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Spring 2019

Mother Maria Kaupas Center - Strategic Plan for University Engagement

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MOTHER MARIA KAUPAS CENTER

Managing for Sustainability 400

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MEET THE TEAM

Sierra, Sydney, Abigail, and Ricky decided to take Bucknell University's Managing for Sustainability (MSUS) 400 course in Spring 2019. MSUS 400 is the capstone course for the Managing for Sustainability major and all students are required to take the course upon graduation. In MSUS 400, students are given the opportunity to consult for a local client and leverage skills learned throughout their management education.

All four students chose to work with the Kaupas Center because of their shared passion for community and service-based learning. All team members have had experience throughout their college career working for nonprofits and sustainability-oriented initiatives, which energized them to select this project. Throughout the semester the team has built relationships both with Bucknell faculty and Mount Carmel community members to ensure a high-quality final deliverable.



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BACKGROUND

ABOUT THE CLIENT

The Mother Maria Kaupas Center, or the Kaupas Center, was established in April 2015 through the Divine Redeemer Church and is based out of Mount Carmel, Pennsylvania. Although the Kaupas Center is a new establishment, the Divine Redeemer Church itself has served the Catholic population of Mount Carmel since 1906. The parish continued to grow over time, and in 1995, a merging of several local parishes and parish schools created what is now the Divine Redeemer Parish.

WHO IS MOTHER MARIA KAUPAS?

The Kaupas Center was named after Mother Maria Kaupas, a Lithuanian immigrant who, with the help of Sister Maria and Sister Concepta, founded the Sisters of Saint Casimir. The Sisters focused their efforts on improving and increasing access to education. As a result, the Sisters of Saint Casimir started the Holy Cross School in Mount Carmel in January of 1908; Thus, establishing the first Catholic School in the United States specifically for children of Lithuanian immigrants. The Sisters of Saint Casimir moved to Chicago in 1911 to establish their Motherhouse and expand the number of parishes throughout the nation. In 1918, the Sisters expanded their focus from just education to health care as a result of the influenza outbreak. Mother Maria Kaupas continued to serve until her death in April of 1940. Her life's work was recognized on July 1, 2010 by the Congregation for the Causes of Saints in Rome when they declared her "Venerable," thus continuing her journey to Sainthood.



**“MOTHER MARIA
KAUPAS LIVED AND
WORKED IN MOUNT
CARMEL, RESPONDING
TO THE NEEDS OF
GOD’S PEOPLE. WE
DESIRE TO CONTINUE
HER LEGACY BY DOING
THE SAME... ‘ALWAYS
MORE, ALWAYS
BETTER, ALWAYS WITH
LOVE.’”**

The Mother Maria Kaipas Center Website

THE KAUPAS CENTER

Currently, the Kaupas Center's mission exists "in honor of the life and work of its namesake, the Mother Maria Kaupas Center [which] seeks to identify and respond to needs in the community. The Center provides a home to several projects and programs dedicated to community service and welcomes those interested in opportunities to volunteer their time and talents." The mission is apparent in the work that Jake Betz, the Center Director, has done to create strong connections with service projects.

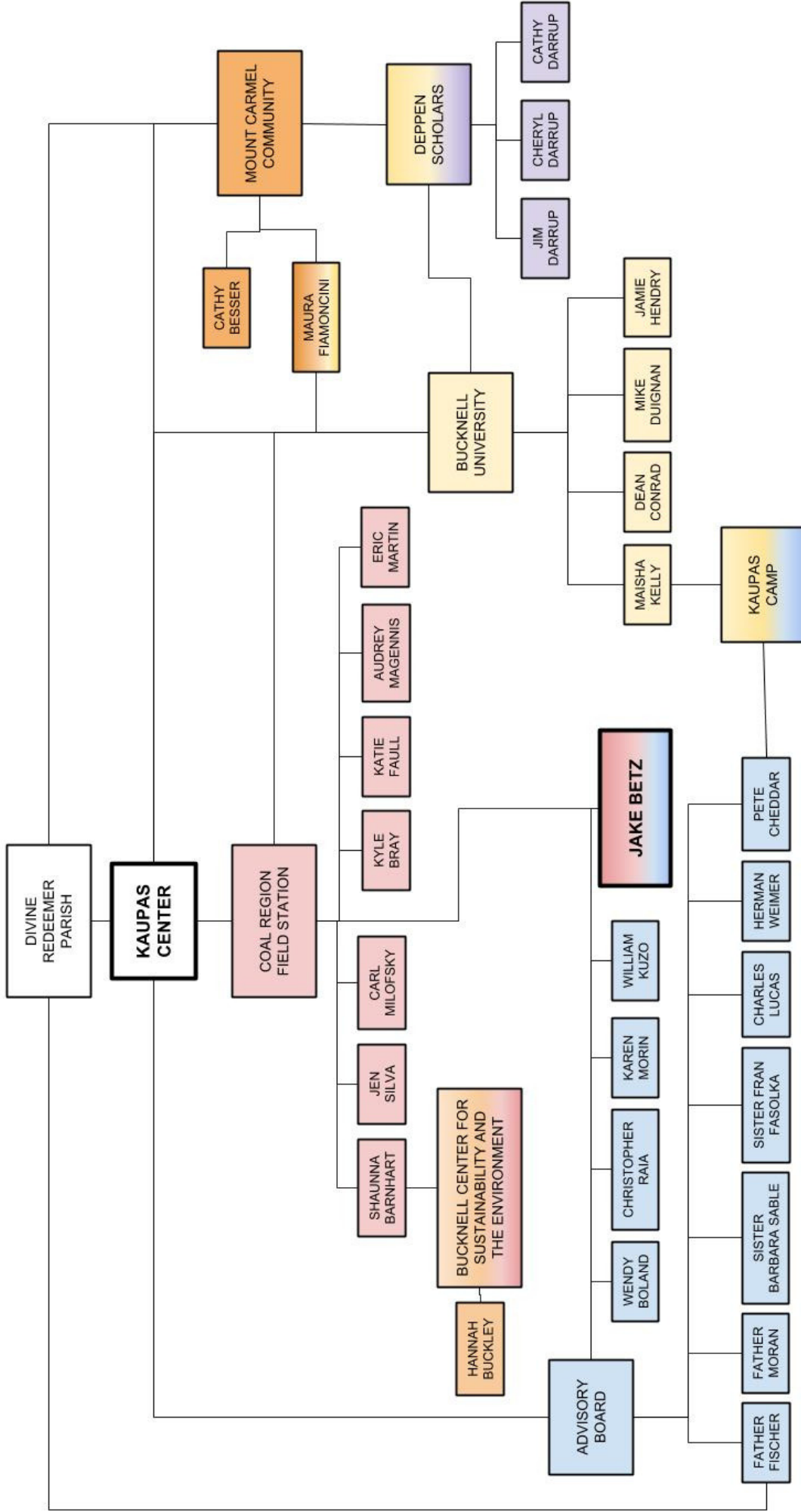
JAKE BETZ

Throughout this semester, our team has had the fortune to interact with Jake Betz on a regular basis. In addition to being the Director of the Kaupas Center, Jake is currently the only employee of the Mother Maria Kaupas Center. One of Jake's primary tasks is to facilitate the connection between Bucknell and the Mount Carmel community as well as advance the Kaupas Center's mission. On a daily basis, Jake facilitates service programs, fulfills office duties for the Kaupas Center by responding to emails and phone calls, and works closely with the Church. Additionally, Jake has to coordinate and monitor logistics for service projects, plan for future operation activities, host Kaupas Center board meetings, and attend the monthly Coal Region Field Station board meeting.

The Kaupas Center Director position is designed as a part time job to facilitate the operation of the Kaupas Center. However, Jake currently works over 40 hours a week despite not being properly compensated.

THE
MOUNT
CARMEL
FIELD
STATION

STAKEHOLDER MAP



LEADERSHIP AND THE ADVISORY BOARD

Father Martin Moran, the former Bucknell University Catholic Chaplain, established the Kaupas Center to help revitalize Mount Carmel. In May 1998, Father Moran was appointed to serve as Catholic Campus Minister at Bucknell by the Bishop of the Catholic Diocese of Harrisburg. After a successful tenure at Bucknell University, Father Moran left Bucknell to serve as the Executive Director of the Catholic Campus Ministries Association (CCMA) in Cincinnati, Ohio.

