on the needs of visitors at the expense of residents was identified as problematic by several.

Population was highlighted as an issue in 15 of the write-in comments. Comments about population ranged from the principle of limiting population, to understanding the relationship between sustainability and population. There were several comments about living within the carrying capacity of the island or community. Other related comments suggested the need to better understand the carrying capacity of areas as it relates to population. There also were comments about the need to have sufficient infrastructure to support our population.

There were 14 write-in comments that addressed agriculture. There were comments about focusing more attention on farmers; agriculture as a major part of Hawaii's economy; and recognizing the challenges of growing one's own food. There were also several comments about eliminating or containing genetically modified crops. Increasing organic farming was another idea offered.

There were 12 comments about decentralized decision making and authority. These comments suggested giving islands or communities greater authority over decision making relating to achieving greater sustainability.

Twelve write-in comments addressed the importance of affordable housing and an additional twelve comments addressed the importance of access to health care. There were three other comments that mentioned the importance of ensuring that all people have access to basic needs including housing and health care. Generally the ideas related to affordable housing had to do with the need to ensure that it is available. Several comments went on to suggest that this is a community responsibility or that land trusts should be used to create access to more affordable housing. There also was a comment that vacation rentals should be limited to create more access to affordable housing. The comments related to health care mostly addressed the need to ensure access to quality care. There also were comments about doing more to promote health and wellness in Hawai'i and the importance of having access to certain kinds of health care such as contraceptives or alternative care.

Education was identified as an important concept in 11 write-in comments. Ensuring a high quality educational system was mentioned by several. Two additional ideas were that education should be place-based and should occur in the environment and communities as well as in the classroom. There were also comments about the interrelationship that exists between education and sustainability. School governance was mentioned in a write-in comment that recommended local school boards.

The issue of balance, as described in the proposed definition and principles was addressed in ten write-in comments. Several of the comments addressed the idea that environment "trumps" economy. Other comments suggested that inherent in the concept of balance is a separation between economy, social well-being and environment when in fact the concepts are interrelated and not in conflict. Another comment offered the idea that there should be balance between economy, diversity, progress and controlled growth. And yet another comment suggested that economy is the environment.

Transportation related ideas surfaced in nine of the write-in comments. Most of the comments had to do with community planning and design that reduced the need for commuting. Other comments included limiting the number of cars, improving roads and enhancing public transportation options.

Self sufficiency as a goal was noted in eight comments. Some of the comments encouraged self sufficiency through community planning or design. Others noted that self sufficiency will be important in coping with disasters. Another comment noted that individual self sufficiency over humanist socialism was to be encouraged.

Changes in energy uses and sources were identified in eight write-in comments. Using design strategies which promote energy efficiencies were suggested. Increasing the use of alternative energy sources, especially solar was noted and eliminating dependence on fossil fuels was recommended.

The topic of conservation was addressed in seven write-in comments. Generally, these comments related to promoting recycling (or making it required) and encouraging conservation practices.

The remaining write-in comments were distributed among topics such as crime and safety, drugs, focusing on the future, innovation, using science and measurement to guide efforts toward sustainability and taxes. There were an additional four comments that identified the importance of ensuring there is public awareness about the issues of sustainability in the future. There also were a number of comments that addressed the survey, both positively and negatively.

### Additional Comments

In addition to encouraging write-in comments about the vision concepts and principles, the survey also invited additional comments from respondents. In all there were 498 write-in comments received. Most of the comments were restatements of what had been said in the first two write-in sections. The frequency of comments for each topic is listed in Table 4.

**Table 4**

Write-in Comments	Number of responses
Agriculture	17
Balance	6
Carrying capacity/population	25
Choices/Decision making	9
Definition	3
Development/land use	38
Disaster	2
Drugs	2
Economy	13
Education	12
Education about sustainability	17
Energy	22
Environment	32

Government	16
Health	22
Housing and basic needs	8
Interpersonal behaviors and interactions/culture	8
Measurement/data	4
Military	2
Model – learn from others	12
Native Hawaiians	17
Neighbor Island and community decision making	24
Responsibility for sustainability	16
Safety	1
Self sufficiency	17
Tourism	8
Transportation	15
Waste	15

The remaining comments that did not appear in the other write-in sections of the survey but were listed in this section covered a wide ranging set of topics. There were 15 comments voicing concern about the survey or the implementation of the Hawai`i 2050 plan. Several comments raised the point that the survey questions were too vague or biased. Other comments addressed the concern that follow through will be lacking in the future. There were 12 comments of praise for the process or the survey and four comments that urged action now. Several other comments noted the importance of assessing costs for a sustainable Hawai`i.

There were several comments that urged using frameworks such as The Natural Step, Cradle to Cradle or Gross National Happiness indicators.

Several other comments urged that spirituality be a part of a sustainable Hawai`i while others commented on the need to be flexible and adaptive in the future. There also were several comments voicing concern for youth and seniors, while others noted the need to think about Hawai`i globally, rather than in isolation.

### **WHO COMPLETED THE ONLINE OR PRINTED SURVEY?**

There were 2,249 responses to the Round I online and printed surveys. The survey data has been used to develop the draft definition of sustainability, draft vision statement and draft guiding principles.

As expected, the survey responses are not “representative” of the population of Hawai`i. The respondent pool is skewed to neighbor islands, has more Caucasian respondents, is more likely to be female (59%) and is older than the general population.

For example, while all survey respondents did not give their zip codes, for those who did give a Hawai'i zip code (93% of the total respondents); the distribution by island was as shown in the Table 5 below, Island Distribution. Over three quarters of the respondents are from a neighbor island, with only 23% of the respondents from O`ahu. Maui had the most respondents, representing nearly 40% of the total.

**Table 5**

Island	Number of respondents	% of Total
Maui	802	38.2%
Hawai'i	555	26.4%
Kaua'i	188	9%
O`ahu	483	23%
Lāna'i	48	2.3%
Moloka'i	23	1%
<b>Total</b>	<b>2099</b>	<b>99.90%</b>

**Table 6**

Age	Number of respondents	% of Total
56-65	504	22.9%
46-55	484	22%
36-45	315	14.4%
66 and over:	283	12.9%
26-35	256	11.7%
17 and under	181	8.2%
18-25	171	7.8%
<b>Total</b>	<b>2194</b>	<b>99.90%</b>

Almost half of the respondents reported having lived in Hawai'i for 25 years or longer, with only about 15% reporting they have lived in Hawai'i for five years or less.

**Table 7**

Years lived in Hawai'i	Number of respondents	% of Total
25 or more	963	44.2%
1 - 5	278	12.8%

16-20	275	12.6%
6-10	243	11.2%
11-15	196	9%
21-25	173	7.9%
Less than 1 year	50	2.3%
<b>Total</b>	<b>2178</b>	<b>100.00%</b>

The respondent group had more Caucasians than the population of Hawai'i with 43% of the total. However, nearly a quarter (23.2%) reported being of mixed ethnicity. In looking more closely at the mixed ethnicity category, most are part Hawaiian. When combining those respondents who reported being Hawaiian or Part Hawaiian together with those who indicated mixed ethnicity, which included Native Hawaiian/Part Hawaiian, they represented 19.6% of the respondent group.

**Table 8**

<b>Ethnicity</b>	<b>Number of respondents</b>	<b>% of Total</b>
Caucasian	969	43%
Mixed ethnicity	521	23.2%
Japanese	220	9.8%
No ethnicity specified	178	7.9%
Native Hawaiian/Part Hawaiian	167	7.4%
Filipino	100	4.4%
Chinese	36	1.6%
Hispanic	33	1.5%
African American	12	.5%
Korean	7	.3%
Samoaan	6	.3%
<b>Total</b>	<b>2249</b>	<b>99.90%</b>

The categories most frequently selected by respondents when asked what perspective they have were: parent (617); self-employed (522); environmentalist (476); senior citizen (457); employee in a private company or business (402); student (423); government worker (384); employee in a private nonprofit (360); and member of a church or temple (269). Surprisingly, 180 respondents self-reported that they were farmers.

## ROUND II COMMUNITY MEETINGS

As a part of the process to engage communities in thinking about and planning for sustainability in Hawai`i, twelve community meetings were held around the state on all major islands, from mid-April through mid-May, 2007. Each meeting was announced through the media and by Hawai`i 2050 Island Coordinators on each island. The Island Coordinators used “email blasts”; newsletters; fliers; and personal outreach to promote the meetings.

Sign-in sheets were used to report attendance at the meetings. While everyone did not sign in, most people did. According to the sign-in sheets, the attendance for the community meetings ranged from 26 in Kapa`a on Kaua`i to 125 on Lāna`i in Lāna`i City. The average attendance was 56 and total attendance was 679. The breakdown of meetings and attendance is shown in Table 9.

**Table 9**

Meeting location	Meeting date	Attendance
Līhu`e, Kaua`i	April 12	52
Kapa`a, Kaua`i	April 14	26
Kapolei, O`ahu	April 14	36
Kailua, O`ahu	April 21	45
Hilo, Hawai`i	April 28	46
Sunset, O`ahu	April 28	30
Lāna`i City, Lāna`i	May 2	125
Wailuku, Maui	May 3	80
Wailuku, Maui	May 5	60
Kona, Hawai`i	May 5	37
Honolulu, O`ahu	May 5	94
Moloka`i	May 9	49
<b>Total</b>		<b>679</b>

The format and purpose of the meetings were consistent across all meetings. A copy of the meeting agenda is included as Attachment D. Four major components were included in the meetings:

1. A short video highlighting the Hawai`i 2050 Sustainability project
2. An introduction of three draft documents developed for the project – they included a definition; vision and guiding principles (Attachment E)
3. An overview of the Hawai`i 2050 Issue Book data and author’s perspectives (Hawai`i Island used a different issue book summary than other meetings which incorporated additional international, national and local data)
4. Small group break-out sessions to solicit participant input on goals, strategies and measure that would lead to a more sustainable Hawai`i

This report summarizes the community input gathered at the community meetings specific to goals, strategies and measures for a more sustainable Hawai`i.

Participants were organized into small groups and asked to brainstorm a list of possible goals that would lead to a more sustainable Hawai`i. Then participants were asked to look at the list that had been generated and combine common ideas. Next, they were asked to indicate their top preferences by voting on those goals that they thought were most important.

The five goals that received the most votes from the participants were then explored more fully. Participants were asked to identify possible strategies that would help lead to the goal. They were also asked to identify measures that would help us gauge whether we are making progress in achieving the goal.

