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Resilient CommUnity Design Challenge

2017 Request for Proposals
Rules, Regulations, and Scoring Guide

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Challenge Brief

Resilience and sustainability refer to a community's ability to handle shocks (socioeconomic or environmental) while not over-consuming available resources or depriving people of their needs. A community requires both physical and socioeconomic infrastructure to thrive, including energy, water, businesses, healthy environments, and transportation. Many communities are weak in one or more of these areas, and while higher education institutions may have new ideas for strengthening physical or intangible infrastructure, connecting with community leadership to share these ideas is unfortunately uncommon. At the same time, communities have their own rich histories, and the ideas of academia may not make sense, and may even actively harm, individual communities. Listening to local stories and understanding the current system is part of building a more resilient place.

Engineers for a Sustainable World (ESW) and GreatChina International (GreatChina) have joined together to support students to engage with their local communities in China. ESW and GreatChina are proud to announce the Resilient Communities Design Challenge (CommUnity) to pair high school and undergraduate students who have the desire to solve global issues with big, real world sustainability challenges. This CommUnity Challenge is the first of the individual programs to support ESW's "Big Idea" of resilient and sustainable communities. Students can put to use their technical skills while also learning throughout the process in an authentic and hands-on way, thereby gaining valuable experiences. Students will have the ability to support a unique change locally while allowing all parts of the ESW and GreatChina network to work towards a central topic. GreatChina hopes that as students participate in the challenge they develop skills, experiences, knowledge, and most of all passion that will allow students to achieve success as future changemakers in contributing to their global society.

CommUnity teams are challenged to assess the conditions of a local community around one of the six key topic areas and propose a specific vision for that one area that will improve the overall sustainability and resilience of the community, as well as the quality of life of its residents. Core topic areas teams may examine include food, energy, transportation, waste management, pollution, and conservation. Teams are strongly encouraged to assess 3 of the core areas and propose one main topic area of local concern (i.e. air pollution). Topics of local concern should be submitted to the challenge organizers for approval.

ESW and GreatChina hopes that participating in this challenge will build bridges between participating teams and their communities that will last for many years. It is hoped that these connections will spark new ideas between teams and their local partners that can be carried forward as positive change beyond the life of the challenge.



About Engineers for a Sustainable World (ESW)

Established in 2002, Engineers for a Sustainable World (ESW) is a nonprofit network comprised of students, university faculty and professionals that implements sustainability through design projects, multi-disciplinary education, and shared community.

ESW consists of student and professional chapters that design and implement solutions to campus, community, and international challenges. ESW has over 50 undergraduate chapters at some of the leading institutions across the US, including Northwestern University, University of Wisconsin--Madison, Cornell University, Rensselaer Polytechnic Institute, Smith College, Georgia Tech, UC--San Diego, Harvey Mudd College, California Institute of Technology, UC--Berkeley, and Stanford. Outside of the US, ESW has chapters at the University of British Columbia and University of Guleph. ESW also has professional chapters in major cities like Boston, Pittsburgh, Houston, Providence, and New York City.

ESW has been lucky to have the support of generous sponsors, partners, and donors. From community businesses to multinational corporations, nonprofit networks to local NGOs, these companies and organizations believe in building a more sustainable world and giving the next generation of students and professionals the skills to tackle complex sustainability issues. ESW has used funds and resources to help fund student projects, initiatives, conferences, courses, and other learning and development opportunities. Below are some of the organizations that have helped ESW to grow and achieve its mission:



- IBM
- Praxair
- Autodesk
- Wegmans
- The Cradle to Cradle Products Innovation Institute
- International Federation of Engineering Education Societies (IFEES)
- Network of Early-Career Sustainable Scientists & Engineers (NESSE)
- #Slack
- Dayaway Careers
- Sustainable Minds
- Engineering for Change



Each year ESW hosts both regional and annual conferences at institutions containing an ESW undergraduate chapter. In 2015 the Rochester Institute of Technology ESW Chapter hosted the annual conference in New York. In 2016 the University of California--Berkeley ESW Chapter hosted the conference in California and this year the University of Texas--Austin ESW Chapter will be hosting ESW's 2017 annual conference. Each conference contains chapter project showcases, inter-chapter challenges and competitions, and sustainability talks and speakers in addition to professional networking opportunities.