At the time of this report's publication, the Kaupas Center is run by Father Fischer, the Priest of the Divine Redeemer Parish in Mount Carmel, and Jake Betz.

In addition to Father Fischer and Jake Betz's leadership, the Kaupas Center is also directed by the Mother Maria Kaupas Advisory Board, which is headed by Herman Weimer, a Bucknell University Alumnus. According to Mr. Weimer, the Kaupas Center has been able to leverage their religious orientation to develop their foundation within the community to streamline the process of developing community partners. This asset has aided in the Kaupas Center's success and allowed for it to have made such great progress in a few short years. In addition to Mr. Weimer, the Mother Maria Kaupas Center Advisory Board also includes: Father Fischer, Jake Betz, Father Moran, Karen Morin, Carl Milofsky, Wendy Boland, Christopher Raia, Sister Fran Fasolka, Charles Lucas, Pete Cheddar, William Kuzo, and Sister Sable. Mr. Weimer indicated that in the future the Advisory Board will aim to make decisions that allow for the Kaupas Center to continue to act as a "facilitator" for community projects and goals. Additionally, there will be a strong emphasis on chaining projects to ensure that there is "measurable progressive success where it keeps building on itself and keeps moving forward to benefit the entire community."

BUCKNELL CONNECTION

Since the time of its inception, the Kaupas Center has been heavily involved in both the Mount Carmel and Bucknell communities. Many of that is due to the strong connection between the two communities thanks to Father Moran. The Kaupas Center is involved with a wide variety of project and partnership categories which include: community service, work with the Divine Redeemer Parish, the Kaupas Camp, Kaupas Center Internships for members of local parishes, Bucknell Public Interest Programs (BPIP) internships, Bucknell Class Projects, Mount Carmel Food Pantry, Coal Region Field Station work, and a partnership with Bucknell University's Institute for Leadership in Sustainable Technology (ILST). The massive assortment of projects and partnerships have varied in time and complexity and the number will continue to grow as the Kaupas Center expands its horizons.



COAL REGION FIELD STATION



MISSION

“This evolving university-community collaboration engages Bucknell students, faculty, and staff with communities in the anthracite coal region by linking together and building upon collaborative projects in community-identified needs for revitalization, explorations of local histories and heritage, and envisioning future possibilities in the common goal of developing sustainable communities.”

VISION

“By engaging in collaborative, real-world projects addressing community-identified needs, students will become engaged and responsible leaders who respect and value the knowledge and experience of diverse groups, while partner organizations are empowered to enact their visions for thriving, prosperous communities.”

"A CONSERVATIVE COAL TOWN AND ONE OF AMERICA'S MOST RESPECTED LIBERAL ARTS UNIVERSITIES MAY SEEM FAR APART ON MANY LEVELS, BUT THE BUCKNELL-MOUNT CARMEL RELATIONSHIP IS PROVING THAT, AS THE WORLD GETS SMALLER, WE CAN ALL LEARN FROM EACH OTHER, AND GROW WITH EACH OTHER."

(Editorial from The [Shamokin, PA] News-Item, 10-29-16)



DEPPEN SCHOLARS

“Joseph H. Deppen, a Mount Carmel attorney, was a graduate of Bucknell, around the turn of the 20th century. He died in the early 60s. In his will, he bequeathed funds to establish a scholarship at Bucknell for Mount Carmel High School graduates who were residents of Mount Carmel Borough for 10 years. The scholarship had specific restrictions, including no use of tobacco and alcohol and not participating in “strenuous” sports. Since the 1960s to the present, approximately 150 students have benefited from the scholarship, most from low or middle income families. The scholarship and the resulting Bucknell degree were life-changing for the vast majority of them.

The Mother Maria Kaupas Center has made an effort to “connect” with all Deppen Scholars. Bucknell Alumni Office sends out occasional communications to them, at our request, to notify them of significant “happenings,” including news of what has been an annual community event (Deppen Day) that celebrates the generosity of the late Mr. Deppen. He also was generous in supporting other community projects in his bequests, including town park maintenance and health care for the Disadvantaged. Some of the Deppen Scholars, about 30 in all, have voluntarily supplied us their contact information, so we communicate with these 30 or so at least monthly by email, sending our annual report and other information related to the MMKC and the Coal Region Field Station.”

For the purposes of this project, our group communicated with Cheryl (Darrup) Boychuck, Jim Darrup, Cathy (Darrup) Huyghe. More information regarding their interviews can be accessed in the interview section of the report.

KAUPAS CAMP

The Kaupas Camp is run by the Kaupas Center, the Mount Carmel Area School District, and Bucknell University. The camp is meant for students in fifth through eighth grade. In their 2016 report, they explain:

"This camp will help to enhance the educational and nutritional well-being of the youth in the community by providing a program that will serve as a positive alternative for kids to be enrolled in over part of the summer recess from school."

This past summer, the camp nearly doubled its attendees and is paid through grants and donations. The campers participate in athletic events held by Bucknell Athletics, STEAM activities run by Bucknell Professors, and other activities in Mount Carmel.



COMMUNICATING WITH STAKEHOLDERS



The Kaupas Center sends out a monthly news report to a majority of its stakeholders to ensure that everyone is up to date with current happenings. Although the recipients for each month's report varies slightly, most month's recipients include: The Mother Maria Kaupas Advisory Board, The Mount Carmel-Kulpmont Parishes, The Sisters of Saint Casimir, Bucknell University Faculty and Staff Partners, Deppen Scholars, Divine Redeemer Church Parish and Finance Councils, Mount Carmel Borough, Mount Carmel Township, Kulpmont Borough, Mount Carmel Area School District, Mount Carmel Downtown Inc., Villa Joseph Marie High School, Sister Servants of the Immaculate Heart of Mary (Scranton), Sisters of Saint Cyrill and Methodius, and the Franciscan Friars.

OUR PROJECT

THE INTERVIEW PROCESS

Step One:

Send out email inquiries towards stakeholders, introducing Managing for Sustainability 400, our task and purposes for reaching out, and schedule possible meetings and phone calls. Our main targets were Bucknell faculty and staff, Mount Carmel community members, and other stakeholders such as Deppen Scholars and Bucknell alumni.

Step Two:

Meet and call the interviewee with designed questions.
Take notes and record interviews.

Common Interview Questions:

- How did you learn about the Kaupas Center
- What is your connection to the Kaupas Center?
- What is your connection to Mount Carmel?
- What is your experience with the Kaupas Center or Mount Carmel?
- Describe the strengths and weaknesses of the Kaupas Center, Mount Carmel, and the Mount Carmel-Bucknell relationship.
- What is your vision or ultimate dream for the Kaupas Center and the Bucknell-Mount Carmel relationship?
- What is a "best practice" we can reference?
- Who do you recommend we reach out to next?

Step Three:

Store all interview notes and recordings on shared Google Drive folder.
Summarize interview takeaways.
Specific quotes from were pulled from each interview.

Step Four:

Reach out to next interviewee through email or phone call to schedule next meeting.

WHO WE SPOKE TO

**Carl
Milofsky**

**Cathy
Besser**

**Cathy
(Darrup)
Huyghe**

**Cheryl
(Darrup)
Boychuck**

**Dean
Conrad**

**Eric
Martin**

**Father
Fischer**

**Hannah
Buckley**

**Herman
Weimer**

**Jake
Betz**

**Jamie
Hendry**

**Jim
Darrup**

**Kyle
Bray**

**Maisha
Kelly**

**Maura
Fiamoncini**

**Megan
Brown**

**Mike
Duignan**

**Pam
Frontino**

**Pete
Cheddar**

**Shaunna
Barnhart**

CARL MILOFSKY**Sociology Professor - CRFS Advisory Board**

Professor Milofsky, along with Professor Ben Marsh, became interested in service learning in the Coal Region, and decided to develop projects with students doing community work in the area. They understood the importance of developing relationships with community members, and that Bucknell could help these communities. Professor Milofsky highlighted the importance of Father Moran's connection between Bucknell University and Mount Carmel, and that he hopes to see similar centers and projects spread to surrounding towns, such as Shamokin.