In summarizing the input from the community meetings for this report, the notes from each meeting were analyzed individually to identify the top five priority goals based on votes each received. In many cases the general idea of the goal was the same, but it was stated in different ways. To handle these differences, a common goal statement was adopted. In addition to identifying the top five goals for each meeting, this report also summarizes the next 10 priority goals for each of the twelve community meetings. Again, to handle variations in language a common goal statement is presented for similar ideas. Summaries from each of the twelve meetings are included in Attachment F.

Consolidated findings are also presented. The consolidated findings report the top five goal statements across all meetings (using a raw count to rank order goals). Frequency data, including the number of times the goal was listed as a top five priority and the number of times the goal was listed by a group within the top 15 is also included. All strategies and measures that were generated by the groups for top five priority goals are included, although similar ideas have been combined to avoid duplication. The summary of all meetings begins on page 20 and continues through page 46.

This process was not intended to be scientific but rather to encourage community members to think together about what is important for Hawai`i if we are to become more sustainable in the future and to begin to identify the path for doing so. It was designed to gather input that would help the Hawai`i 2050 Task Force see the general themes that are being identified within specific communities and what consistent themes emerge across all groups. In some cases, contradictory ideas were presented as strategies or measures. This is to be expected. Different communities, and even individuals within the same communities, see things differently and were encouraged to voice their ideas.

## CONSOLIDATED SUMMARY OF GOALS – ROUND II COMMUNITY MEETINGS

The following is the consolidated summary of priority goals from the twelve community meetings:

**Table 10**

Goals	Frequency as top five priority	Frequency included in top 15	Total # of votes
Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, species and air).	11	12	318
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency	11	12	240
Improve Hawaii’s education system.	7	12	195
Reduce waste and increase recycling.	2	11	118
Develop and support agriculture.	3	11	114
Increase food self-sufficiency	5	8	103
Preserve Native Hawaiian culture	2	9	98
Develop sustainable transportation and reduce traffic congestion	3	8	93
Keep housing affordable	2	7	72
Keep health care affordable, improve medical services; promote health and wellness	2	7	73
Develop communities that avoid sprawl, where residents can live, work and play	1	6	63
Diversify the economy; increase economic opportunities.	1	7	56
Improve land use planning	2	6	55
Educate people about sustainability, starting at a young age.	3	5	44
Preserve knowledge of and respect for different cultures.	1	2	37
Support production and consumption of locally produced products	1	3	27
Increase the use of ahupua’a and traditional resource management principles, processes and methods	1	1	21

Plan (with community involvement) and adopt government policies that foster and support sustainability	1	1	18
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**PRIORITY GOALS WITH RELATED STRATEGIES AND MEASURES**

The following are the priority goals from the twelve meetings, with related strategies and measures. Goals are listed in priority order, but strategies and measures are not.

(Note: Not all groups identified strategies and measures for each of their priority goals)

**GOAL: Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, species and air).**

Strategies:

Education

- Reduce pollution through education
- Education (broad spectrum, at all levels, formal and informal
- Organize clean-up efforts
- CCC civilian and youth conservation Corp type programs funded by our tax money
- Master’s degree in “malama `āina” and training programs in culture and science based good resource management
- Broad distribution of knowledge to Hawai`i residents and students
- Make garbage cans widely available at beaches and parks

Planning and enforcement

- Research other areas that are successful
- Eliminate chemical pollutants and pesticides
- Use integrated resource planning
- Land use laws-rezoning, including wahi pana, sacred sites
- Inventory and value natural ecosystem balance score sheet (financial, human impact, ecological sustainability)
- 1977 open space plan
- Identify areas where we are not living within infrastructure
- Include community/neighborhood board planning in sustainable watershed planning
- Implementation of watershed management
- Restrict development in certain areas
- Favorable zoning for green space
- Higher taxes for new commercial development
- Incentives for green roofs
- Look to past
- Uphold Article 11, Section 1 of Hawai`i State Constitution
- Impose stricter fines

- Better island-wide planning – all stakeholders
- Cut one tree, replace with two minimum
- Slow/curtail development
- Incentives for private landowners to replenish “their” resources
- Assess and measure impacts of land uses on water resources
- Plan for abundance
- Establish carrying capacity by watershed
- Establish low impact development guidelines
- Establish “zero tolerance” for water pollution
- Establish database to track violators
- Establish rapid response to violations
- Do no harm policy with enforcement
- Effective conservation management in place
- Develop baseline data for resource management/track status
- Develop and implement a resource management and measurement plan
- Develop management plans for healthy eco-systems

#### Land

- Encourage coastal land trust
- Create master funding to purchase space
- Create preservation plan
- Stop shoreline development
- Increase protected and open space
- Enforcement of regulations of development strategies
- Less concrete more trees
- Increase the number of trees, but not in the middle of streets
- Use ground cover
- Outlaw bare soil – address/stop deforestation
- Incorporate green space within developments

#### Water

- Visible and identifiable beach access
- Restore sand to mined beaches
- Stop diversion of streams
- Put water back into streams
- Recycle water more effectively
- Start desalinization
- Incentive for catchment on homes
- Reuse of gray water
- Invest in water purification
- Monitor water use
- Put water under county control
- Create water authority to include residents
- Permeable highways

- No dumping by boats
- Healthy reefs
- Pump-out facilities at all harbors
- Better regulation/monitoring of cruise ships
- Better access to reclaimed water for golf courses and agriculture
- Increase water use efficiency
- Study and publicize information on current use projections by neighborhood
- Require parks, cemeteries and golf courses to use gray water
- Preserve watershed
- Require increased cost of water – progressive/differential
- Monitor health of streams
- Restore perennial stream flow to levels 10 years ago
- Restore lo`i (all that existed) and streams
- Reinstate kānāwai – Hawaiian water laws
- R&D on use of ocean water
- Low-flush toilets/faucets/odorless, waterless urinals
- Permanent alternate day watering
- Improve rainwater catchment systems
- Reduce ocean pollutants
- Ban two-stroke marine engines
- Regulations for fishing limits
- Ban drift nets
- Declare mountain monument to protect water on mountain
- State of the art water catchments
- Water catchments for public use
- Logical regulation of household waste water
- Repair Kohala ditch system
- Use non-chemical methods of purification
- Gain control of pure water resources
- Manage storm water drainage
- Manage water runoff
- Use biodegradable water containers

#### Plants and animals

- Restore native plants and animals
- Reduce alien and invasive plants
- Take advantage of geographic isolated (non-infested) areas for economic products i.e. biological incubation
- Plant only indigenous species for landscaping

#### Pollution

- Control non-source point pollution
- Measure pollution (sediment and chemical) and enforce strict penalties
- Replace cesspools that are polluting

Measures:

- Measure how many water processing plants use pure water vs. chlorinated water
- Count waterless urinals and low-flush toilets
- Streams meeting water quality standards
- Watershed health index
- Decrease in sales of pesticides/herbicides
- Water and air quality measured
- Pollen traps, soil testing, PCR testing, cross pollination
- Increase in marine health (i.e. number of fishes)
- Increase in health of reefs
- Decrease in erosion and run-off
- Increase in laws that require developers to prevent erosion and run-off
- Decrease percent of fresh water waste
- Increase in number of endemic species
- Number of taro patches restored
- Number of historic streams preserved
- Maintain Conde Nast Poll of “Best Beach”
- Number of Native Hawaiians maintaining gathering rights
- Percent of coastlines/wetlands left natural
- Amount of watershed lands should remain constant
- Decrease number of threatened endangered plants/animals
- Growing number of passive/active parks for community use
- Measure growth of coral reefs
- Percent of land in open space
- Amount of water used by categories
- Number of endangered species removed from the list
- Stream flow rates
- Measure pollution (sediment and chemical)
- Reduce individual footprint
- Urban density to measure sprawl
- Survival of endangered species

**GOAL: Increase use of alternative and renewable energy; achieve greater energy self-sufficiency.**

Strategies:

Alternative Energy

- Mandatory solar power in new development and government buildings
- Retrofit solar on older buildings, including government
- More use of wind power with pumped water storage
- Bio-fuels for on-road transportation
- Water recycling plant
- Use recyclables to make energy
- Develop bio-fuel crops
- Increase solar usage, wind mills, wind turbines
- Incentives for use of renewable energy
- Mandated statewide renewable energy code
- Make solar/photovoltaic heating systems more affordable
- Eliminate all reliance on geothermal energy
- Increase use of geothermal energy
- Support ongoing research for renewable energy – analyze impacts of cross-subsidization
- Legislate 10-year shift to renewable energy sources
- Study renewable energy sources unique to Hawai'i by island
- Make solar mandatory for large developments (all buildings) and create solar powered zones on each island
- Capitalize energy costs into new permits (i.e. points/credits for things like solar, composting toilets, etc.)
- Increase integration with energy companies
- Restrict further oil and coal energy plants
- Increase the use of animal waste for energy
- Incorporate all renewable sources into the energy 'pie'

Energy Consumption

- Use of carbon credits or carbon tax
- Encourage use of energy efficient products (light bulbs etc...) and design of buildings
- Sell surplus energy credits
- Cap carbon generation by users
- Net metering improvements
- Review and change design guidelines to encourage renewables
- Tax SUVs
- Incentives for hybrid or electric cars
- Limit or tax flights to islands
- Build green
- Create program to aid low income populace to obtain energy efficient devices
- Encourage self sustainable living at home-level with tax credits i.e. "off-grid"
- LEED ordinance
- Change buildings code to "require" energy efficiency

- Increase public transportation opportunities and sustainable transportation opportunities
- Create state-wide energy plan
- Move economic subsidies to sustainability from pollution
- Design walk-able and bike-able communities
- Economic incentives for using less energy, including a progressive rate structure
- Reduce military usage
- Encourage/incentives for net metering
- Encourage clean business to come here
- Adopt use of indoor household meter to assess power uses (results in increase education)
- Integrate 2007 State energy strategy into the plan

Measures:

- Decrease in imported energy
- Decrease in greenhouse gas emissions
- Increase in percent of alternative energy used
- Increase in use of public transportation
- Increase in percent of alternate energy produced by each power company
- Improvement in air quality
- Reduce commute time
- Number of projects initiated and amount of energy produced
- Number converted from fossil fuel
- Decreased BTUs per square foot
- Increase number of electric cars
- Increase system in homes/business, decrease on grid
- Shut down geothermal
- Contributions to grid
- Monitor cash outflow to energy suppliers
- Most energy efficient island in the world
- Reduce amount of cars
- Eliminate coal import by 2050
- Percent of “green” buildings
- Sales of energy efficient light bulbs/change in electric bill