Since 2014, ESW has offered a series of digital short courses led by knowledgeable members and professionals to provide new opportunities to learn and engage with new ideas and to continue to professional develop. Short courses have ranged from a wide set of topics, including: new design methods, life-cycle assessments, passive solar architecture, ecological economics, and energy policy. Access to courses is available to students and professional members at discounted rates but open to all students and professionals everywhere. Designed to be 4-6 weeks long and as interactive as possible, each short course is big enough to have many viewpoints, but small enough for good discussion and participant-driven topics. ESW currently has 4 courses planned for the spring and fall of 2017.

About GreatChina International Education (GreatChina)

Starting in 1996, GreatChina International Education (GreatChina) has been working with Chinese students and young professionals to prepare for and explore future careers, pursue higher education goals, and develop skills to be successful in classes and the workplace.

GreatChina offers a broad range of services including test preparation, study abroad counseling & planning, international education (such as bridge and joint programs with high schools and colleges), cultural and educational exchange, career counseling, international talent acquisition, and educational technology. GreatChina is a member of AMCHAM and the National Association for College Admission Counseling (NACAC) and certified by the National Association of Foreign Student Affairs (NAFSA) and International Consultants for Education and Fairs (ICEF).

GreatChina has been approved by Chinese authorities including the Ministry of Education, Ministry of Public Security, Administration for Industry and Commerce, Administration of Foreign Experts Affairs, and Bureau of Civil Affairs. GreatChina is also on the board of the Chengdu-Phoenix Sister City Committee and Sichuan People's Association for Friendship with Foreign Countries.

In addition to partnering with over 20 Chinese educational authorities, international academic agencies, and higher institutions, GreatChina has networked with schools and institutions all across the US, Britain, Australia, Canada, New Zealand, and Singapore.

Headquartered in Chengdu, GreatChina has offices in Beijing, Shanghai, Chongqing, Guangzhou, Kunming, Hainan and Nanjing with presences in New York City, Phoenix, Dallas, and Los Angeles. Over the past 20 years, GreatChina has helped thousands of scholars realize their dreams of studying, working and participating in cultural exchanges abroad.



Challenge Goals:

- Challenge participants to utilize their technical skills to produce an actionable vision that meets community needs
- Identify projects to be undertaken with community partners in future years
- Provide students with hands-on educational experiences from working with local professionals on real issues faced by that community
- Build lasting relationships between students, community stakeholder groups, and professionals
- Advance ESW's and GreatChina's vision locally in various communities and share strategies, lessons learned, and plans at the ESW 2018 Annual Conference

Benefits of Participation in the Challenge

1. Continued ESW support for projects of the winning teams
2. Opportunity for students to showcase projects at ESW 2018 Annual Conference attended by ESW professionals, college chapters, and corporate sponsors
3. Access to ESW's network of sustainability advocates across multiple sectors, academic areas, and professional fields
4. Opportunity to potentially attend ESW's 2018 Annual Conference with chances to meet with hiring organizations, sustainability professionals, and university chapters
5. Access to ESW's professional short courses on relevant topics for both for-profit and nonprofit organizations with interests in sustainability
6. Mentorship during the challenge from knowledgeable and passionate professional advisors currently working in organizations concerned about sustainability
7. Opportunity to gain skills and experiences valued by top employers and universities for future research, professional development, or other opportunities at higher education institutions

Challenge Specifics

The Resilient Community Design Challenge is open to students currently enrolled in high school or undergraduate programs in China, with two levels open for registration: High School Teams and Undergraduate Teams.

The challenge will run from March until August (see Challenge Schedule below). Teams must register with GreatChina in order to be considered for the challenge prizes. The challenge will then occur in three phases. Phase 1: In March, ESW will host two digital sessions with the challenge organizers and professional members: the first as an orientation to answer questions about the challenge and its format and the second as a brainstorming session with challenge participants. Interested members and potential teams are encouraged to participate and ask questions. Phase 2: From early May to early July of 2017, ESW will hold a virtual live session each month on topics relevant to the challenge. Phase 3: On July 29-30, 2017, teams will present their work and results to a panel of judges.