CATHY BESSER**Mount Carmel Downtown Inc**

Throughout earlier interviews, one name constantly came up as someone we must speak with -- Cathy Besser. Cathy is known in Mount Carmel as the "go-to person." Her mother had been the President of Mount Carmel Downtown Inc (MCDI), and Cathy took over when she passed away. She hosts various community events and is an asset for local businesses. Her biggest concern for the area is the slow down of economic activity.

CATHY (DARRUP) HUYGHE**Deppen Scholar**

Cathy Huyghe was one of five siblings who went to Bucknell from Mount Carmel in her family, and all five attended tuition-free as a result of the Deppen Scholarship. She explained that her family has always been religious and appreciates that the Kaupas Center is working to improve the town. She emphasized that one of Mount Carmel's biggest strengths is the community's pride in the town, but their current biggest hurdle is that the economic opportunities are slowly dwindling. She believes Bucknell is the perfect intermediary between Mount Carmel and the outside world.

CHERYL (DARRUP) BOYCHUCK
Deppen Scholar

Cheryl is Cathy and Jim’s sister. When she attended Bucknell, two of her brothers had already attended. Cheryl’s biggest concern for the community is the lack of job opportunities, and therefore lack of growth. Additionally, she highlighted that Bucknell should help with the youth in the community. She greatly appreciates the Deppen Day activities, and believes the Kaupas Center does a great job with that.

DEAN CONRAD & MIKE DUIGNAN
Bucknell Student Affairs & The CAP Center

We met with Dean Conrad and Mike Duignan to discuss opportunities for more student groups to get involved in Mount Carmel. They could not provide a list of current clubs to get in contact with due to confidentiality reasons, but recommended we tap into required community service hours for certain organizations. They also had some ideas on how to get Bucknell students more involved, such as hosting speakers like past Deppen Scholars who have gone on to successful careers.

ERIC MARTIN
CRFS Advisory Board

Professor Martin is our professor for MSUS 400 and brought the idea to help the Kaupas Center to our group. He and Professor Neil Boyd work with the Coal Region Field Station to bring classes to Mount Carmel. One of their classes helped reopen the recreational pool, and they’re hoping for more successful projects like this.

THE INTERVIEWS

FATHER FISCHER
CRFS Advisory Board

Father Fischer was ordained in 2015 and joined the Divine Redeemer Church in 2018. He explained that when he began, he had some trouble understanding what the Kaupas Center was and its main initiatives. He wants changes in the center to be driven from community suggestions and leaders.

HANNAH BUCKLEY
Americorp VISTA

Hannah Buckley is an AmeriCorp VISTA at Bucknell University who works out of the Kaupas Center two days a week. Her main focus is on food insecurity within Mount Carmel, so she works closely with Jake on the Mount Carmel Food Pantry. She gave us some advice and insight on how she engages with the Mount Carmel community. She encouraged us to use social media, such as Facebook, to engage and that word of mouth is a effective form of communication.

HERMAN WEIMER
CRFS Advisory Board

Herman Weimer was a Bucknell graduate in 2002 and knew Father Moran when he was a student. He now chairs the Kaupas Center Advisory Board. This position includes reviewing financial statements, logistics, and working with various stakeholders. He appreciates the Bucknell collaboration because he realizes that many community members are already overloaded with work, so Bucknell provides resources to help them. He believes strongly in continuing Bucknell’s academic connections to Mount Carmel, and wants to continue chaining projects.

"I DON'T KNOW THAT WE'RE NECESSARILY THE CREATORS OF ALL THE IDEAS. THE VARIOUS COMMUNITY PARTNERS HAVE TO COME TO US WITH THEIR IDEAS TOO... IF MORE IDEAS WERE TO COME IN, WE HELP GUIDE WHERE WE COULD PUT OUR RESOURCES. I DON'T KNOW THAT WE HAVE A WAY TO PULL IN WHAT THOSE IDEAS ARE."

Herman Weimer interview (3-26-19)

THE INTERVIEWS

JAMIE HENDRY
Management Professor

Jamie Hendry is a Managing for Sustainability Professor who teaches Management 101. In Spring 2017, one of her Management 101 classes did a service-learning project with the Mount Carmel food pantry. Her biggest piece of advice when continuing to sustain the Kaupas Center is to make sure there is someone who has a strong connection to both Mount Carmel and Bucknell. It is essential that someone understands how Bucknell works and what professors need for class projects, but also understand what Mount Carmel needs and knows community leaders.

JIM DARRUP
Deppen Scholar

Jim Darrup is Cheryl and Cathy’s brother who also attended Bucknell free of charge through the Deppen scholarship. He still lives in Mount Carmel today and works as an accountant. His wife, who was also a Deppen Scholar, works as a guidance counselor at Mount Carmel High School. He would like to see more businesses brought back into the area because he feels this could revitalize the community.

KYLE BRAY
Office of Civic Engagement & CRFS Advisory Board

Kyle Bray is the Assistant Director of Service-Learning in Bucknell’s Office of Civic Engagement, and he serves on the Coal Region Field Station Advisory Board. When meeting with him, we learned about how the Office of Civic Engagement facilitates partnerships between projects and community partners. He also provided us with some examples of best practices that we will discuss in the best practices section.

THE INTERVIEWS

MAISHA KELLY

Bucknell Athletics

Through interviews we learned that Bucknell Athletics often have a part in the Kaupas Camp, so we decided to meet with Maisha Kelly in Athletics to learn more about this relationship. Maisha explained that this summer (2019) will be the fourth year of this partnership, and that coaches volunteer their time to go to Mount Carmel and have kids come to Bucknell. To date, Bucknell Athletics have worked with about 75 Mount Carmel students.

MAURA FIAMONCINI

Mount Carmel Resident & Bucknell Athlete

Maura is a Mount Carmel resident who currently attends Bucknell and runs track. She explained that most kids in the Mount Carmel community don't know what the Kaupas Center is. In fact, she had never heard of it until she came to Bucknell. She also explained that the town is very religious, but that is more the older generations than the younger ones. Her favorite part of Mount Carmel is the small community - everyone knew each other.

MEGAN BROWN

Liberal Arts Action Lab

Megan Brown works on the Liberal Arts Action Lab with Trinity College. We spoke with her to discuss the facilitation of their database. She explains that instead of having professors or students go out into the community and ask questions, they want to hear from community members to understand what they want to learn and what they want done. Then, they look at how students can get involved. She emphasized that the Liberal Arts Action Lab is a facilitation tool, NOT a replacement for community interaction.

PAM FRONTINO**Susquehanna University Civic Engagement**

We spoke with Pam Frontino, the Assistant Director in Susquehanna University's Civic Engagement Office, after speaking with Kyle Bray. In the future, we see service-based learning through the Kaupas Center expanding to other universities beyond Bucknell, and we wanted to learn about how they facilitate service-learning on their campus. Currently, Pam is the only full-time staff member in their office. She thinks collaborating in the future is a great plan, but sees more of Susquehanna University's service-learning being club based rather than in classroom settings.

PETE CHEDDAR**Kaupas Center Advisory Board**

Pete Cheddar is the Principal of Mount Carmel Middle School and serves on the Kaupas Center Advisory Board. When speaking with him, he mostly discussed the Kaupas Camp and its connection to Bucknell University. He feels the town needs a community center that students could go to after school, older community members could attend socially, and in general, give a safe fun location for community members. His ultimate dream is to have something like Lewisburg's new Miller Center open in Mount Carmel.

SHAUNNA BARNHART**Bucknell Office of Sustainability and the Environment & CRFS Advisory Board**

Shaunna Barnhart is the Director of Place Studies Programs in Bucknell's Center for Sustainability and the Environment and she sits on the Coal Region Field Station Board. When speaking with Shaunna, she discussed the difficulties organizing and narrowing down project descriptions. She also gave us a lot of information on the Coal Region Field Station, which is discussed in the Background portion of this document.