## **GOAL: Improve Hawaii's education system.**

### Strategies:

#### Instruction and Learning

- Develop educational strategies to help children finish high school so they are job ready, college ready-next level
- Education strategies based on Hawai'i not mainland - pertinent
- Establish mentoring programs; use of resourceful people in community
- Shift emphasis away from high tech
- Increase vocational opportunities – teach life skills
- Group students by achievement rather than age
- Ensure all students have adequate resources to learn – including facilities and tutoring
- Create curriculum that supports all aspects of local job market
- More opportunities for Freshman and Sophomores – more classes and electives
- Use different teaching styles to meet all students learning styles and needs
- Health education – diet exercise and links to disease
- Integrate futures/foresight at all levels of curriculum (skill/thinking)
- More security and discipline
- Change from competitive to cooperative ed
- Expand use of technology in teaching
- Create exchange across public-private education
- Exchange student program
- Stress math and science
- Incorporate values in education: care, respect, working together
- Better food/lunch

#### Governance, Policy and Funding

- Established local school boards
- Repeal No Child Left Behind – no unfunded mandates/legislation with funding
- Equal distribution of funds to educate at all levels
- Voucher system for school choice
- Expand charter education schools
- Spend more on education
- Better pay for teachers (merit/performance); housing allowances
- Stop “social promotion”
- Invest in continuing education for teachers
- Universal state subsidized education (preschool through higher education)
- Encourage other means of testing rather than standards testing, so as to allow broader education
- Expand Kamehameha Schools to serve all native Hawaiian children
- Look at best practices to improve public education
- Reinstate emphasis on music and arts
- Reciprocity for teacher credentials with strong teaching performance states
- Smaller class size and better teacher/student interaction
- Hold parents more accountable

- Explore revenue-based issue/equity among schools
- Provide practical education/business environment
- Require legislators and public officials to send their children to public schools
- Increase early education
- Decrease class size
- Encourage more community and parent involvement
- Paid time off for parents to volunteer in the schools
- Lifetime learning for adults
- Make it easier for students to get better grades

Measures:

- Zero dropout rate
- Public schools rank equal to private
- Number of students going to college and getting scholarships
- Graduates can get top paid jobs
- Choice of quality public or private schools
- Fewer children leaving Hawai'i for education or jobs
- Increase in number of charter schools
- Increase in number of local school boards
- Decrease emphasis on standardized testing - balance qualitative and quantitative achievement
- Everyone has a meaningful job with a livable wage
- No need for the importation of outside employees
- Percent of high school graduates
- Student/teacher ratio
- National ranking of Hawai'i schools
- Functional literacy increases
- Longevity and educational level of teachers
- Increase in percent of officials wanting to send their keiki to public schools
- Nutritional value of lunch
- Decrease in domestic violence rates
- Enrollment of UH reflects the demographics of our State
- Number of 4-year degrees available on neighbor islands
- Increased funding for DOE
- Student proficiency is within the top 10% in the nation
- Reduced teen pregnancy and suicide rates
- Measurement of students performing at or above grade level
- Increased delivery of ESL programming
- Incorporation of programs that focus on student strengths vs. deficiencies i.e. programs like Na Pua No`eau
- Increase in the percent of students who graduate and meet math and reading proficiency standards
- Increase in the percent of college graduates among the resident population
- Equal access to quality education
- Increase in the percent of students in public schools who meet proficiency standards

**GOAL: Reduce waste and increase recycling.**

Strategies:

- Commit equal or greater resources to waste diversion strategies as compared to waste disposal
- Incentivize and promote reuse
- Educate to view waste as a resource
- Require mandatory recycling with education and penalties
- Provide separate cans for recyclables
- Study Japan's strategies for recycling
- Implement new technologies to replace landfills
- Develop a statewide recycling plan
- Better solid waste management plan
- Require manufactures to take back materials for reuse

Measures:

- Increase in use of recyclables that are used for building materials
- Growth in recycling industries
- 20% less autos sold
- Increase in percent of recyclable materials
- Incorporate recyclable friendly design in new construction
- Increased dollars committed to recycling
- Decrease in waste going to landfills
- Increase in number of houses and businesses recycling
- Increase in amount of money paid/refunds for recycling
- Higher percent of reclaimed water

## **GOAL: Develop and support agriculture.**

### Strategies:

- Moratorium on rezoning farm lands and forests
- Laws to stop development of agricultural (Ag) land
- Incentives to make Ag land affordable for farmers
- Incentives for teaching programs to make Ag a sustainable way of life
- Support and organize farmer co-ops to market and sell products
- Promote Ag-tourism
- Create tax breaks for agricultural lands in production
- Create tax disincentives for selling Ag land
- Enact laws to protect agricultural land from pseudo farming, use as residential land or for other non-agricultural related uses
- Enforce existing zoning and taxing laws related to agricultural lands
- Ban GMO farming
- Increase subsidies for organic farming
- Promote programs that promote agricultural use
- Ban agricultural subdivisions
- Review CPR laws allowing agricultural subdivisions
- Limit farm house (residential) to 1500 sq ft
- Inventory existing number of acres and ownership of land zoned for agriculture
- Expand land zoned for agriculture lands
- Educate the public about the importance of the agricultural industry
- Allow worker housing on agricultural land
- Identify and develop strategy for “Important Agricultural Lands” (I.A.L.)
- Redevelop in urban areas vs. agricultural lands
- Establish decision making criteria for GMO/agricultural research – require objectivity from our representatives (USDA-UH Manoa-CTAR-HDOA-DOH)
- Create “GMO – free zone” on Hawai`i Island – limiting impact
- Implement integrated pest management (promote and fund)
- Treat Ag lands like conservation lands
- Treat Ag lands as resource, not commodity

### Measures:

- Calculate amount and value of produce/value on each acre
- Increase land-to-Agriculture (Ag) use ratio
- Number of acres identified as Important Agricultural Lands (IAL)
- Number of workers living on each property zoned for Ag
- Increase in number of acres used for Ag
- Decrease in number of homeless farmers
- Increase in number of farms
- Increase in Ag land in production
- Decrease in imported food categories
- Decrease in number of tree cutting permits
- Increase in number of trees planted
- Increase funding to DLNR

- Increase public participation (malama) in taking care of forests
- Increase in public education about importance of forests

**GOAL: Preserve Native Hawaiian culture.**

Strategies:

- Create more opportunities to practice traditional culture
- Establish mandatory classes on culture in the schools
- Create more opportunities for new residents to learn about Hawaiian culture
- Establish living culture centers
- Promote various media (booklets on the plain word of the day)
- Expand Eco-tourism
- Establish a Hawaiian language radio
- Change taxation for kuleana lands

Measures:

- Increase in number of people that speak or understand the Hawaiian language
- Increase in number of classes offered in school
- Increase in number of cultural centers
- Increase in funding earmarked for cultural activities
- Increase in numbers of ahupua`a
- Greater preservation of historical sites
- Increase in the frequency in which cultural values are used appropriately in tourism industry

**GOAL: Develop sustainable transportation and reduce traffic congestion.**

Strategies:

- More frequent buses and stops, gas efficient or alternative energy/fuel i.e. hybrid
- Educate residents about the value of using public transportation and how to use it
- Ensure public transportation is dependable
- Establish a light rail transit or subway
- Mandate bike paths be required in development
- Establish more safe bicycle paths; separate them from the roads and ensure enough racks to lock bikes
- Create fast track approval for public transportation; funding and implementation
- Expand corridors of bus system
- Establish tax incentives for not-owning a car or credits for using mass transit
- Encourage car co-ops

Measures:

- Reduced traffic
- Increased usage in alternate modes of transportation
- Miles of bike paths
- More energy efficient buses
- Less cars
- Less fossil fuel consumption
- Number of bicycles sold
- Ease of transportation options between islands and on islands
- Ridership levels of public transportation

## **GOAL: Increase food self-sufficiency.**

### Strategies:

- Identify prime Agricultural (Ag) land and dedicate amount, if need, for sustainable food
- Provide incentives for community/home-based gardens
- Take excise tax off of locally produced food/goods or charge 1% as opposed to 4%
- Anticipate the effects of global warming
- Provide tax incentives for local farmers
- Facilitate agricultural food cooperatives
- Improve water irrigation systems (ahupua`a concepts)
- Eliminate GMO products
- Prevent introductions of new pests
- Encourage long-term leases for Ag land used for food production
- Create economic and tax incentives for local growers growing food for local use (without tax increases)
- Create priority for water access for Ag lands used for food production; consider constitutional amendment
- Decrease water costs for food related Ag use
- Tax carbon use involved in importing local foods
- Buy Hawaiian fish; encourage fish farming
- Support non-commercial Ag
- Balance bio-fuel crop production with food production
- Provide incentives for diversified Ag
- Restore and utilize natural spring waters for Ag
- Maximize groundwater recharge through watershed restoration and more efficient catchment, re-vegetation etc
- Strengthen laws and enforcement to preserve Ag lands used for food production
- Increase, improve education and gardens from earliest grade levels
- Research and emulate good models of food production
- Use local products in local schools
- Offer education on nutrition and environmental benefits of locally produced food
- Provide 4H programs for adults
- Assure that seed is available for food production
- Encourage grocery stores to buy local
- Teach agricultural literacy in the schools
- Establish State incentives to buy local foods
- Establish State incentives to grow local foods

### Measures:

- Decrease in import vs. local crops
- Increase in small farms
- Increase in crops exported

**GOAL: Keep housing affordable.**

Strategies:

- Government to donate land with infrastructure for development
- Promote non-profit agencies, HUD, USDA, private sector-collaborate i.e. “Acorn Project”
- Allow use of prepackaged/prefabricated homes or trailers
- Regulate vacation home industry
- Increase density of new developments
- Educate on home buying process
- Increase taxes on non-residents
- Increase property tax deduction – decrease property tax rates for lower income
- Base property tax on income or purchase price
- Regulate/monitor insurance
- Overhaul building codes
  - Speed up process (slow process is costly)
  - Incorporate “Low Impact Design” principles
- Allocate affordable housing for local residents
- Increase enforcement on vacation rentals
  - Owner/occupant tax break
  - Long-term rental tax breaks
- Encourage banks to come up with more creative financing to help with affordable housing

Measures:

- Increase in number of units available
- Decrease in number of homeless
- Reduction in “permanent” campers
- Percentage of low income earnings spent on rent
- Reduction in number of people working two or more jobs

**GOAL: Keep health care affordable, improve medical services; promote health and wellness.**

Strategies:

- Train healthcare workers
- Increase research to identify more cures
- Establish more government initiatives (like Britain)
- Encourage more donations of hospital rooms and health care money
- Negotiate lower prices with providers
- Establish pre-natal/childbirth services on every island
- Advanced technologies for micro-hospital with comprehensive services
- Medical education for local youth so that they can return home; provide conditional scholarships
- Drug/alcohol treatment in every community

Measures:

- Increase in percent of population with affordable health care
- Increase in number of health programs in the state
- Elected officials support affordable health care
- More companies move to Hawai`i because of health status
- Hawai`i is noted as most progressive health care state in nation

**GOAL: Develop communities that avoid sprawl, where residents can live, work and play**

Strategies:

- Cars are parked outside an urban core with efficient transportation system inside the core
- Add more bike paths and establish bike lane system
- Apply these community planning strategies for all new developments - walkable, bikable, transportation connectivity
- Mixed use zoning in communities
- Allow the existing communities to define what they mean by livable
- Mobilize public officials to carry out these strategies
- Define balance and carrying capacity within communities
- Limit importation of cars
- Utilize taxes from energy to support this type of community (i.e. Guernsey, France)
- Implement ahupua`a ideals/system
- Take examples from other places (states/countries) that have implemented such communities
- Return all Hawaiian homelands to Hawaiian people for settlement
- Village concept: medical clinic, park, recreation housing, little schools, multi-use buildings
- Establish “live-work facilities”

Measures:

- Increase in community involvement
- Decrease commute time; decrease in traffic
- Increase quality time with kids/neighbors
- Number of County codes that support “live-work” facilities
- Reduction in juvenile crimes, community patrols
- Decrease in sprawl
- Visually see community that is connected
- Increase in interaction between people in community
- Increase in number of gathering places
- Decreased development along shoreline
- Increase in public access to shoreline areas
- Decrease in amount of car ownership; number of cars on the road
- Improvement of energy and resource usage
- Increase in the amount of green space in communities
- Increase in number of bikeways throughout the communities

**GOAL: Diversify the economy; increase economic opportunities.**

Strategies:

- Strong university system – emphasize business education
- Improve partnerships between business and academia
- Focus on natural resources
- Increase high tech infrastructure
- Establish Center for island nations
- Tax/other incentives for desired industries – farmers, Ag, fuel
- Streamline government approval processes
- Increase education opportunities
- Diversify types of jobs with dignified wages
- Increase minimum wage with inflation adjustments
- Increase standard deduction with inflation adjustments
- Eliminate GET for those who meet federal poverty guidelines
- Graduated tax, especially for agricultural lands

Measures:

- Laws are in place for automatic adjustments to minimum wage and standard deductions
- Increase in the number of people holding degrees
- Increase in the number of high school and college graduates
- Increase in the number of jobs
- Reduced percent of tourism and government jobs
- Decrease in percent of imported foods/goods

## **GOAL: Improve land use planning.**

### Strategies:

- (See Ag land strategies, p.31, above)
- Promote “Cluster housing” with higher density measures for some developments
- CDP’s for input
- Encourage people to live in smaller homes
- Eliminate incentives for “2nd home economy”
- Permits to developers must ensure renewable energy will be a part of the design
- Stop zoning changes from conservation to urban
- Location specific lending and underwriting criteria and terms that consider demographic profile of specific locations
- Better development and implementation of policies and regulations for building permits – develop on-going process for state and local government to recognize and understand trends, and regularly update policies and regulations accordingly
- Determine and address carrying capacity of each island
- Higher tax for part-time residents (disincentives)
- More localized community-based planning and decision making
- Government needs to be more responsive and accountable to community
- Better linkage between community sustainability plans and state sustainability plan
- Allow communities to take responsibility and accountability for permitting processes
- Publicize aquifer gals/day availability and groundwater recharge rates by geographic areas
- Establish integrated policy making body that reviews and approves all resource use for land use proposals

### Measures:

- Land zoning approval process transparent to community
- Increase community involvement in decision making
- Monitor acreage land use

**GOAL: Educate people about sustainability, starting at a young age.**

Strategies:

- Legislature directs DOE to make Hawai'i 2050 Plan a part of the curriculum
- Establish a college degree in sustainability
- Make UH a world leader on sustainability and futures studies
- Develop age appropriate curricula and involve students in the development; tap into alternative education sources in community, nationally and internationally
- High school graduation requires community service
- Create educational institutions that promote sustainability
- Pre-K to lifelong on how to malama the `āina
- Bring “edible school yard” concept to Hawai'i; promote school and community compost programs
- Educate public about sustainability issues; public service announcements to raise awareness about sustainability
- Establish a sustainability resource person within DOE
- Conduct environmental audits of homes
- Provide government funded workshops for business community, visitor industry and residential on sustainability
- Educate children about local sustainable building products i.e. bamboo, adobe, Ag waste into bricks, rocks, lava
- Bring back “Future Farmers of America”
- Establish local conservation and ecology programs at college level in all communities
- Teach agricultural literacy in schools
- Science based sustainability education for community groups and in the classroom from an early age
- Develop internship programs for students to go into work in the sustainability field

Measures:

- Increase in percent of 4<sup>th</sup> graders that know where their food comes from
- Increase in percent of schools that have recycling
- Increase in percent of population practicing sustainability
- Increase in percent and number of schools that include sustainability approaches, content, methods in teaching
- Increase in percent of schools that use “day lighting”

**Goal: Preserve knowledge of and respect for different cultures.**

Strategies:

- Kau Inoa – Apply to all cultural groups
- Develop curriculum on variety of cultures
- Recognize each island’s culture – develop and promote orientation packet for all employers/employees
- Increase resources/support for cultural centers
- Educate family/individual to take responsibility to cherish/preserve
- Establish more cultural programs

Measures:

No measures identified

**GOAL: Support production and consumption of locally produced products.**

Strategies:

- (See food self-sufficiency, p.34, above)
- Educate the public on what's available
- Work with schools in primary grades: lunches are locally grown, school gardens
- Encourage product/crop diversity
- Offer tax breaks and other incentives for business people
- Provide training to business people
- Create incentives and regulations to encourage use of local building products

Measures:

- (See food self-sufficiency, p.34, above)
- Improvement in health
- Increase in number of new businesses created
- Increase in sales, tax revenue related to sale of local products
- Increase in use of local products in building
- Increase in number of new arts and business courses

**GOAL: Increase the use of ahupua`a and traditional resource management principles, processes and methods.**

Strategies:

- Identify all ahupua`a elements of sustainability in proposed plans claiming a foundation in traditional ahupua`a management
- Develop baseline information and assess changes in elements over time
- Identify ways to support Hawai`i Sovereignty movement
- Look at two separate frameworks
- Identify (i.e. current efforts by organizations and individuals) and use already existing resources/information
- Address questions related to how we rule:
  - Military use
    - Main polluter
  - Migration
    - Has potential for raising cost of living
  - Commerce
    - Dependence on imports
- Sovereignty and ahupua`a as a frame for conversation
  - Balanced approach

Measures:

No measures identified

**GOAL: Plan (with community involvement) and adopt government policies that foster and support sustainability.**

Strategies:

- Establish watershed councils
- Adopt low impact development guidelines
- Educate government officials on sustainability
- County to develop general plan incorporating sustainability into all development plans and land use rules
- Incorporate sustainability into school systems
- General public to participate in development plan
- Increase public input and influence in land use planning through neighborhood association and watershed council etc.
- Allow citizen input and feedback via remote access
- Increase direct decision making via citizen groups
- Create sunshine packets for all government decisions

Measures:

- Survey of checks and balances to monitor compliance
- Recommended actions and timeliness
- Number of businesses participating
- Speed of permitting process
- Audits of waste stream
- Measure alignment with LEED protocol

## **PARTICIPANT COMMENTS FROM THE ROUND II COMMUNITY MEETINGS**

In addition to the work in small groups on desired goals, strategies, and measures, participants were invited to provide comments on the draft definition, vision, and guiding principles, as well as any other remarks they wished to offer.

### **Comments on the Draft Definition**

Sixty-two (62) persons commented on the draft definition. There were 11 comments that the definition was vague or not strongly worded enough. Nine (9) people offered positive remarks about the definition.

In terms of comments relating to substantive elements of the definition, people mentioned the need to emphasize the environment and natural resources (8), and Native Hawaiian culture (8). The need for action, accountability, and measurable progress was also cited by eight (8) persons. Seven (7) persons suggested a re-ordering of priorities so that environment would take priority over economy. Seven (7) participants cited the need for added weight for social equity and community well-being.

Five (5) individuals mentioned the need for more emphasis on increasing food self-sufficiency. Three (3) comments focused on developing agriculture, followed by increasing local production of energy and building materials (2 comments each).

### **Comments on the Draft Vision**

Fifty-seven (57) participants commented on the draft vision. Ten (10) persons commented favorably on the vision as presented. Seven (7) wished to add emphasis on waste management and recycling, with five of these comments questioning the sustainability of waste-to-energy. Six (6) comments related to raising the priority of protection of the environment and natural resources. There were six (6) calls for greater stress on action, accountability, responsibility of everyone, and measurement of progress.

Four (4) comments found the draft vision to be either vague or unrealistic. Four (4) more comments asked for a reordering of priorities placing environment above economy. Four (4) persons asked for a clearer stand on self-sufficiency in the context of interdependence, a global economy, and the belief that Hawai`i cannot realistically be totally self-sufficient in such areas as food production.

Three (3) persons mentioned the need for social justice and equitable distribution of resources. And there were two (2) comments each relating to sustainable transportation and preservation of the lifestyle on Moloka`i.

### **Comments on the Draft Guiding Principles**

There were 47 comments on the draft guiding principles. Eleven (11) comments called for greater emphasis on action and accountability, along with stronger and more forceful language. Seven (7) comments questioned whether the ahupua`a system can realistically be implemented in today's Hawai`i, with some suggesting that the system's values be used as a guide.

Six (6) comments praised the guiding principles as stated. Four (4) comments emphasized the need for economic efficiency and diversification. Four (4) comments sought to highlight the importance of perpetuating cultural values. There were four (4) comments seeking greater protection of the environment and natural resources.

Three (3) persons sought limits on population and growth as the means for living within the limits of resources. And three comments (3) asked for a higher value on energy self-sufficiency. Receiving two (2) comments each were education to build commitment to living sustainably, social justice, better planning, and improving education.

### **Additional Comments**

There were 94 additional comments. Twelve (12) persons called for pushing up the timeline for action and implementation. Another 12 comments expressed a desire for a higher priority on protecting the environment and natural resources. There were nine (9) comments regarding the process with seven negative comments (not enough discussion time; questioning of the data presented) and two positive statements.

Developing agriculture was the focus of nine (9) comments and increasing community involvement in governance was raised in seven (7) comments.

Improving land use planning and increasing energy self-sufficiency each received four (4) comments. New and bolder leadership was requested by two (2) persons. Two (2) comments raised questions about global interactions and how realistic it is to expect Hawai'i to be totally self-sufficient in any area.