First Steps/Registration

In order to register, students should first contact GreatChina indicating the level (High School or Undergraduate) in which they will be competing. Then, teams should start by identifying a local champion involved with one or more community organizations to work with, and submit their initial registration in partnership with staff from partner organizations. The local champion should become a partner in the project who will help ensure continuity and implementation beyond this year. Partners provide points of contact within the community and initial respect from community members. Good partners also have their own sense of what the community needs, in addition to connecting students to local voices. Checklist of criteria are listed below:

- Identify partner (community development corporations, NGOs, community centers, and neighborhood associations are all good options)
- Background information about community (approximately 500 words)
- Team contact name, team member names (which can change)

Registration opens **March 1** and ends **April 20**. Earlier registration is encouraged so that teams have a longer period of time to build a relationship with their local champion and also to allow the challenge organizers to provide the highest quality assistance to all teams.

Teams that are struggling to find a local champion are encouraged to reach out early to the GreatChina CommUnity Challenge coordinators. GreatChina staff will try to help you find partners and learn how to approach and ask a potential partner to participate.

Phase One: Community Resource Survey - March 1 to April 30

Teams will develop a preliminary assessment (2000 words or less) of strengths and weaknesses in 3 of the 6 baseline topics (food, energy, transportation, waste management, pollution, and conservation) for the first deliverable. This assessment will serve as a baseline in which to build upon for the final deliverable and show understanding of the existing systems in the community. Maps that visualize existing infrastructure or weak areas, representative images, and stories are all encouraged. Teams should aim to think about healthy environments for future generations, social and environmental justice, and safety aspects in all areas. A checklist of criteria are listed below:

Assessment (<2000 words) that summarizes existing conditions for 3 of the 6 topics.

For each topic include:

- Things the community is doing well surrounding this topic
- Gaps in current infrastructure
- Socioeconomic consequences
- Summary of your 3 topics with a visual component encouraged but not required

Teams will be required to submit their Phase One deliverable to organizers by **April 30**.



Phase Two: Deep Dive and Pilot Identification - May 1 to July 25

Teams should focus in on one topic area in collaboration with their partner organization and community members to create one specific project to improve resilience and sustainability in that area. This document should be thought of as a continuation of the interim document. It should address the thought process behind choosing the main topic and why that issue is the most relevant. Teams should consider how their project will affect the local community - both positively and negatively, and what parameters would determine success. The final deliverable, a 2000-3000 word narrative with an accompanying visual component, should allow community members, non-locals, and technical academics to understand the existing state of community's infrastructure and how the proposed project(s) meet local needs, improve resiliency and sustainability. Teams should address socioeconomic and environmental justice concerns.

Checklist of criteria are listed below:

- Identify and partner with a local organization
- Identify main area of interest and why it was chosen for the project compared to the other topics explored
- Socioeconomic and environmental justice considerations
- An approximate timeline for completion of the project
- Budget
- Potential project implementation team and stakeholders

Teams are required to submit their Phase Two deliverable to challenge organizers by **July 25**.

Phase Three: Presentation - July 29 & 30

After all teams submit their final phase 3 presentations due on July 27, teams will present to judges on July 29 & 30 and a winning team from each level will be announced. The winners will have the opportunity to present their work at the 2018 ESW Conference in the US (location to be determined). Following the conference, a follow-up conversation will be scheduled with the winning high school level and undergraduate level teams and community partners to identify additional resources needed for implementation of the projects. ESW is committed to supporting the winning team to ensure a successful outcome.

- The top teams from each category will have have the opportunity to present at ESW's 2018 national conference
- Winning teams get a follow-up call with the ESW Leadership Team and their community members to identify what additional resources are needed to implement the project and are offered continued aid to help acquire resources needed for the project's future



Challenge Awards

The 1st and 2nd place winning teams for the high school and undergraduate levels will receive travel stipends and waived registration to the 2018 ESW Annual Conference in the US. Each winning team will receive a maximum of 10,000 RMB as a travel assistance stipend towards attending the 2018 ESW Annual Conference.

Teams receiving funding will also receive the continued support of the ESW Leadership Team to implement the pilot projects identified in Phase II of the challenge. Winning teams will be asked to schedule a conference call with the challenge organizers and their local partner to discuss next steps and implementation within the month following the conference.

Knowledge support and fundraising support to continue progress with projects will be available to the winning teams and their local partners as appropriate. Winning teams are expected to pursue one or more of their pilots for implementation.