GENERAL OVERVIEW

When beginning our project, Jake explained that he was looking for a strategic plan to help ensure the Kaupas Center’s survival for years to come. This was an exciting time for our team because we were given a significant amount of freedom to drive our semester’s project without being pigeonholed. In order to determine what we wanted to focus on for the semester, our team started by interviewing a variety of relevant stakeholders to the Kaupas Center. Please refer to the “Who We Spoke To” section for more details on who was interviewed, their connection to the Kaupas Center, and key takeaways from their interview. Throughout this interview process, we would summarize the discoveries and suggestions from each person before presenting our findings to Professor Martin and Jake. At around Spring Break, our team had settled on a few main initiatives, which were approved by Jake and Professor Martin. We chose to focus on: outlining a project manager’s purpose and responsibilities as well as flushing out key components of the web-platform. These initiatives were determined after analyzing all of the interviews, researching best practices, and reaching out to experts in the community engagement field for their advice. Specific recommendations and details for each initiative will be discussed later on in the report.

For the second half of the semester, our group continued to research best practices to pull from when determining our final recommendations for how to best implement the initiatives. This required further research, reaching out to additional experts in the community engagement field, and cross referencing our ideas with stakeholders. In addition, we also worked to complete this formal report and presentation to ensure that our suggestions could be preserved and reproduced should the Kaupas Center desire.

STRATEGIC PLAN

A. Project Management

	ONE	TWO	THREE
	The "Unicorn" Project Manager	The Church	The Web Platform
Details	<ul style="list-style-type: none"> • Bucknell and Mount Carmel Connection • Technology Skills • Church Connection 	<ul style="list-style-type: none"> • Strong Connection to Mount Carmel and the Church 	<ul style="list-style-type: none"> • Strong Connection to Bucknell • Technology Skills
What is needed or missing?	<ul style="list-style-type: none"> • Money 	<ul style="list-style-type: none"> • Connection to Bucknell • Technology built elsewhere 	<ul style="list-style-type: none"> • Connection to Mount Carmel • Connection to Church

* Further details discussed under Koch Foundation and Project Manager Expectations.

B. Web Platform

Currently, when groups want to complete service projects in Mount Carmel, they reach out to Jake to make a plan. Jake then acts as the intermediary between the groups. Our team thinks we can make this process more efficient and effective by creating a platform for groups to connect.

During interviews, we learned that the connection between Mount Carmel and Bucknell through service-learning is very advanced compared to other universities and their surrounding towns. If this connection were streamlined through this web platform, we could move Mount Carmel and Bucknell far ahead of the curve, and possibly open the groups up to funding and grants from outside organizations.

* Further details discussed under Web Platform.

C. What This Could Look Like

Lastly, we have included a mock up of what this web platform could look like. This is featured in the Web Platform Mock Up,

KOCH FOUNDATION GRANT AND OUR EXPECTATIONS

In March 2019, the Kaupas Center received \$10,000 from the Koch Foundation to support the re-evangelization program and the new Project Manager position. The Koch foundation aims to provide financial support towards evangelical organizations to “directly support, strengthen or spread the teaching of the Catholic faith.”

While serving as the connection between Mount Carmel and outside resources, the Kaupas Center radiates to a comparatively small audience due to its deep religious background. During our interviews with local stakeholders, it is often that community members tend to think of the Kaupas Center as only a religious center. In reality, the Center works with multiple groups, both religious and secular. Throughout this semester, we tried to make this reality evident.

The Kaupas Center’s current plan for the grant is to fund a Project Manager position that works in conjunction with Jake. Specifically, the current working job description states,

“The Project Manager assists the Pastor and Director in a team approach of the work within Mother Maria Kaupas Center. They assist in staffing Coal Region Field Station projects, gatekeeper of the Operations Calendar of the Center and overseeing all aspects of the Mother Maria Kaupas Center facility.”

Our team understands that the Kaupas Center only has this grant for one year, so we want to figure out a way to make this sustainable. Therefore, we believe the grant should be put towards project management. The Kaupas Center should use the funds and time to build infrastructure for the community that will last and look for additional funds to support their work.

KAUPAS CENTER STRATEGIC PLAN

When the Coal Region Field Station was first created in 2015, the idea behind it was for Bucknell University to have a physical location in Mount Carmel, thus making it easier to strengthen ties between the two. Currently, the Coal Region Field Station is acting as a positive and mutually beneficial force from both an academic and community perspective. Now that there is substantial evidence that this partnership is producing results, it is essential that the Coal Region Field Station is leveraged by the Kaupas Center to ensure the Bucknell partnership survives.

As highlighted on the Coal Region Field Station's promotion materials, as of 2019 over 300 students and more than 50 faculty and staff have been involved with 55 projects. These numbers indicate that within four years, almost ten percent of our student body has had the opportunity to learn through community and service-based learning in Mount Carmel. We believe these numbers could quickly grow by making the connection between Bucknell and Mount Carmel more effective.

In the following sections, we will explain how to effectively use the Koch Foundation grant money for successful project management.



EXPECTATIONS OF PROJECT MANAGEMENT

In order to ensure that this new project manager (PM) position is effective and that the Koch Foundation grant money is used to its full potential, we have outlined realistic goals that should be achieved by the Project Manager at the end the first and fifth year. Our group has taken the liberty of assuming that that Project Manager role will last past this first year as we believe that it will become an essential asset to the Kaupas Center.

END OF YEAR ONE PROGRESS

As outlined in our expectations of the Project Manager role, the primary task of the Project Manager will be to focus on the development and execution of the web platform. Specifically, we have outlined two targeted goals to ensure that the web platform will be fully developed and used by the community after the end of the first year: (1) collect all of the necessary information for projects on the web platform, (2) advertise the platform to the Bucknell University and Mount Carmel communities.

Our team has outlined specific tasks that the Project Manager should focus on throughout the first year to achieve two outlined goals above.

Goal One: Collect all of the necessary information

- Thoroughly assess the needs of Mount Carmel Community
 - Assess all non-profit needs in Mount Carmel
 - Determine what project tools, resources, time, and financial investment require to satisfy needs
- Format project tasks so students understand primary tasks and timeline
 - Adjust project accordingly to ensure completion in one semester

Goal Two: Advertise

- Engage regularly with community members about platform
- Actively advertise to Mount Carmel community in the newspaper and daily broadcast out of the high school
 - Highlight the benefits/uses of platform
- Advertise platform to the Bucknell Community by informing professors on purpose, use, and benefits of platform

END OF YEAR FIVE PROGRESS

We want this Project Manager role to be sustainable and successful in the future. Therefore, we have laid out what we expect from this person after five years. Based on conversations with Jake, we assume that within five years, he will have fully retired. Therefore, the Project Manager will have to take on the Director role of the Kaupas Center in place of Jake.

Within five years, we expect the web platform used by the Project Manager to have been fully built out and running successfully for a few years. Therefore, a position solely meant to work on the platform will no longer be necessary. Instead, the Project Manager will move into the Director role and an intern, either from Mount Carmel High School, or a local university can manage the web platform part-time. This job will include fixing any issues that may arise with the platform and ensure that project submissions are regularly reviewed and added.

We also expect that by this point, multiple universities will be involved, including Bucknell University, Bloomsburg University, and Susquehanna University. All three of these schools can partake in projects in Mount Carmel through the web platform, and possibly bring similar programs to other areas, such as Shamokin.

When speaking with Professor Eric Martin, he informed us that this form of interactive service-based learning is becoming very widespread, and Bucknell is already ahead of other schools with making these connections through the Coal Region Field Station. If the Kaupas Center is able to successfully create an interactive web page for community members and universities to connect over projects, this could lend itself to large grants from influential organizations, such as the Kellogg Foundation. This is our ultimate dream for the Kaupas Center and the Mount Carmel community.

PROPOSED COMMUNITY BUILDING BOARD

During our first meeting with Jake, he made a comment that stood out to all of us. He explained that many people leave Mount Carmel, looking for bigger and better things. Our goal is to make Mount Carmel a place where people want to stay, and we believe that's achievable through work with the Kaupas Center, local Universities, and other community groups. However, these groups cannot make Mount Carmel desirable without understanding what people in the community want to change.