## SUMMARY OF FINDINGS AND MAJOR THEMES

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A number of major themes recurred throughout the various phases of the community engagement program. Not surprisingly, the themes are interconnected and many are interdependent. It also is important to note that there are divergent opinions represented from this process. This suggests that as choices about Hawaii's future emerge in the Hawaii'i 2050 Sustainability Plan, public education and dialogue will need to be a part of the ongoing process. The following statements highlight the issues that the community input seeks to have addressed in plans to move Hawaii'i toward a more sustainable future.

Much of what makes Hawaii'i special comes from the islands' natural attributes – the quality of our air, land, waters, flora and fauna. Thus, ensuring that Hawaii's environment and natural resources are safeguarded and replenished for the long term was paramount in many people's minds.

Closely related to environmental themes was the need to more effectively manage the waste that we produce, either through reducing waste or recycling and re-using it. While not large in number, the comments on the draft references to waste-to-energy were uniformly negative, reflecting a belief that the process was not particularly sustainable or renewable. More efficient transportation means was also a related theme that was expressed by many.

Also related to environmental themes was the topic of development, expressed by many around several overarching perspectives. There were concerns about too much development and development in the wrong places. Concerns were expressed about the changing nature of communities with gated neighborhoods and wealthy part-time residents and development encroaching on agricultural lands and rural lands, impacting negatively on quality of life. Lack of infrastructure to support the development that is occurring was another common concern expressed.

The needs of future generations was in the forefront for many people. This suggests that plans and actions must be formulated based on our best estimates of needs that will exist for generations yet to come.

The concept of balance was another common theme. The idea of a balanced approach to developing the economy, protecting the environment and taking care of the needs of people and communities was expressed. Some rejected the idea of balance as they see more interconnectedness than separateness. Another sub-theme included the idea that economic growth should not come at the expense of the environment and the notion among some that the environment should serve as the basis for the economy, or is, in fact the economy.

Many participants looked forward to an economy that is more diversified, with greater opportunities to earn a living wage. There was a frequent call for adequate levels of affordable housing and quality health care. The state's economy should also support and promote local businesses and locally produced products. There was concern regarding the increasing disparity between the wealthiest segment of the community and those without adequate means.

Protecting Native Hawaiian people and their traditions and practices was another recurrent theme. Suggestions of looking to the past for solutions of the future suggested the role Native Hawaiian

practices should play in planning for the future. There also were comments about preserving and respecting the diverse cultures of Hawai`i and concerns that a “local lifestyle” is disappearing.

Hawai`i should become more self-sufficient and resilient, able to recover from disaster and with a growing capacity to produce more of its food, energy, products and services. Reducing dependence on imports was described as different from a goal of total self-sufficiency, which many felt was not realistic or even desirable, given the potential in being a part of a global economy and marketplace.

Population and carrying capacity was another theme that emerged from many. Understanding the natural capacity of the islands and managing population, both of residents and visitors, to exist within that capacity was a concern voiced by a number of individuals.

Support of agriculture was high on many participants’ priority lists. The reasons were varied, ranging from preserving a valuable island lifestyle, maintaining open space and the rural character of the land, increasing food production for local use and export, and growing crops for fuel in order to reduce reliance on imported oil.

Education ranked high in priority. The state needs to improve the quality and outcomes of public education, with a particular focus on preparing youth for the jobs of tomorrow. Many also saw the opportunity to teach sustainability through the educational process.

Public awareness regarding the value of living in sustainable ways needs to begin with children at an early age and continue through adulthood. Sustainability education should reach all sectors of the community with a goal of instilling a sense of responsibility for sustainable living among individuals, households, communities, businesses and other private organizations, and government.

Leadership and the role of government was a recurring theme, though the views expressed ranged from wanting government to be more accountable and effective in enforcing laws and regulations, to a desire for less governmental infringement on the rights of citizens, businesses, and landowners. Participants felt that bold leadership was essential to realizing the vision of a sustainable Hawai`i. This leadership would engage the community as active participants in planning and governance on an ongoing basis. There also were a number of comments about the need to decentralize decision making about sustainability to the local level. For some this meant to the level of island and for others, community.

In terms of the Hawai`i 2050 planning process, there was a call for shortened timelines, a high priority on action, and effective use of data, measurement, science, and technology in planning and implementation.

Perhaps one of the most hopeful themes that emerged from the community engagement program was the level of excitement, concern and engagement that was expressed in communities throughout Hawai`i. Caring about Hawai`i as a unique and special place was universal. People want to be involved and active. They want to take responsibility for the future.

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**ATTACHMENT A: HAWAII 2050 SUSTAINABILITY TASK FORCE –  
ISSUE BOOK SUMMARY**

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**Hawai`i 2050 Sustainability Task Force**

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**Issue Book Summary**



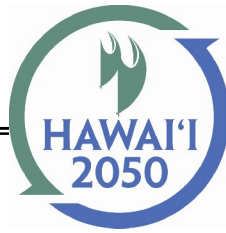
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## Introduction

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The Hawai'i 2050 Task Force asked 19 scholars from the University of Hawai'i to prepare papers on a dozen critical issues facing Hawai'i as it moves toward a more sustainable future. Together with the input gathered from the community, the 2050 Sustainable Hawai'i Issue Book will provide the Task Force with essential information to be used in developing the plan. We are sharing some of the history, current status, facts, data and perspectives from the Issue Book with you to provide food for thought as you offer your input in your small groups.

While the critical issue areas are treated in the Issue Book as separate chapters, the Task Force recognizes that they are in fact connected and interdependent; and that much of the work of planning will be to understand how change in one area affects all other areas.

This handout contains the information in this presentation. The Issue Book is available online at [www.hawaii2050.org](http://www.hawaii2050.org). We won't be taking time for discussion of this presentation. However, you can go to the website, read the Issue Book, and submit comments and questions.

## Aloha `Āina

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For Native Hawaiians, the land has life and people live in close relationship with the land and its resources. Hawaiian stewardship of the land is guided by five principles:

- Ahupua`a - sustainable management of the land and resources in areas that flow from the mountain to the ocean
- Natural elements are interconnected and interdependent
- Wai or freshwater is the most important for life
- Ancestral knowledge of the land is deep and must be passed on to future generations
- Aloha `āina, malama `āina, and lōkahi - respect and care for the land; maintaining balance with nature; and following practices that sustain the land and its resources

For the future:

- Will we adopt these principles of stewardship of the `āina against competing forces occurring locally, nationally and globally?
- And what policies and practices must we consider and adopt to address both cultural and resource management needs?

## Quality of Life

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Our quality of life in Hawai`i is closely tied to Aloha, which is defined by three principles:

- Spirituality
- An honoring of people, places, and things
- And stewardship for future generations

In our island state, Aloha is demonstrated by:

- Cultural blending and equality
- The importance of family
- Interdependence and acting for the greater good, and
- Mutual care, respect, hope, and generosity

In attempting to live with Aloha, our quality of life in Hawai`i faces three major challenges -- wealth distribution, health status, and education.

In terms of the distribution of wealth:

- The top 20% of income earners receive 60% of total income
- The number of homeless people rose an estimated 39% from 1999 to 2003

A growing underclass means less self-sufficiency, lower educational levels, and more stress on community resources

Regarding our health status:

- Hawai`i residents have longer life expectancy and lower mortality from heart disease and cancer than in the rest of the country
- This also means a larger elderly population with a greater demand for health care
- Negative trends include hypertension, cholesterol, diabetes, and obesity
- A number of locales have been designated as medically underserved areas

Poor health compromises employment, education, and our sense of well-being.

In looking at our educational status, we find that:

- 80% of those 25 and older finished high school; and 26% of these people completed four years of college
- In 2004, 38% of public school students met proficiency standards for reading; 18% met standards for math

Hawaii's youth need solid educational foundations to fill jobs that are technologically-based and globally competitive.

For the future, as we work to sustain our quality of life, Hawai`i residents can choose to:

- Grow jobs, wages, and educational achievement
- Reduce disparities

- And protect our lands and ocean

Or we can choose not to.

In 1959, the state designated itself as “The Aloha State.” The other contenders at the time were “The Sugar State” and “The Pineapple State”.

## Economy

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Our standard of living depends on natural capital that is essential to sustain life.

The central principles of “positive sustainability” are:

- Interdependency - where the economy, community, and the environment are treated as a linked whole
- Dynamic efficiency - which means using a resource to bring maximum benefits over time, as opposed to never using the resource; and
- Intergenerational equity - meaning that we should not deplete resources if it will prevent future generations from being at least as well off as we are now

In looking at changes in Hawaii’s economy from the 1950s to today, we find that:

- Agriculture declined from 12% of income to less than 2%
- Tourism rose from 2% of income to 25%
- And government increased from 25% of income to about 33%
- Tourism represents about one-fifth of the state’s economy
- Technology jobs numbered 14,000 in 2005, about 2.2% of the workforce

Since 1970, inflation-adjusted income grew by 44% in Hawai`i compared to 68% for the rest of the country. The main factor leading to slower income growth is the sub-par job skills of residents and inadequate educational achievement.

For the future:

- Tourism is a mature industry and will not be the major driver of growth
- Less skilled workers will fall further behind in a knowledge-based economy
- Tax credits targeted toward specific sectors such as high tech are of limited value
- Economists prefer moderate and predictable taxes, efficient regulation, and a high quality workforce
- The overriding need is for improved results from our educational and job training systems and the alignment of educational goals with anticipated job requirements

## Population

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### About our population

- Hawaii's population was 1.3 million in 2005
- It is projected to increase by 13,000 people per year until leveling off in 2020
- Hawai'i is 7<sup>th</sup> in the nation in the percent of population 65 and older

### Migration is the biggest driver of population change in Hawai'i

- About 9,000 people migrate to Hawai'i each year
- We have a high rate of international migration; 25% of residents speak a language other than English at home

“Carrying capacity” is a theoretical concept that cannot be calculated exactly.

Population size exists in a dynamic, evolving relationship with infrastructure.

- There is constant transformation in the economic system
- Carrying capacity is based on the view that Earth can support only a finite number of people and that population growth is harmful to the economy
- Economists believe that some population growth is necessary for economic growth, or at least, that the two are compatible
- The roles of technology and social infrastructure are critical

### For the future:

- The aging of our population may be more important for planning and policy than the total number of residents
- The drivers of population change -- childbearing and migration -- are largely matters of personal choice. Policies affecting these choices need to be based on a general consensus

## Environmental Quality

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A healthy eco-system provides humans with food and water; regulates flood, drought, and land degradation; supports soil formation and nutrient recycling; and provides for cultural and spiritual practices as well as recreation. Eco-system processes interact. Soil and water quality are closely linked. What happens in the mountains affects the ocean.