Challenge Schedule:

Wed March 1	RFP/ challenge info released & Challenge Registration Opens
Thurs April 20	Team Registration Closes
Sun March 19	Challenge Orientation and Q&A
Sun April 2	Brainstorming Session
Sun April 30	Phase 1 Submission Deadline
Sun May 7	First Live Event
Sun June 11	Second Live Event
Sun July 9	Third Live Event
Tues July 25	Phase 2 Submission Deadline
Thurs July 27	Phase 3 Final Submission Deadline
Sat & Sun July 29 & 30	Oral presentations and judging
TBA	Winners from each category will schedule and host a call with the ESW Projects and Education Department, GreatChina, and their community partner to further develop their projects(s)



Submission Format

Documents submitted during Phase One and Phase Two will be evaluated by members of the CommUnity Challenge Committee, as well as industry professionals and academics.

Final Phase Three deliverables will be judged on July 29-30, 2017, with narratives from Phases One and Two submitted beforehand and visual components submitted on July 27 and brought to the event for oral presentations. Teams will each be given a limited amount of time to present, followed by a short Q&A session. The final results of the challenge will be announced after a short break at the conclusion of the last competing team presentation.

The 1st and 2nd place teams in each high school and undergraduate level that win the challenge will receive funding assistance for team members to attend and present at the 2018 ESW Annual Conference in the US. While no funding or conference registration waivers may be available for other participating teams, all participating teams are encouraged and welcome to attend.

Challenge Rules

1. All communication about contest rules or clarifications should be directed to the GreatChina CommUnity Challenge Committee's Point of Contact.
2. Participation is limited to full-time undergraduate or high school students, however professional mentorship and guidance is highly encouraged and rewarded.
3. A maximum of 5 students may comprise one team.
4. Teams must register no later than April 20, 2017 11:55 pm Beijing Time using the online registration form found at: <https://resilience.eswusa.org>.
5. Use of this challenge by a university faculty member or high school teacher as an assignment or project for an existing class is permitted and strongly encouraged.

External Input & Client Interaction

The proposal must be original and completed by the student team members. However, teams are expected to seek guidance and feedback from industry professionals, local community organizations, teachers, and faculty members. Teams are also expected to interact with the relevant members of the local governing body to collect the necessary information about the community's existing conditions, as well as the future plans regarding the community's sustainability initiatives. If a community already has some form of a sustainability master plan, teams are encouraged to build upon those plans, rather than copy them directly.



Scoring Summary & Criteria

Resilient Community Design Challenge: Phase One Scoring Rubric

Possible Points	Category	Points Given	Comments
(40 Possible Points) Infrastructure Topic 1:			
10	Overall Summary of Current State of Infrastructure		
10	Strengths: What is the Community Doing Well Currently?		
10	Identify Needs: Gaps in Existing Infrastructure		
10	Impacts: Socioeconomic and environmental consequences of current infrastructure needs		
(40 Possible Points) Infrastructure Topic 2:			
10	Overall Summary of Current State of Infrastructure		
10	Strengths: What is the Community Doing Well Currently?		
10	Identify Needs: Gaps in Existing Infrastructure		
10	Impacts: Socioeconomic and environmental consequences of current infrastructure needs		
(40 Possible Points) Infrastructure Topic 3:			
10	Overall Summary of Current State of Infrastructure		
10	Strengths: What is the Community Doing Well Currently?		
10	Identify Needs: Gaps in Existing Infrastructure		
10	Impacts: Socioeconomic and environmental consequences of current infrastructure needs		
(40 Possible Points) Quality of Deliverable			
10	Clarity and Accessibility of Writing		
10	Appropriate Use of Visual Aids		
10	Clear Evidence of Collaborative Teamwork		
5	References Properly Cited		
5	Design, Formatting and In Word Limit		
	Total		



Resilient Community Design Challenge: Phase Two Scoring Rubric

Possible Points	Category	Points Given	Comments
Project Narrative (100 Points Total)			
20	Evidence of Collaboration and Community Involvement		
20	Accurately Responds to Community's Current State and Need		
10	Clear Evidence of Engagement with Community Partner		
10	Clear Description of Proposed Project		
10	Evidence of Research to Support Proposal		
10	Justification of Chosen Project		
10	Consideration of Socioeconomic Impacts		
10	Consideration of Environmental Justice		
Supporting Documents (30 Points Total)			
10	Budget & Budget Justification		
10	Timeline		
10	One paragraph "resume" from key members of the project team		
Writing Style (30 Points Total)			
10	Accessibility to a Broad Audience		
10	Clarity of Writing Style and Grammar		
5	All References Properly Cited		
5	Design, Formatting, and in Word Limit		
	Total		