In our interview with Herman Weimer, he said, "Various community partners have to come to us with their ideas... If more ideas were to come in, we help guide where we could put our resources." This thought, as well as suggestions from other interviews brought us to the final idea to create the Community Building Board, or CBB. This Board will be tasked with searching for projects that need to be completed in the area.

We envision the Board consisting of a range of community members, including high school students, parents, retirees, members representing different religions, community leaders, and anyone else relevant to significant Mount Carmel initiatives. We recognize that many Boards in Mount Carmel have the same players, often in older generations. For this Board, we want representation from some students because the ultimate goal is to get the younger generation to want to stay in Mount Carmel or return once they receive higher education. We also would like people representing different religions because we recognize there are many churches in the area, so we don't want to cut out any portion of the community. Lastly, we know that there are certain key leaders in Mount Carmel, such as Jake Betz and Cathy Besser, who have a strong social network and can drive successful initiatives.



WHAT WILL THE CBB DO?

With the Project Manager, the CBB will meet with various community members to develop ideas for potential projects. Additionally, they will review project proposals submitted, either on paper or through the web platform. With such a diverse group from the community, some may be able to connect projects to partners based on their personal connections. We want this group to be innovative, excited for change, and not afraid to dream big.

PROJECT MANAGER OPTIONS

OVERVIEW

When hiring a Project Manager there are a few options. We picture this option being the "Gold Standard." This person would be hired this year to begin building out infrastructure for a future platform, and could ultimately take on the Kaupas Center Director role when Jake chooses to retire. This person should have a strong connection to both Bucknell University and Mount Carmel, so that they can understand how classes at Bucknell work and what Professors are looking for, while also understanding Mount Carmel's needs.

CHARACTERISTICS

When picturing this role, we envision that she or he will be technologically savvy so they can begin to create the database, and continue upkeep. We will explain what we envision for the database later in this document, but the Project Manager will facilitate and run this web-platform. We also understand that this position will not be a very high salary, so this person should be somewhat financially stable to be able to support themselves. This person should be a go-getter who takes initiative and has a passion for helping the Mount Carmel community. Lastly, they should be looking for growth, and to take on the Director role when Jake chooses to retire from the Kaupas Center.

JOB TASKS

The number one job task for the Project Manager will be to build out this platform. They will create the platform and monitor it once its established. Additionally, we understand that not everyone in the community has access to a computer or internet, so they can submit handwritten project proposals, and the Project Manager can then upload the information to the website. The Project Manager will also have to review all project submissions to ensure they are appropriate and do-able. The Project Manager should be available throughout the project submission process to help organizations develop submissions that will be viable future projects. Once the platform is created, this person will also promote it to the community so people know how to interact with it.

Additionally, the Project Manager will need to be in constant communication with the Coal Region Field Station as well as Civic Engagement offices in the area. They will also work with the CBB and attend town meetings to better understand projects needed in the community. Lastly, he or she will have to fulfill religious duties, as outlined in the Koch grant proposal.

OVERVIEW

We understand that it may not be easy to find someone who is tech savvy, has a strong connection to both Mount Carmel and Bucknell, and who has a religious affiliation. Therefore, we came up with a few other options that have some characteristics, but not all. This Project Manager will not be able to fulfill all aspects of Project Manager One, so they will be more connected to the Mount Carmel community, but less connected to Bucknell.

CHARACTERISTICS

Project Manager Option Two will be more Church focused. Instead of this person building out the database, the CRFS will build it out and then the Project Manager will facilitate its use once it is built. Through multiple interviews, we've been told that internet usage is low in Mount Carmel, so we assume that this person would not be able to build the infrastructure in Mount Carmel. However, this person has the social network in Mount Carmel where they can advertise and spread news about this platform without needing to rely on technology.

JOB TASKS

As mentioned above, the Project Manager will use the platform once it is built out. They will promote its usage to the Mount Carmel community and continue its upkeep. Many of their tasks will surround the Church and will be defined by Jake and Father Fischer. Lastly, they will need to travel to and communicate with Bucknell University to maintain a strong relationship.

OVERVIEW

Similar to the last Project Manager option, we recognize that we may not be easy to find someone who is tech savvy, has a strong connection to both Mount Carmel and Bucknell, and who has a religious affiliation. This Project Manager option will have a strong connection to Bucknell, but will be further separated from Mount Carmel.

CHARACTERISTICS

Project Manager Option Three will have a significant background in technology and could create and implement the platform. They are a member of the Bucknell community - possibly a student who is interning at the Center. Due to their close connection with the school, they may have less of a connection to the Mount Carmel community. They may not have as strong of a connection to the Church and will not be able to fulfill the Church duties outlined in the grant. Like the Option One Project Manager, they will have a strong passion for helping the community and they seek to take initiative.

JOB TASKS

The main job task will be to build out the platform. Because this Project Manager will be more connected to Bucknell, they can build this infrastructure on Bucknell's campus, and then use it in Mount Carmel. Once it is established, they will monitor the site and similarly help facilitate project uploads for those who cannot use the technology. They will be in constant communication with the CRFS and other Civic Engagement Offices and will attend meetings of different community groups. Lastly, this Project Manager will have to work closely with the CBB to get a better understanding of Mount Carmel's needs.

PROPOSED JOB DESCRIPTION

Kaupas Center – Youth Outreach Project Manager

Location: Mount Carmel, PA

As the Youth Outreach Project Manager, you will plan and supervise service visits by Catholic Campus Ministry groups and other organizations and work directly with the parishioners, local catholic groups, regional universities, and local community members in planning and facilitating experiential learning projects. In this position, you will plan robust Catholic-centered community service programs. Specifically, this must include five weekend service visits annually from the Catholic Campus Ministry groups from within the Diocese of Harrisburg as well as a winter service program for young Catholics who are local college students' home from Christmas break. You will facilitate the expansion of weekend service visits by additional College Campus Ministry programs. This will include promoting the Center as a spiritual retreat center through the creation of high schoolers spirituality-based programs.

The Youth Outreach Project Manager will develop a partnership with a local organization with the intention of a community service program. In addition to the Center's Advisory Board and key administrators and faculty at Bucknell have identified to recruit at least one more college for the experiential learning program and the Youth Project Manager will facilitate the making of that partnership. The Mother Maria Kaupas Center hosts the Coal Region Field Station through a partnership with Bucknell and it is through the Field Station that the additional college would in Mount Carmel.

KAUPAS CENTER STRATEGIC PLAN

The Kaupas Center is looking for an individual who wants to get real business experience by heading the strategic plan for the Kaupas Center. We are seeking an individual who is a critical thinker with the ability to analyze and determine what specific projects and resources that community organizations need to expand their horizons. In this position, you will be working side by side with Kaupas Center and community leaders who will give you the freedom to develop your professional capabilities. As the Youth Outreach Project Manager, you will be tasked with meeting and communicating with all of the community organizations in Mount Carmel and creating an assessment of their needs and the logistics service projects. Once the local organizations and the Youth Outreach Project Manager have finalized the service project, the Youth Outreach Project Manager will be responsible for facilitating relationships between the said local organization and all local providers of volunteer service (local churches, students, and universities) to ensure the project is completed.

For this position, you will need to rely on your creativity, dynamic personality, and background in strategy and operations. During your time at the Kaupas Center, you will develop your consulting skills while building a powerful network.

Qualifications:

- Require: pursuing or completed an undergraduate degree
- Ability to work part-time from July 1, 2019- July 1, 2020
- Ability to travel around Mount Carmel Community
- o Access to personal or Bucknell University vehicle
- Ability to communicate and work in team setting
- Sense of initiative to take on necessary tasks

For more questions, please contact: Jake Betz atkaupascenterdrc@ptd.net

WEB PLATFORM & BEST PRACTICES

ENGAGED CORNELL



First, we looked into Engaged Cornell, whose mission states “At Cornell, community engagement means faculty, staff and students partnering with community members to address global issues. These collaborative relationships create opportunities to research, teach and learn at home and around the world.”