Hawaii's history has been one of degrading of natural resources through overuse and loss of habitat.

- One-third of all endangered species in the U.S. are in Hawai'i.
- There are 343 marine alien species here
- 64% of streams and half of bays and estuaries have been designated as impaired. Still, 95% of our shorelines show good water quality
- 73% of our public water supply wells contain chemical compounds, though levels do not exceed federal standards in most cases
- The shift from plantation to diversified agriculture means less pesticide but a greater variety of pesticides are used
- Land and water management is done by different levels of government rather than traditional, mountain-to-the-sea, integrated management

A number of resource management initiatives have been instituted, such as:

- Federal, state and county regulations
- Environmental partnerships such as our nine watershed partnerships
- Invasive species councils
- Marine coastal protection measures

Hawai'i still has clean water, productive soils, regulated weather, and beautiful landscapes. For the future, will we plan and act to sustain these resources? How should our plans address future uncertainties such as the effects of global climate change?

## Water

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Hawai`i has good supplies of clean water for now. However, the State Water Commission directly regulates water use in several areas where aquifer withdrawal exceeds 90% of sustainable yield. The recent past has seen its share of water-related disputes, including litigation over Waiāhole Ditch and diversion of streams on Maui for irrigation.

All fresh water begins as rain.

- 40% evaporates; 30% runs off in streams or other surface waters; and 30% becomes ground water
- Precipitation has decreased 20% over the past 90 years
- Hawaii's streams provide 50% of the water used for irrigation; are habitat for unique species; and support Native Hawaiian gathering practices
- No stream meets quality standards for non-sewage related bacteria but the risk of illness remains low
- 98% of our drinking water is ground water
- Water use fell 52% from 1980 to 2000 due to the decline in agriculture
- Pricing for water varies widely by county. Fees cover the cost of delivering water, not the water itself
- 82% of Honolulu's delivered water is returned as sewage wastewater
- 16% of wastewater is reused
- Five major sewage treatment facilities are in non-compliance with the Clean Water Act

For the future:

- Water pricing currently does not support conservation. Will people change their practices anyway?
- What are people willing to do or pay to maintain the quality of our water?
- And what should be the appropriate roles of the state, the counties, each island, communities, businesses, and households in managing our water resources?

## Energy

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95% of our primary energy supply is imported. Hawaii's energy comes from:

- Petroleum - 90%
- Coal - 5%
- And other sources - the remaining 5%

Energy use falls into four categories:

- Transportation - 50%
- Industrial - 23%
- Commercial - 14%
- Residential - 13%

In the transportation category,

- Gasoline - accounts for 430 million gallons used each year
- Aviation fuel - 350 million gallons
- Diesel - 210 million gallons

For homes,

- Electricity is 90% of the energy used
- Liquid gas and propane - 6%
- Solar hot water - 4%

The following are some alternative energy sources, each with issues to consider:

### Biomass

- Increasing use of alternative fuels such as ethanol for vehicles is legislatively mandated; 40 million gallons of ethanol each year is currently imported
- Growing crops for energy will have impacts for land, water use, and environmental quality

### Garbage to energy

- 40% of solid waste is imported paper products and petroleum-based plastics

### Geothermal

- Steady, renewable source
- Currently, Puna Geothermal produces about 30 megawatts (good for 30,000 homes).
- Limitations include geography, existing land use, noise, and creation of waste materials

### Hydropower

- Emissions-free
- But it does have impacts on streams and habitats
- Currently, 32 MW are produced on Hawai'i Island, Kaua'i, and Maui

#### Solar

- Renewable but not available at all times
- Now providing hot water for 80,000 households
- Photovoltaic - will become more attractive as electricity costs rise

#### Ocean Energy

- There was an ocean thermal project in the '90s; there have been none since
- Tidal and wave action - being tested on a modest scale
- Harnessing this resource may impact near shore environments

#### Wind

- Renewable but not constant
- And there are issues around transmission, noise, and aesthetics

#### Possible indicators for measuring change in our energy landscape:

- Local energy production and net import dependence
- Efficiency of fossil-fuel based energy production
- End-user prices
- And greenhouse gas emissions

For the future, most of Hawaii's energy use is fossil fuel dependent and not sustainable. Sustainable energy reconciles the goals of available energy for all and preservation for future generations. Sustainable energy approaches include conservation, increasing the efficiency of energy production and use, and development of alternative sources. It will be costly to convert to renewable sources but Hawai'i is a good place to prove new technologies because of existing high energy prices.

## Agriculture

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The history of agriculture in Hawai`i has been marked by:

- Profit maximization and the effects of outside market forces (e.g., foreign competition for sugar and pineapple)
- And decline in plantation crops, replaced to a small degree by diversified ag

About 249,000 acres are considered prime ag land, suitable for:

- Crops - 150,000 acres
- Grazing - 44,000 acres
- Forestry - 25,000 acres
- And other uses - 30,000 acres
- Hawai`i has 11 of 12 soil types and 10 of 14 climate zones - ideal for diversified agriculture

The current market is not conducive to a long term commitment to agriculture.

- Low taxes on ag land mean that owners can afford to hold fallow lands while waiting for an improved market
- Farmers cannot get long term leases, which limits investment

80% of what we eat is imported

- Most produce is imported
- Local beef accounts for 6% of the total consumed in the state
- Local milk production is about 35% of the total; and increasing to 70% self-sufficiency would require 8,000 additional milk cows and 10,000 acres of land

For the future, Hawai`i cannot supply all of its food needs because of limited land supply.

An additional 261,000 acres would be needed just to meet our current needs. However, Hawai`i can reduce its dependency on imports and pursue other ag-related opportunities:

- In 2005, only 102,000 acres made it into crops -- more of our existing ag land could be put to use
- Aquaculture is growing in Hawai`i, with kampachi and moi being farmed in ocean enclosures
- Organics are a prime opportunity as demand nationally is growing
- And agricultural tourism is one of the fastest growing tourism sectors

Hawai`i residents are connected to the land. Our love of green, open spaces is in our character and is reflected in our laws. On the other hand, development increases profits, can help meet demand for affordable housing, and gives a boost to the economy. What will Hawaii's 2050 residents think of decisions made today to urbanize agricultural lands?

## Land Use

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How we use land reflects on our identity and how we choose to live. Hawaii's land use history has witnessed battles fought over Kalama Valley, Waiāhole Valley, Sandy Beach, Hokulia, and Wa`ahila Ridge. Land is limited, leading to competing uses. Land ownership is also concentrated. Of Hawaii's 4.1 million acres:

- Government owns 38%
- Eight large landowners own 20%

Of all the land in the state:

- 48% is in conservation
- 47% is designated agricultural
- Less than 5% is urban
- 0.25% is rural

In the last 20 years - ag lost 36,000 acres; urban gained 29,000 acres; and conservation gained about 7000 acres

There have been many land use laws and plans as government attempts to control the actions of major landowners. However, their implementation has been problematic:

- Development approvals take too long, with duplicative state and county reviews and uncertainty about what can and cannot be done
- There is a heavy reliance on litigation
- We do project-by-project regulation instead of effective planning
- There is poor state and county coordination on development of infrastructure
- And there is limited public participation in long range planning

For the future, sustainable land development will mean:

- Compact development, which is more energy efficient
- Green building in urban areas for both residential and major buildings
- Protecting water recharge areas
- Maintaining habitats of native species and controlling invasive species
- And preserving agricultural and rural lands and open space

The role of land use planning is to create human, sustainable environments. This will require continuing dialog between policy makers and the public regarding the common good.

## Holomua Kākou and the **Paradise Index**

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Centralized planning must give way to deliberative processes that engage citizens in long-term consultation. Such planning would involve:

- Local policy partnerships that coordinate solutions among public and private sectors and civic organizations
- Planning for transitions brought on by global changes
- Revitalization of a cultural economy that balances cultural uniqueness with material sustainability
- A coordinated legislative agenda which is itself sustainable over time
- Specific measurements that enable sound decisions based on good information
- And creation of a **Paradise Index** that will show us how individuals, families, schools, businesses, communities, and government are doing in their efforts to create a more sustainable Hawai`i

## The Future: A Call to Action

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The final page of the Issue Book contains a statement that in part says:

There is no authority that can guide a citizen toward a sustainable future. Rather, it is the citizen who must serve as the guide, showing the way to others by personal example and action. Sustainability is not a government program. It is here, it is now, and it involves everyone.

We are guests in a land of incredible beauty and generosity, with crystalline water and fertile land. Our record here has been spotty, if not destructive and shortsighted. Many have been at work for years trying to reverse that, and through their work have regained a sense of how they fit in the world, of their duties to people now and to come. Now the rest of us must choose, individual by individual. The moment is at hand. The future is watching.

**ATTACHMENT B:           AGENDA - HAWAII 2050 SUSTAINABILITY TASK  
FORCE COMMUNITY MEETINGS  
OCTOBER - DECEMBER, 2006**

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**Hawai`i 2050 Sustainability Task Force**

**Community Meetings  
October - December, 2006**

**AGENDA**

- |       |   |            |
|-------|---|------------|
| I.    | Welcome by Senator Russell Kokubun, Chair<br>Hawai`i 2050 Sustainability Task Force<br>*Purpose & Goals of H2050 Task Force | 10 Minutes |
| II.   | Remarks by Island Task Force Members<br>*Why this is important for our Community  | 5 Minutes  |
| III.  | Sustainability: Hawaii's Own<br>*Ramsay Taum, Sustain Hawai`i (VIDEO)   | 15 Minutes |
| IV.   | Back-casting: What a Difference 50 Years Makes<br>*Makena Coffman & Brent Dillabaucher, Kanu Hawai`i                        | 15 minutes |
| V.    | Creating the H2050 Sustainability Plan<br>*William Kaneko, HIPA<br>*Sharon Miyashiro, UH                                    | 15 minutes |
| VI.   | Questions & Answers   | 15 minutes |
| VII.  | Interactive Session<br>*Facilitator   | 40 minutes |
| VIII. | Next Steps<br>*Senator Kokubun<br>* Island Task Force Members   | 5 minutes  |
| IX.   | Adjourn   |            |

## ATTACHMENT C:            ROUND I SURVEY

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### Hawai'i 2050 Charting a Course for Hawaii's Sustainable Future Hawai'i 2050

#### I. Defining Sustainability

There are many definitions of sustainability. Some of the definitions being used in Hawai'i and across the globe are listed below.