Resilient Community Design Challenge: Phase Three Scoring Rubric

Possible Points	Category	Points Given	Comments
Visual Narrative (100 Points Total)			
30	Evidence of Team Initiative and Attempted or Demonstrated Progress		
20	Evidence of Community Engagement		








20	Project Responds Well to Community Needs		
20	Demonstrated Understanding of Community Resiliency		
10	Creativity in Proposed or Exhibited Project		
Visual Graphics (40 Points Total)			
10	Graphic Design / Style		
15	Appropriate Quantity of Info		
15	Appropriate Use of Graphs and Diagrams		
Presentation Style (40 Points Total)			
10	Accessibility to a Broad Audience		
10	Clarity and Organization of Content		
10	Delivery		
10	Response to Q&A		
	Total		

CommUnity Challenge Advisors

Name	About	Linkedin Profile
 Brittany Bennett	<p>Brittany Bennett serves as the Executive Director of ESW, bringing four years of ESW volunteer service to the position. During the day, Brittany works for Felsburg Holt and Ullevig as a Transportation Engineer, helping to make the roads of Colorado a safer, more sustainable space. As Executive Director, Brittany leads the volunteers of ESW Headquarters and oversees the operations of the ESW student and professional chapters. She brings a passion for social justice and engineering education into her work. Brittany holds a B.S. in Engineering Science from Smith College.</p>	https://www.linkedin.com/in/brittany-bennett-a7a52147
 Rena Chen	<p>Rena Chen has a professional background in education reform, startups, and social enterprises. She taught courses in food and gastronomy to highlight the connections between our diets, our planet, and each other. She is interested in community engagement and helping nonprofits become financially sustainable. Rena believes that a deeper understanding of liberal arts and humanities is needed to truly be able to use technology, engineering, and design thinking to sustainably solve the problems of global societies. She holds a B.A. in Anthropology with Urban Studies and Environmental Studies certificates from Princeton.</p>	https://www.linkedin.com/in/renachen



 <p>Jordan Crolley</p>	<p>Jordan Crolley has a B.S. in Energy Engineering and an interdisciplinary Master's Degree in Solar Energy, both from Penn State. He has worked in energy efficiency and solar project development and design for about five years and recently shifted much of his interest towards energy storage technologies for the purposes of peak-shaving and load-shifting. Jordan has served in the institutional sector, in support of electrical construction contracts, and as an energy consultant. He taught short-courses on solar energy and has been a part of the ESW network since 2009.</p>	<p>https://www.linkedin.com/in/jordan-crolley-20112a53</p>
 <p>Karin Dykeman</p>	<p>Karin Dykeman has a B.S. in Tech Education, an M.S. in Curriculum & Instruction as well as 20+ years of teaching tech and engineering in US public schools. She guides students through the engineering design process facilitating their work as they progress from problem to idea to plans to implementation. She helps them find resources, focus their research, refine their plans and support them as they implement their solution, teaching content and skills along the way. She has undertaken training in everything from magnetic levitation transit to biomimicry. Her areas of interest include cultivating persistence, fostering innovation, environmental sustainability, design for the other 90%, renewable energy, and the impacts technology and society have on each other.</p>	<p>https://www.linkedin.com/in/karin-dykeman-544269110</p>
 <p>Michael Frey</p>	<p>Mike Frey is the Development Officer at the Association for Energy Affordability, Inc. where he is responsible for helping develop AEA business, training and service delivery programs and resources as well as community outreach strategies with a focus on building energy efficient futures for professionals, workers and community residents. From 2010-12, Mike helped create and manage a virtual business community for over 65 NY energy efficiency contractors, green building developers and managers, manufacturers and suppliers of green technology and products as well as organizations involved in renewable energy, recycling and green workforce development. A graduate of Stanford with a B.A. in Classics, Mike served five years as a Peace Corps Volunteer, Associate Director and Peace Corps Fellow in Liberia, Ghana, Washington and Sierra Leone and was an Adjunct Professor in Public Administration at the College of New Resources and The City University of New York.</p>	<p>https://www.linkedin.com/in/michael-frey-89308a52</p>
 <p>Suzzanne Gamboa</p>	<p>Suzzanne Gamboa is currently a Planner for the City of Austin focusing on residential development. She holds a B.A. in Biology and a Professional Science Master's Degree in Environmental Management and Sustainable Development from St. Edward's University. She also serves as the Projects and Education Director for ESW where she oversees inter-chapter projects and education initiatives. Her interest lie within urban planning, resilient communities, waste management and transportation. She hopes to someday open a nonprofit to educate underserved areas about environmental issues in efforts to build more resilient and sustainable communities.</p>	<p>https://www.linkedin.com/in/suzzanne-gamboa-a82ab96a</p>
 <p>Melinda George</p>	<p>Melinda George was born and raised in the foothills of the White Mountains of New Hampshire, and received her B.A. in International Relations from the University of Hartford. She previously worked for a property management and real estate development company based in Boston, a real estate firm in NYC, a global concrete and aggregates manufacturer in Boston, and now works for KONE Americas, a global leader in the elevator and escalator industry, in Colorado. Melinda serves as the Development Director for ESW and is very passionate about sustainable building design, construction and resiliency.</p>	<p>https://www.linkedin.com/in/melindamarie19</p>