USER-FRIENDLY

When looking at Engaged Cornell, we were first drawn to how user-friendly and accessible the site would be for both technology savvy and those with limited technology background. The website is elegant and simple, therefore users are not distracted by unnecessary designs. As a result, it is much easier to navigate around the website, therefore making it much more likely for people to use Engaged Cornell more than once.

STRATEGIC SECTION CATEGORIES

The section categories on Engaged Cornell are extremely strategic and targeted to ensure that the various needs of different website users will be addressed. Specifically, Engaged Cornell recognizes that a student versus a professor versus a community partner will all be using the website differently, therefore their experience should be tailored accordingly. There are six main sections on the Engaged Cornell website: grants and awards, programs, explore, courses, resources, and about.

GRANTS AND AWARDS

In the grants and awards sections, there are two subsections, which are “for students” and “for faculty and staff.” In both of the subcategories, there are a ton of resources for grant applications, which clearly and succinctly outlines relevant grants, available funding, and deadlines for applications. In addition to the grant information, the “for staff and faculty” subsection also includes information about awards that recognize staff and faculty for community service accomplishments. This is a relatively simple yet effective way to help encourage continuous service work within the community by acknowledging past projects. Finally, there is also resources on “seeds and supplements” which lists information about smaller projects that need additional support to grow or are looking for “a community-engaged component for a grant.” This specific category helps encourage relationship development between the community and the university, because it demonstrates how these types of projects are mutually beneficial for both the involved university and community.

PROGRAMS

The second section is on programs, which also has two subsections: “for students” and “for faculty and staff.” The “for students” section has significantly more programs listed, such as the Cornell Prison Education Program, the Cornell Public Service Center, and the Cornell Commitment. All of the listed programs are hyperlinked to the program’s primary website page. The “for faculty and staff” section has the same structure.

FILTERED PROJECTS

In the "explore section," users can easily navigate the various listed projects based on people, projects, search words, topics, colleges/schools, location, Engaged Cornell Grants and Awards, and Engaged Cornell Programs. Although the filtering makes searching for projects with specific criteria incredibly easy, one does not have to use the filter feature. Depending on the information available for the project, the description could include any to all of the filters. If the user is interested in finding out more about the project, they can access a more detailed description about the project by clicking on the hyperlink.

COURSES

Within this section, community-engaged learning courses are listed that are available for students to take. Each listed course includes a brief description as well as the professor, credits, and format of the course. This makes it easy to help ensure that universities are leveraging the available opportunities to incorporate service learning in their student body's culture.

RESOURCES

This section is focused on educating users on the various aspects of community engagement, critical reflection, various community partners, courses and curriculum design, and student learning assessment. It is evident that any user will be able to leverage this section to find additional information on how to engage with the community.

PICTURES OF ENGAGED CORNELL WEBSITE

Engaged Cornell

Menu •



What is Engaged Cornell?

Cornellians effecting positive change through **community-engaged** work.

At Cornell, **community engagement** means faculty, staff and students partnering with community members to address global issues. These collaborative relationships create opportunities to research, teach and learn at home and around the world.



Engaged Cornell



Grants & Awards +

Programs +

Explore

Courses

Resources +

About +



Explore

Search

RESET

- All Entries
- People (287)
- Projects (280)

Topics

- Access, Equity and Justice (161)
- Arts, Communication, Media and Design (74)

358 ENTRIES

Project

CU Alumni of the Cornell Prison Education Program

College of Arts and Sciences

Connecting undergraduates with alumni from the Cornell Prison Education Program in order to strengthen the Cornell community of justice reform advocates.

Project

Texting for Social Change

Cornell Tech; Graduate School

Using text messages to foster successful youth transitions in sub-Saharan Africa

Person

Ananda Suarez

Engaged Faculty Fellow

College of Arts and Sciences

Department of History of Art and Visual Studies

Programs

Engaged Faculty Fellowship Program

Grants & Awards

Engaged Curriculum Grants

LIBERAL ARTS ACTION LAB

After reviewing Engaged Cornell, we also looked into Trinity College's Liberal Arts Action Lab. "The LAAL collaboration brings together teams of students, faculty, and Hartford community partners in order to strengthen the city, spark social innovation, and support civic engagement. Project-based teams work together on real-world problems posed by community partners to: research questions and develop possible solutions, share stories and findings more widely with digital tools, and develop strategies to help partners become more sustainable."

The LAAL is user-friendly both for partners submitting projects and for those looking to complete those projects. Groups have to submit a three paragraph application outlining the project or question they need help with. Once this is reviewed, it is posted on the LAAL website for community partners to see and match up with. On their website, they say, "The Liberal Arts Action Lab invites Hartford community partners to submit a 3-paragraph proposal on a problem or question that you'd like help answering with a team of student and faculty researchers from Capital Community College and Trinity College. After review by the Action Lab, your proposal will publicly appear online to help us match you with interested faculty fellows and students."

ABOUT

When you arrive at the LAAL website, you are brought to the about section which gives a brief description of the Action Lab. On this initial page, it also has a link for how to apply for community partners, faculty fellows, and students, which we particularly liked because it makes applications easily accessible for three different groups with three different needs.

APPLY

There is a drop down menu that includes a section for ‘Partners and Proposals’, ‘Faculty’, ‘Students’, and ‘Updates’. The first three sections include a form, as shown below. For each targeted user, the questions are slightly different, but the overall ease of use of the form is the same for each page. Within the ‘updates’ section is a form for those interested in the LAAL to be added to a database to receive updates from the LAAL. Within this form is a section to describe the user’s interest in Hartford, which helps those at the LAAL create a loose network of projects and people, in addition to their strong network.

PROJECTS

The projects section of the website includes a list of the most successful and common techniques for methods of action work. Below that, you can read current project proposals. You can also read a short description and analysis of previous projects, which gives readers a better understanding of what was done well and what could use improving. This website clearly prioritizes student learning, highlighting methods to research, as well as learning from other projects.

LEARN

The LAAL is interesting because classes on action research methods and action projects are taught through the lab. Therefore, information and resources from the courses are available on the website. There are also digital tools and data resources freely available to help groups with their project proposals.

CONTACT

The final page of the Liberal Arts Action Lab is a contact page with access to emails and phone numbers of relevant people in the lab.

HOW THE FORM WORKS

On LAAL's page, there is a page titled 'Partners and Proposal.' On this page, a google form is accessible for anyone to fill out with the following questions:

ORGANIZATION:	NAME:
EMAIL:	WEBSITE:
PHONE NUMBER:	
ORGANIZATION'S MISSION	
PROJECT	(WHAT PROBLEM OR QUESTION DO YOU WANT AN ACTION LAB TEAM TO HELP YOU SOLVE?):
RESEARCH	(WHAT TYPE OF INFORMATION AND RESEARCH WORK WILL YOUR PROJECT INCLUDE?)
PRODUCTS	(WHAT PRODUCTS DO YOU NEED AND HOW WILL YOU USE THEM?)
LEARN	(LINK TO A WEBSITE TO HELP READERS LEARN MORE ABOUT YOUR PROJECT)
PUBLIC	(DO YOU GRANT PERMISSION FOR YOUR PROPOSAL TO BE SHARED ON THE PUBLIC WEB, AFTER REVIEW BY THE ACTION LAB?)

EXAMPLE PROJECT PROPOSAL SUBMISSION

Youth Sports Project

CONTACT

[Margaret Girard](#)

ORGANIZATION

[Active City](#)

MISSION

To coordinate and support youth organizations in Hartford in order to provide all kids in the city with affordable and high quality opportunities to participate meaningfully in sports and active recreation. Our vision is to establish Hartford as the nation's most physically active city for children. By improving the communication, coordination and infrastructure of youth-serving organizations, Hartford children will enjoy the many health, social, and academic benefits associated with participation in organized sports and recreation.