- » Enables islanders to satisfy their basic needs and enjoy a better quality of life without compromising future generations. (Hawai'i County Community Development Plan)
- » The capacity to provide the best for ourselves, each other, and all things in our environment now and in the future. (Sustain Hawai'i)
- » In the sustainable society, nature is not subject to systematically increasing: 1) concentrations of substances extracted from the Earth's crust; 2) concentrations of substances produced by society; 3) degradation by physical means; and in that society, 4) human needs are met worldwide. (The Natural Step System)
- » Sustainability means using, developing and protecting resources at a rate and in a manner that enables people to meet their current needs and also provides that future generations can meet their own needs. (State of Oregon)
- » Meeting the needs of current and future generations through an integration of environmental protection, social advancement and economic prosperity. (Sustainability Strategy, the Western Australian government, 2003)

In order to work toward a sustainable Hawai'i for the year 2050 we need to have a common definition of what we mean when we use the term "sustainable". While the definitions used across the globe vary there are several ideas that seem to appear in most definitions of sustainability.

Question 1. Please help us develop our own definition that we can all agree to by reviewing the ideas below and marking all those that you believe should be included in our definition of sustainability. If an idea is missing, please add it.

Our definition of sustainability should include the following ideas: (Circle all that apply.)

- a. Living within the limits of the natural environment

- b. Understanding the interconnections and need for balance among economy, society and environment
- c. Equitable distribution of resources and opportunities
- d. Thinking about the current generation as well as future generations
- e. (write in)

## II. Shared Vision for a Sustainable Hawai‘i

In order for us to successfully develop a plan for a sustainable Hawai‘i in 2050 we need to have a shared vision of what sustainability means to all of us.

We have gathered the ideas that follow from community meetings held around the state, and from various planning efforts including Focus Maui Nui and the Hawai‘i County Development Plan.

Question 2: Which of the following phrases or ideas describe what you envision for the year 2050 in Hawai‘i? If there is an idea that is missing that you feel is important, please write it in.

Please circle how important you believe each phrase or idea is in describing what you envision for the year 2050.

3 = very important; 2 = important; 1 = not very important; 0 = not important at all.

### Vision Phrases and Ideas for a Sustainable Hawai‘i

- |         |  |
|---------|--|
| 3 2 1 0 | Most or an increasing amount of the food consumed in the state is produced here  |
| 3 2 1 0 | Most families produce most of their own food   |
| 3 2 1 0 | Hawai‘i produces most of its own energy  |
| 3 2 1 0 | The energy we use is clean and renewable   |
| 3 2 1 0 | Many of the materials needed to build and to make products used by residents are produced in the islands   |
| 3 2 1 0 | Native Hawaiian values and culture have been preserved   |
| 3 2 1 0 | Residents are able to work and play in or very near the communities where they live  |
| 3 2 1 0 | Communities are more self-sufficient by producing more of the goods, services, and materials they need   |
| 3 2 1 0 | There is a high level of inter-connectedness between communities   |
| 3 2 1 0 | Residents can expect to receive a first-rate public education, find a rewarding job, have affordable housing alternatives and contribute to their community. |
| 3 2 1 0 | Every island community has the ability to quickly recover  |

- and rebuild itself after a natural or man-made disaster
- 3 2 1 0 Historic and cultural sites and resources are restored and preserved
- 3 2 1 0 The land, fresh water supplies, and the ocean surrounding Hawai'i are free of man-made pollutants
- 3 2 1 0 Children are educated starting at a very young age on how to act in ways that ensure continued sustainability of the islands
- 3 2 1 0 Hawai'i generates little waste that is not recycled, turned into compost or used to produce fuel or energy
- 3 2 1 0 Hawaii's native plants and animals are preserved and thriving; there is good biodiversity and invasive species are not entering the environment
- 3 2 1 0 Hawaii's people are among the healthiest in the world; we have learned to live a healthy lifestyle and have access to quality health care
- 3 2 1 0 State and county governments plan for Hawaii's future in ways that address the needs of future generations of residents
- 3 2 1 0 Residents participate actively in local and state government planning and decision making
- 3 2 1 0 Development occurs only when there is adequate infrastructure
- 3 2 1 0 We use energy efficient transportation alternatives
- 3 2 1 0 Buildings are designed and constructed using environmentally friendly design principles, methods, and materials
- 3 2 1 0 We produce enough goods, materials and services to support our local needs and to export them to others
- 3 2 1 0 The size of our resident and visitor population does not negatively impact our natural resources
- 3 2 1 0 Hawai'i residents can choose either a rural or urban life style
- 3 2 1 0 (write in)\_\_\_\_\_

### III. Guiding Principles

Our plan for a sustainable Hawai'i in the year 2050 will have a set of principles that will guide decisions that are made in the future and will help us achieve our shared vision.

We have gathered the ideas that follow from community meetings held around the state, and from various planning efforts including Focus Maui Nui and the Hawai'i County Development Plan.

Question 3: Please indicate how important you believe each of the principles below is in guiding our decision making regarding sustainability in Hawai'i. If there is a guiding principle that is missing from the list that you would like to see included, please write it in.

Please circle how important you believe this principle is in guiding our decision making regarding achieving more sustainability in the future.

3 = very important; 2 = important; 1 = not very important; 0 = not important at all.

Principles

- 3 2 1 0      Traditional Native Hawaiian practices (such as those inherent in the Hawaiian concept, Ahupua'a) guide how we manage our resources and behaviors
- 3 2 1 0      Everyone (individuals, families, communities, businesses and government) has responsibility for sustainability in Hawai'i
- 3 2 1 0      Natural resources are preserved and protected
- 3 2 1 0      Diversity is respected
- 3 2 1 0      Cultural traditions, history and sense of place are honored
- 3 2 1 0      Decision making provides for current needs and the needs of future generations
- 3 2 1 0      Decision making is based on balance among society, the environment and the economy
- 3 2 1 0      Community self-sufficiency is promoted
- 3 2 1 0      Development is primarily limited to existing communities
- 3 2 1 0      Development decisions are predictable, fair and cost-effective
- 3 2 1 0      Individuals, families, neighborhoods, and businesses consider the interests of others, not only their own
- 3 2 1 0      We know our islands' natural limits and we live within them
- 3 2 1 0      (write in) \_\_\_\_\_

IV. Additional ideas

If you have additional ideas for us as we are developing the definition, vision and guiding principles for the Hawai'i 2050 Sustainability Plan please include them.

V. About you

Please fill in the following information so we can know more about you.

Your Home Zip Code: \_\_\_\_\_

(Please circle all that apply.)  
Your Ethnic Background:

American Indian/Alaska Native  
African American or Black  
Caucasian or White  
Chinese  
Filipino  
Hispanic  
Japanese  
Korean

Native Hawaiian/Part-Hawaiian  
Other Pacific Islander  
Samoan  
Southeast Asian (Laotian, Thai, Vietnamese)  
Other: \_\_\_\_\_

(Please circle one that applies.)

Your Age:  
17 and under      18-25      26-35      36-45      46-55      56-65      66+

Your Gender  
Female      Male

The number of years you have lived in Hawai'i  
Lessthan1    1 – 5    6 – 10      11 – 15      16 – 20      21 – 25      25+

The perspectives that you are using in completing this survey:  
(Please circle all that apply.)

- Employee in a Private For Profit Company or Business
- Senior citizen
- Parent
- Employee in a Private Non Profit Organization
- Youth
- Government (Federal, State or City/County) employee
- Environmentalist
- Self-employed
- Elected official
- Farmer
- Church or temple member
- Student
- Write in: \_\_\_\_\_

Mahalo for taking the time to complete this survey. We hope you will continue to be involved and support the work of the Hawai'i 2050 Task Force in developing a plan for sustainability for Hawai'i in the year 2050.



**ATTACHMENT D:                   AGENDA – HAWAII 2050 SUSTAINABILITY TASK  
FORCE ROUND II • COMMUNITY MEETING**

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**HAWAII 2050 SUSTAINABILITY TASK FORCE  
ROUND II • COMMUNITY MEETING**

**AGENDA**

1. Registration
2. Welcome
3. Draft Definition
  - a. Sustainability
  - b. Vision and Draft
  - c. Guiding Principles
4. Overview of Hawai`i 2050 Issue Book
5. Relationship to Other Island Planning
6. Introduction of Small Group Work
7. Break
8. Facilitated Small Groups
  - a. Identify and prioritize goals to achieve vision
  - b. Identify initial strategies to achieve priority goals
  - c. Identify how progress should be measured
9. Next steps

**ATTACHMENT E: DRAFT – DEFINITION, VISION AND GUIDING PRINCIPLES**

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**DRAFT - DEFINITION OF SUSTAINABILITY IN HAWAI`I**

**Sustainability in Hawai`i means achieving a quality of life that:**

- strikes a balance between economic prosperity, social and community well-being, and environmental stewardship
- meets the needs of the present without compromising the ability of future generations to meet their own needs
- respects the culture, character, beauty and history of our state’s island communities

**DRAFT – VISION FOR HAWAI`I 2050**

In 2050, Hawai`i is a sustainable community. Living responsibly and within our own means is top-of-mind for all individuals and organizations. We learn about the virtues and values of a sustainable Hawai`i. As a result, our goals of economic prosperity, social and community well-being, and environmental stewardship are met.

Our Native Hawaiian and island values and culture are perpetuated. We have a vibrant, clean, locally-based and diversified economy that supports a living-wage for island residents, and affords economic and career opportunities for our children. Our land, water and natural resources are used responsibly, and are replenished and preserved for future generations.

In 2050, we have also embraced and achieved island self-sufficiency. The energy we use is clean, renewable and produced in Hawai`i. Most of the food we consume is grown locally. We minimize waste by recycling and waste-to-energy processes. We are a strong and healthy community with access to affordable housing, transportation and healthcare. Our public education system prepares our people for productive, meaningful and fulfilled lives.

Hawai`i is where our hopes and aspirations as individuals, families and as a community are realized now and in the future.