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 <p>Berlyn Huber</p>	<p>Berlyn Huber is currently the Tribal Program Coordinator at the largest solar nonprofit in the US, GRID Alternatives. Her work involves every part of the solar installation process from finding funding to volunteer management and recruitment to installation. Every day involves interacting with diverse stakeholders, teaching, training, and helping Native American communities become more sustainable and self-sufficient through solar projects. She obtained an M.S. in Sustainable Systems from Rochester Institute of Technology, a B.S. in Chemical Engineering from University of Pittsburgh, and co-authored two journal articles on the life cycle assessment of rare earth elements.</p>	<p>https://www.linkedin.com/in/berlyn-hubler-6a557baa</p>
 <p>Yamit Lavi</p>	<p>Yamit Lavi graduated from the University of Texas at Austin with a B.S. in Electrical Engineering and a Fundamentals of Engineering certification. Yamit works for the Electric Reliability Council of Texas (ERCOT) as a Power Systems Engineer. Her expertise lies within power systems and data analysis. She also serves as a volunteer for ESW as a Chapter Relations Coordinator working with six chapters in the ESW network helping them lead their chapters and connecting them with the ESW network. In the past, she judged the Alternative Energy Challenge hosted at UT Austin.</p>	<p>https://www.linkedin.com/in/yamit-lavi-15738253</p>
 <p>Rebecca Quinte</p>	<p>Rebecca Quinte is an Associate Mechanical Engineer at MWH Global, part of Stantec. She holds a B.S. in Mechanical Engineering and a minor in Art from the University of California, Merced. Rebecca first joined ESW in 2012, which helped her to grow as a leader and team player, provided a network of individuals passionate about sustainability, and presented unique opportunities for projects and research. As a Chapter Relations Coordinator, she continues to share her knowledge and experiences with ESW chapters. Her interests in sustainability lie largely in renewable energy, city planning and design, and sustainable architecture.</p>	<p>https://www.linkedin.com/in/rebeccaquinte</p>
 <p>Johnny Sompholphardy</p>	<p>Johnny Sompholphardy is a Chemical Engineer with experience in process improvement, asset maintenance, and project management working for Covestro, a plastics manufacturing company. Johnny volunteers as the head of Donor Relations for ESW. Johnny acquired his B.S. from the University of Texas at Austin in Chemical Engineering with focuses on Process and Environmental Engineering. He was formerly the president of the UT-Austin ESW chapter, a former national Director of Chapter Relations, and a founding member of the professional ESW chapter in the greater Houston area. His passions in the field of sustainability include renewable energy and resource conservation.</p>	<p>https://www.linkedin.com/in/johnnysompholphardy</p>
 <p>Maple Zhang</p>	<p>Maple Zhang is currently a Senior Strategic Planning Analyst at Walt Disney Studios in California. Her interest in sustainability initiatives was piqued while living in drought-riddled Southern California. Prior to her current role, Maple worked in investment banking at Deutsche Bank in New York. In addition to serving on the Board of ESW, Maple also serves as CFO and Board Member of R.I.C.H. Society, a Los Angeles based educational nonprofit serving high school students in the Downtown LA and Compton regions. Maple graduated from Princeton University with a B.A. in Economics and a certificate in Finance.</p>	<p>https://www.linkedin.com/in/maplezhang</p>