PROJECT

As an organization we believe that not enough children in Hartford receive the benefits of participation in youth sports and recreation. In fact we believe that participation in formal and even informal recreation and sports programs to be far lower than our neighboring communities, and to comparable cities nationally. Because of the decentralized nature of the organizations who run sports and recreation programs there is littler formal data to help understand how our community compares to others in physical activity and participation in programs. We want to quantify this problem and possibly get a better understanding why it is the way it is in order to facilitate development of effective initiatives to increase participation.

RESEARCH

We imagine that research will involve search for information in various forms: -Data on public record such as the presidents physical fitness test. -Survey and Assessment of the number and types of programs and participation rates in Hartford and comparative communities. -Family and/or program coordinator surveying on Hartford and surrounding communities on reasons for participation rates and reasons for or not participating. - Some additional research on nation and international trends in youth physical activity.

PRODUCTS

We currently would imagine seeing an overall assessment on the current state of participation in youth sports and recreation in Hartford and how we are doing relative to our neighbors and where we fit in to the national and international context.

[Emily Yen](#) is a potential faculty fellow.
17 students are interested in this project.

THE WEB-PLATFORM IN DETAIL

During our interview with multiple stakeholders, the term “chaining” appeared as a core expectation for the service projects between the Kaupas Center and the CRFS. A comprehensive database appears to be necessary in order to maintain the sustainability of this relationship and improve the efficiency and effectiveness of future service project conducted.

This web-platform should have a shared ownership by both Bucknell and local community that combines the resources of Mount Carmel community, the Kaupas Center, Bucknell Office of Civic Engagement with CRFS as a pilot in managing and arranging future activities.

USER-FRIENDLY

As mentioned previously, we have learned that many Mount Carmel community members have limited access to the internet. As a result, the platform should be user-friendly so that it is easily accessed by the Mount Carmel community members whom may have little knowledge of technology and limited access to the internet.

SEPARATE ENTRANCES

Similar to how the LAAL had separate entrances for users depending on their needs, we are suggesting the same for this platform. Throughout our interviews and research, we have created three main user groups and needs: community members, university members, and church members.

- For Local Community Members:
 - They can view past projects in their field/region and can request future projects.
- For Universities:
 - They can view project proposals.
- For Church and Religious Purposes:
 - They can look at religious-based projects and link to existing Church pages.

PROPOSING A PROJECT

In order for this platform to most effectively serve the Mount Carmel Community, there needs to be established deadlines for project applications. Our suggestion is to have two major annual deadlines, one in April and one in November. These deadlines were selected to ensure that the project proposals can be submitted, reviewed, and approved well before the term starts to provide sufficient planning time for professors, students, and the community partners. Additionally, two major deadlines seems appropriate because it allows for semi-annual reviews of all of the projects to ensure that the needs of the community organizations are being addressed somewhat regularly. At the same time, having two deadlines limits the CBB's burden of reviewing the applications because it is not a regular occurrence.

In addition to the community partners meeting the semi-annual deadlines for the project proposal submissions, the proposals should be well-thought out. To ensure that community partners are submitting project proposals that are up to standards, the CBB should publicize their criteria for approving a project (see below). By doing so, both the community partners and the CBB will be streamline this process by ensuring that they are all on the same page with that project proposals should look like.

APPROVING A PROJECT

When the CBB is determining whether to approve or deny project proposals, our team suggests that they follow they should consider these factors:

1. Does the project have a clear beginning and end?
 - a. Is the project clearly well thought out?
2. Is the project feasible to be completed in a semester?
 - a. If this is a more long term project, according to Megan Brown of the Liberal Arts Action Lab, students do not do well in projects that last longer than one semester. Therefore, maybe the project should be condensed into smaller semester-long chunks or the community partner should be encouraged to leverage other resources.
3. Can the project realistically be completed considering:
 - a. The weather?
 - b. Skillset of the students? (ie. upperclassmen vs. underclassmen students, type of major)
 - c. Available funds?
 - d. How many people does this require? (ie. is that number bigger or smaller than normal Bucknell class sizes?)
4. How developed is the relationship between the community partner and the professor, CRFS, or the Kaupas Center?
 - a. Is this a first time project or this a well-established relationship?
5. Does the project cause any offense to members of the community?
6. How time sensitive is this project?
 - a. Can this project be pushed back for several months or does it need to be completed ASAP as it is essential to the survival of the community partner's existence?

COMMUNITY PARTNER REQUESTING PROCESS

STEP ONE

When a community member from Mount Carmel will want to submit a project or express a need, they will be able to complete an online form with the following information:

Basic Information

- Name
- Contact information
- Organization
- Mission of organization

Needs

- What is the project?
- What influence will this project have?
- Possible time length - semester/summer/whole year
- When it needs to be done - level of urgency
- Type of project
 - Strategy Consulting?
 - Labor needed?
 - Technology needed?
 - Other
 - Not sure

Partners Requested - optional

- University Partners
- Community partners
 - Kaupas Center
 - Church
 - MCDI
 - United Way
 - etc.

STEP TWO

Once this form is submitted online, a concise proposal will be generated automatically through the platform or by the Project Manager. The proposal will need to clearly identify the client's information and the needs. Attached there will be links to existing community assets and past similar projects that have been completed.

The proposal should be available for university and community partners to select before the semester begins

STEP THREE

The project is selected by a university or community partner. Once it is selected, both parties must agree to fill out a report once the project is completed. They will both need to outline what was expected of the project, what was done, and what is left for another group to take on.

STEP FOUR

Both groups will complete a project summary and will provide feedback. This information, unless requested to be kept confidential, will be uploaded onto the web platform for future groups to see and expand on.

UNIVERSITY PARTNER REQUESTING PROCESS

STEP ONE

When a university group is looking to complete a project, they can submit a form on the web platform with the following information:

Need of Project

- Student/Faculty name
- Course title/department
- Supervisor or group members
- Time
 - For the ongoing semester
 - For upcoming semesters
- Learning objectives
- Service objectives
 - What is your projects?
 - Why do you want to do this project?
 - How can the Kaupas Center support you?
 - Why Mount Carmel?

STEP TWO

Once the university partner submits this form, it will be uploaded to the web platform within a week. Project proposals will be listed on the web platform in chronological order, with the most recent submission at the top.

The university partner will also be able to view projects submitted by community partners to see if any match what they are looking for.

STEP THREE

The project is selected! Both groups agree to fill out a report fill once the project is completed. They will both need to outline what was expected of the project, what was done, and what is left for another group to take on.

WEB PLATFORM MOCK-UP

ENTERING THE WEBSITE



WELCOME TO THE KAUPAS CENTER

Connecting Communities



ABOUT THE KAUPAS CENTER

In honor of the life and work of its namesake, the Mother Maria Kaupas Center seeks to identify and respond to needs in the community. The Center provides a home to several projects and programs dedicated to community service and welcomes those interested in opportunities to volunteer their time and talents.

ENTERING THE WEBSITE

WHAT ARE YOU INTERESTED IN?



Church Member

Learn more about the Divine Redeemer Parish and Mother Maria Kaupas



Community Member

Submit Project Proposals



Student

Connect with Project Proposal and Community Partner

As mentioned earlier, we expect this platform to be used by three different groups: community members, members of universities, and church members. We understand that these groups will be using the site for three different reasons, so once they see the homepage and about Kaupas Center, they can choose where to go to next.

- Community members or groups:
 - Select the first option and submit a project proposal.
- Students
 - Select the second option and view current project proposals.
- Church members:
 - Select the third option and be redirected to the current Kaupas Center website to learn more about the Center and the Divine Redeemer Parish.

IF YOU ARE A COMMUNITY MEMBER...

PROPOSE A PROJECTS

 Addiction	 Art	 Business	 Culture	 Education	 Environment	 Healthcare
 Homelessness	 Law & Government	 News & Media	 Nutrition & Food Security	 Religion	 Technology	 Transportation
I don't see the category I am looking for						

If you are a member of the Mount Carmel community, you will select the first option on the prior page and be directed to the page seen above. You can decide which category your project best falls under.

For example, Hannah Buckley, the Americorp VISTA who works on food security in the area would select "Nutrition and Food Security." She would then be directed to the page below. On this page, she can fill out the form with her project proposal.