**DRAFT – GUIDING PRINCIPLES**

- Our sustainability goals, actions and measurements are guided by balancing economic prosperity, community and social well-being and environmental stewardship
- Sustainability cannot occur without a strong, diversified and dynamic economy

- We respect and live within the natural resources and limits of our islands
- Our cultural traditions, history and sense of place are honored
- We make decisions based on meeting the present needs without compromising the needs of future generations
- The traditional Native Hawaiian practice of the **Ahupua`a** system guides how we manage our resources and behaviors
- Everyone — individuals, families, communities, businesses and government — has a responsibility for achieving a sustainable Hawai`i

**ATTACHMENT F: PRIORITY GOALS FOR EACH ROUND II  
COMMUNITY MEETING**

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**KAPOLEI – APRIL 14, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Improve Hawaii’s education system. (1)	22
Increase the use of ahupua`a and traditional resource management principles, processes, and methods. (2)	21
Reduce waste and increase recycling. (3)	13
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (4)	11
Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (5)	9

**Second Ten Goals (Including Ties)**

Diversify the economy; increase economic opportunities. (T-6)	7
Answer “Who is Hawai`i for?” and “What do we want Hawai`i to look like?”. (T-6)	7
Keep housing affordable. (T-8)	6
Develop and support agriculture. (T-8)	6
Improve land use planning. (T-10)	4
Develop sustainable transportation and reduce traffic congestion. (T-10)	4
Have everyone (government, communities, individuals) be responsible for planning and addressing sustainability. (T-10)	4
Reduce the impacts of the military presence. (T-10)	4
Diminish global warming. (14)	3

Increase family self-sufficiency. (15)

2

**KAUA'I WAR MEMORIAL – APRIL 12, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (1)	21
Develop and support agriculture. (2)	19
Plan (with community involvement) and adopt government policies that foster and support sustainability. (3)	18
Preserve Native Hawaiian culture. (T-4)	16
Increase food self-sufficiency. (T-4)	16
Reduce waste and increase recycling. (T-4)	16

**Second Ten Goals (Including Ties)**

Develop sustainable transportation and reduce traffic congestion. (7)	11
Develop within the limits of carrying capacity. (8)	8
Preserve knowledge of and respect for different cultures. (9)	6
Preserve rural lifestyle. (T-10)	5
Increase community involvement and action in governance. (T-10)	5
Keep housing affordable. (T-10)	5
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (T-10)	5
Limit resort development. (T-14)	4
Abandon greed in favor of future viability. (T-14)	4

**LĀNA'I – MAY 2, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (1)	51
Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (T-2)	44
Improve Hawaii's education system. (T-2)	44
Preserve knowledge of and respect for different cultures. (4)	31
Keep health care affordable, improve medical services; promote health and wellness. (5)	31

**Second Ten Goals (Including Ties)**

Increase employment opportunities. (6)	27
Expand opportunities and programs for youth. (7)	25
Keep housing affordable. (8)	24
Reduce waste and increase recycling. (T-9)	18
Develop and support agriculture. (T-9)	18
Provide more recreational activities and improve utilization of parks and recreation facilities. (11)	9
Preserve rural lifestyle. (T-12)	8
Diversify the economy; increase economic opportunities. (T-12)	8
Increase the number of homes on Hawaiian Home Lands. (14)	7
Lower the cost of living. (T-15)	6
Preserve Native Hawaiian culture. (T-15)	6

**MOLOKA'I – MAY 8, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (1)	32
Increase food self-sufficiency. (2)	21
Develop sustainable transportation and reduce traffic congestion. (3)	18
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (4)	16
Keep health care affordable, improve medical services; promote health and wellness. (5)	13

**Second Ten Goals (Including Ties)**

Develop within the limits of known carrying capacity. (6)	12
Diversify the economy; increase economic opportunities. (T-7)	10
Better integrate state and county planning; take into account each island's particular needs. (T-7)	10
Reduce waste and increase recycling. (9)	8
Preserve rural lifestyle. (T-10)	5
Resolve the issue of Native Hawaiian sovereignty (T-10)	5
Do not allow fluoridation of drinking water (T-10)	5
Reward long-term land ownership. (T-10)	5
Preserve Native Hawaiian culture. (14)	4
Keep housing affordable. (T-15)	3
Improve Hawaii's education system. (T-15)	3

**MAUI – MAY 3, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (1)	34
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (2)	25
Preserve Native Hawaiian culture. (3)	23
Improve Hawaii’s education system. (4)	15
Keep housing affordable. (5)	14

**Second Ten Goals (Including Ties)**

Develop and support agriculture. (6)	11
Develop communities that avoid sprawl, where residents can live, work, and play. (T-7)	10
Develop sustainable transportation and reduce traffic congestion. (T-7)	10
Improve Hawaii’s education system. (9)	9
Improve land use planning. (T-10)	8
Redefine definition of sustainability – adopt Natural Step. (T-10)	8
Increase community involvement and action in governance. (T-10)	8
Invest in new economic framework – not just maintaining the old system. (T-10)	8
Resolve the issue of Native Hawaiian sovereignty (T-14)	6
Build efficiency into every system. (T-14)	6

**SUNSET BEACH – APRIL 21, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (1)	14
Improve Hawaii’s education system. (2)	12
Educate people about sustainability, starting at a young age. (T-3)	9
Keep housing affordable. (T-3)	9
Improve land use planning. (5)	7

**Second Ten Goals (Including Ties)**

Develop sustainable transportation and reduce traffic congestion. (6)	5
Keep health care affordable, improve medical services; promote health and wellness. (T-7)	4
Government is accountable for implementing the HI2050 Plan. (T-7)	4
Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (T-7)	4
Reduce waste and increase recycling. (T-7)	4
Develop and support agriculture. (T-11)	3
Develop communities that avoid sprawl, where residents can live, work, and play. (T-11)	3
Increase community involvement and action in governance. (T-13)	2
Develop Hawaii’s workforce to be able to meet future job needs. (T-13)	2
Increase diversity of options and choices. (T-13)	2

**HILO – APRIL 28, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Improve Hawaii’s education system. (T-1)	19
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (T-1)	19
Develop and support agriculture. (3)	13
Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (T-4)	11
Develop sustainable transportation and reduce traffic congestion. (T-4)	11

**Second Ten Goals (Including Ties)**

Reduce waste and increase recycling. (T-6)	9
Keep health care affordable, improve medical services; promote health and wellness. (T-6)	9
Build a sustainable, local economy. (T-6)	9
Apply smart growth principles. (T-9)	8
Develop communities that avoid sprawl, where residents can live, work, and play. (T-9)	8
Acknowledge rights of Native Hawaiians. (T-11)	6
Perpetuate “Live Aloha”. (T-11)	6
Preserve Native Hawaiian culture. (T-11)	6
Increase community involvement and action in governance. (T-14)	5
Address basic economic assumptions of the HI2050 Plan. (T-14)	5

**KAPA`A – APRIL 14, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (1)	25
Make organic farming mandatory. (2)	12
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (3)	9
Educate people about sustainability, starting at a young age. (T-4)	8
Develop and support agriculture. (T-4)	8

**Second Ten Goals (Including Ties)**

Achieve greater self-sufficiency in building materials. (T-6)	7
Preserve Native Hawaiian culture. (T-6)	7
Reduce waste and increase recycling. (T-6)	7
Develop Native Hawaiian self-government. (T-9)	6
Develop sustainable transportation and reduce traffic congestion. (T-9)	6
Encourage production and consumption of locally-made products. (11)	5
Keep health care affordable, improve medical services; promote health and wellness. (T-12)	4
Have a chat option on the HI2050 website. (T-12)	4
Support ability of families to live in Hawai`i for multiple generations. (T-12)	4
Improve Hawaii's education system. (T-15)	2
Increase food self-sufficiency. (T-15)	2
Ban genetically modified organisms (GMO). (T-15)	2

**KAILUA – APRIL 21, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (1)	29
Educate people about sustainability, starting at a young age. (2)	15
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (3)	13
Increase food self-sufficiency. (4)	10
Base land use plans on known carrying capacity. (5)	9

**Second Ten Goals (Including Ties)**

Improve Hawaii’s education system. (T-6)	8
Develop and support agriculture. (T-6)	8
Government is accountable for implementing the HI2050 Plan. (T-8)	7
Increase community involvement and action in governance. (T-8)	7
Provide adequate food and shelter for all. (10)	6
Large landowners will have a five-year plan for intended uses. (T-11)	5
Reduce waste and increase recycling. (T-11)	5
Diversify the economy; increase economic opportunities. (T-11)	5
Develop alternative tourism options. (T-11)	5
Better integrate state and county planning; take into account each island’s particular needs. (T-15)	5
Reduce the military’s impacts and influence. (T-15)	4

**MAUI – MAY 5, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (1)	52
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (2)	36
Develop sustainable transportation and reduce traffic congestion. (3)	28
Improve Hawaii’s education system. (4)	19
Diversify the economy; increase economic opportunities. (5)	16

**Second Ten Goals (Including Ties)**

Preserve Native Hawaiian culture. (6)	15
Increase food self-sufficiency. (7)	14
Increase community involvement and action in governance. (8)	13
Develop and support agriculture. (T-9)	11
Keep housing affordable. (T-9)	11
Reduce waste and increase recycling. (11)	10
Develop communities that avoid sprawl, where residents can live, work, and play. (12)	9
Better integrate state and county planning; take into account each island’s particular needs. (13)	8
Develop sufficient infrastructure. (14)	5
Diversify the economy; increase economic opportunities. (T-15)	3
Keep health care affordable, improve medical services; promote health and wellness. (T-15)	3
Develop Hawaii’s workforce to be able to meet future job needs. (T-15)	3

**KONA – MAY 5, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (1)	24
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (2)	15
Develop communities that avoid sprawl, where residents can live, work, and play. (3)	12
Improve land use planning. (T-4)	11
Support production and consumption of locally-produced products. (T-4)	11

**Second Ten Goals (Including Ties)**

Preserve Native Hawaiian culture. (T-6)	9
Keep health care affordable, improve medical services; promote health and wellness. (T-6)	9
Reduce waste and increase recycling. (T-8)	8
Improve Hawaii’s education system. (T-8)	8
Increase food self-sufficiency. (T-10)	6
Develop and support agriculture. (T-10)	6
Educate people about sustainability, starting at a young age. (12)	5
Address Native Hawaiian health, social, and economic problems. (13)	4
Maximize localized economy (T-14)	3
Develop mixed-use facilities (T-14)	3

**MCKINLEY HIGH SCHOOL - MAY 5, 2007**

(Rank in parentheses; number of votes in right column)

**Top Five Goals (Including Ties)**

Improve environmental protection and preservation; achieve enlightened stewardship of natural resources (land, water, and air). (T-1)	34
Improve Hawaii’s education system. (T-1)	34
Increase use of alternative and renewable energy; achieve greater energy self-sufficiency. (3)	26
Increase food self-sufficiency. (4)	22
Develop communities that avoid sprawl, where residents can live, work, and play. (5)	21

**Second Ten Goals (Including Ties)**

Reduce waste and increase recycling. (6)	20
Improve land use planning. (7)	17
Support production and consumption of locally-produced products. (T-4)	11
Preserve Native Hawaiian culture. (T-8)	12
Resolve the issue of Native Hawaiian sovereignty. (T-8)	12
Develop and support agriculture. (T-10)	10
Government is accountable for implementing the HI2050 Plan. (T-10)	10
Develop within the limits of known carrying capacity. (12)	9
Educate people about sustainability, starting at a young age. (T-13)	7
Diversify the economy; increase economic opportunities. (T-13)	7
Improve the climate for small business. (15)	6