NUTRITION & FOOD SECURITY	
NAME	PROJECT PROPOSAL
ORGANIZATION	
PHONE NUMBER	
EMAIL	
ORGANIZATION'S MISSION	
DO YOU GRANT PERMISSION FOR THIS PROPOSAL TO BE POSTED PUBLICLY?	

IF YOU ARE A STUDENT...

CONNECT WITH PROJECTS



If you are a member of a university and choose the second option, you'll be brought to a page with options of different project topics. You can then select which topic you are most interested in exploring.

For example, a Professor in Biology may be looking for a project on food in conjunction with his class taught at the Bucknell Farm. He would select "Nutrition and Food Security" and be brought to the page below.

He will see the projects currently proposed regarding nutrition and food security, including the project Hannah suggested above. If he decides he is interested in her project, he can click on it and be brought to a page with further details on the project and her contact information.

NUTRITION & FOOD SECURITY

<p>Mount Carmel Food Pantry Jake Betz</p> <p>Development of software for management and tracking of volunteers, client contact information, and client special needs including healthy eating, nutrition, and financial information.</p>	<p>Americorps VISTA Hannah Buckley</p> <p>Work to further Food Pantry nutrition programs. Possibly connect food pantry and community gardens through nutrition program.</p>
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IF YOU ARE A STUDENT...

CONNECT WITH PROJECTS

 Addiction	 Art	 Business	 Culture	 Education	 Environment	 Healthcare
 Homelessness	 Law & Government	 News & Media	 Nutrition & Food Security	 Religion	 Technology	 Transportation

I don't see the category I am looking for

Similar to the above scenario, a university member can look through any of the topics.

If the Biology Professor decides he wants to focus more on the environment than food, he can go back and click on "Environment." He'll then be redirected to the following page

ENVIRONMENT

Mount Carmel Area School District

Pete Cheddar

The school district does not recycle. It lacks funds to start one, yet spends money on garbage hauling. It could use a strategy for starting and implementing an efficient and environmentally forward thinking program that staff and students can easily be trained to use.

Mount Carmel Recreation Committee

Cathy Besser

Following up on the success of the swimming pool reopening, identify potential projects, assess priorities, develop strategy for moving forward.

Mount Carmel Public Library

Vivian McCracken

Develop interactive digital content for the new Reading Garden at the Library. The reading garden is built with materials from demolished building sites, mountain stone, and coal mining relics. Create a digital guide to the various environmental and cultural histories.

IF YOU ARE A CHURCH MEMBER...

WHAT ARE YOU INTERESTED IN?



Church Member

Learn more about the Divine Redeemer Parish and Mother Maria Kaupas



Community Member

Submit Project Proposals



Student

Connect with Project Proposal and Community Partner

If you are a church member and want to learn more about Mother Maria Kaupas, the Kaupas Center, or Divine Redeemer Parish, you can select the third option and be redirected to the Kaupas Center's current website.

[HOME](#) [WHO WE ARE](#) [WHAT WE DO](#) [WHAT YOU CAN DO](#) [IN THE NEWS](#) [DONATIONS](#) [CONTACT US](#)

MOTHER MARIA KAUPAS CENTER



Home

OPPORTUNITIES FOR EXPANSION

BUCKNELL UNIVERSITY

COURSES

The following list of courses has worked through the Kaupas Center or has the potential to work through the Kaupas Center to serve and collaborate with the Mount Carmel community. The list is extensive, even though it does have further room for expansion. We chose to include an extensive list to highlight the untapped potential that our web platform targets.

College of Arts and Sciences

ANTHROPOLOGY

ANTH 201 FIELD RESEARCH IN LOCAL COMMUNITIES

ANTH 260 ENVIRONMENTAL ANTHROPOLOGY

ART AND ART HISTORY

ARST 234 DIGITAL PHOTOGRAPHY

ARST 243 GRAPHIC DESIGN

ARTH 204 CASTLE, CATHEDRAL, AND CLOISTER

COMPARATIVE HUMANITIES

ANTH 201 MODERNISM AND CRISIS

ANTH 260 DATA VISUALIZATION FOR THE DIGITAL HUMANITIES

ANTH 260 SUSQUEHANNA COUNTRY

COMPUTER SCIENCE

CSCI 208 PROGRAMMING LANGUAGE DESIGN

CSCI 240 COMPUTERS AND SOCIETY

CSCI 479 COMPUTER SCIENCE DESIGN PROJECT

EDUCATION

EDUC 343 CULTURE AND COMMUNITY

EDUC 347 FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS

KAUPAS CENTER STRATEGIC PLAN

ENVIRONMENTAL STUDIES

ENST 302 COMMUNITY-BASED RESEARCH DESIGN

ENST 411 ENVIRONMENTAL COMMUNITY PROJECTS

FILM AND MEDIA STUDIES

ENFS 319 INDIVIDUAL PROJECTS IN FILM/MEDIA STUDIES

GEOGRAPHY

GEOG 204 APPLIED GIS

HISTORY

HIST 201 INTRODUCTION TO HISTORICAL GIS

HIST 204 AMERICAN IDENTITIES

MATH

MATH 405 STATISTICAL MODELING

RELIGIOUS STUDIES

RELI 320 INDIVIDUAL STUDIES IN RELIGION

SOCIOLOGY

SOCI 201 FIELD RESEARCH IN LOCAL COMMUNITIES

College of Management

MANAGING FOR SUSTAINABILITY

MGMT 101 INTRODUCTION TO ORGANIZATION AND MANAGEMENT

MSUS 400 MANAGEMENT CONSULTING

MARKETS, INNOVATION AND DESIGN

MIDE 302 DESIGN REALIZATION

College of Engineering

CIVIL ENGINEERING

CEEG 290 ENGINEERING ECONOMICS & PROJECT MANAGEMENT

CEEG 432 SUSTAINABLE TRANSPORTATION PLANNING

BLOOMSBURG AND SUSQUEHANNA

As mentioned previously, if our web platform and project manager positions are successful, we see this platform expanding access to include other university civic engagement offices. Below is a list of colleges at Bloomsburg University and academic departments at Susquehanna University that have the potential to work through our platform with the Kaupas Center and Mount Carmel. We have included the following list to highlight the great potential to create cross university partnerships and to fulfill the needs of the Mount Carmel community.

Departments at Susquehanna University

ANTHROPOLOGY
ART HISTORY
BUSINESS ADMINISTRATION
BUSINESS DATA SCIENCE
COMMUNICATIONS
COMPUTER SCIENCE
EARTH AND ENVIRONMENTAL
SCIENCES
ECONOMICS
ENGINEERING
ENVIORNMENTAL STUDIES
FINANCE
GRAPHIC DESIGN
HISTORY
MARKETING
PROFESSIONAL ACCOUNTING
RELIGIOUS STUDIES
STRATEGIC STUDIES
STUDIO ART

Colleges at Bloomsburg University

COLLEGE OF LIBERAL ARTS
COLLEGE OF EDUCATION
COLLEGE OF SCIENCE AND
TECHNOLOGY
ZEIGLER COLLEGE OF BUSINESS

CHAINING PROJECTS

In order to create projects that are worthwhile for the Mount Carmel community and to collaborate with community members in a way that prioritizes benefits for all, we envision projects within organizations that exist to better Mount Carmel. The purpose of this platform is to facilitate connections between people in different locations, but the relationships exist firmly outside of the web platform, as well. Therefore, all projects should be with organizations that currently have or have the intention to work with the Kaupas Center, Bucknell University (and eventually Bloomsburg University and Susquehanna University). With strong partnerships, we can all work together to understand and serve the needs of the community.

This notion of long-term partnerships in conjunction with structured, semester long projects that align with the vision of each partnership describes our idea of “chaining”. With the clear start and end of projects, students can better serve their clients. However, many problems will take longer than 16 weeks to solve. Therefore, each project should take a structured and clear chunk from the identified problem in order to best serve the community and to maximize student learning. Our balanced chaining idea integrates the limitations of semester-long classes with the long-term needs and sustainability of Mount Carmel.

THANK YOU

ACKNOWLEDGEMENTS

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KAUPAS CENTER STRATEGIC PLAN



