

Part II

Panel Presentation.

Convert Parking to An Asset

Win-win-win. Parking as additive value.

51 Biltmore



This Map Was Created By Buncombe County NC

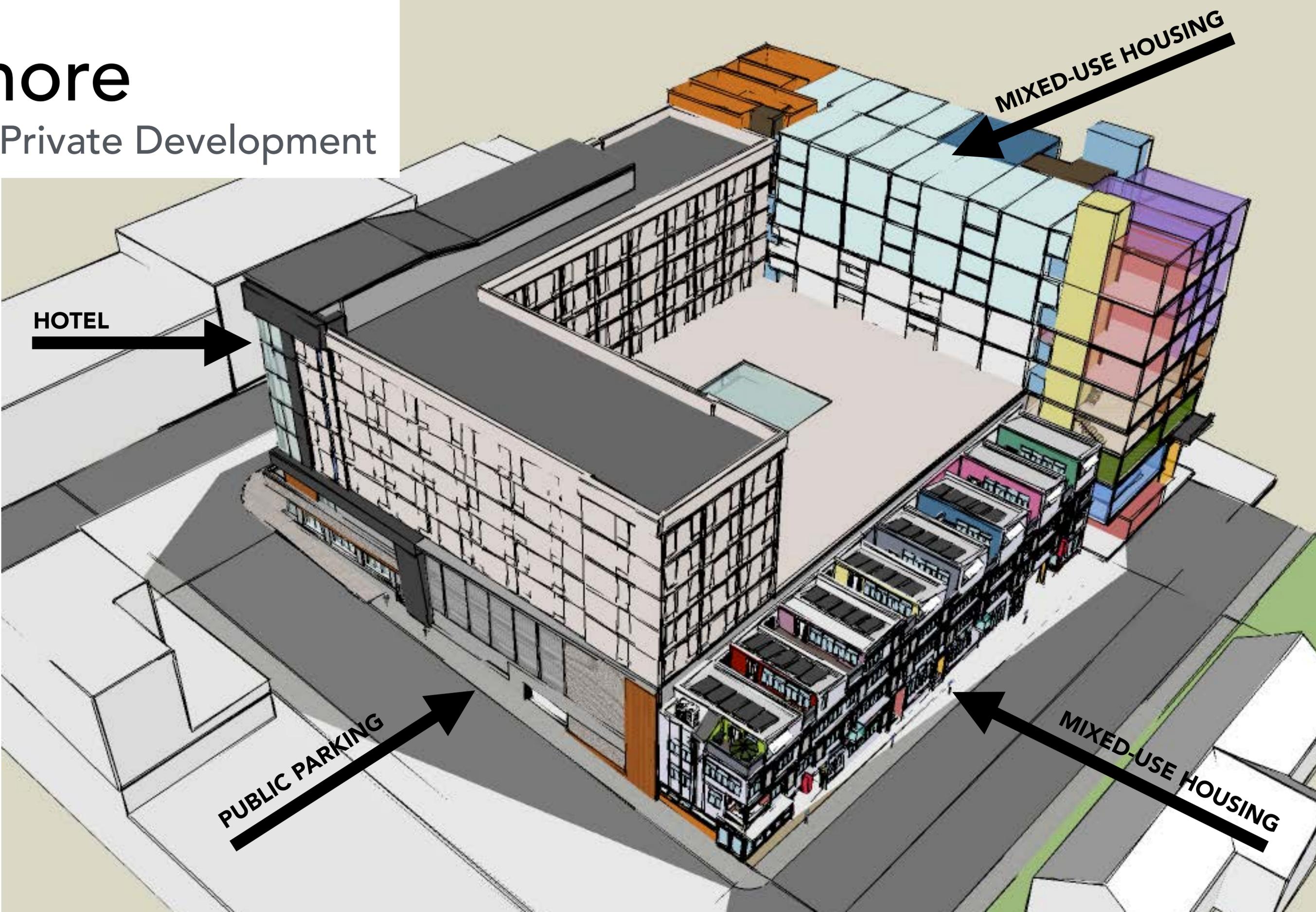
0 65ft

51 Biltmore



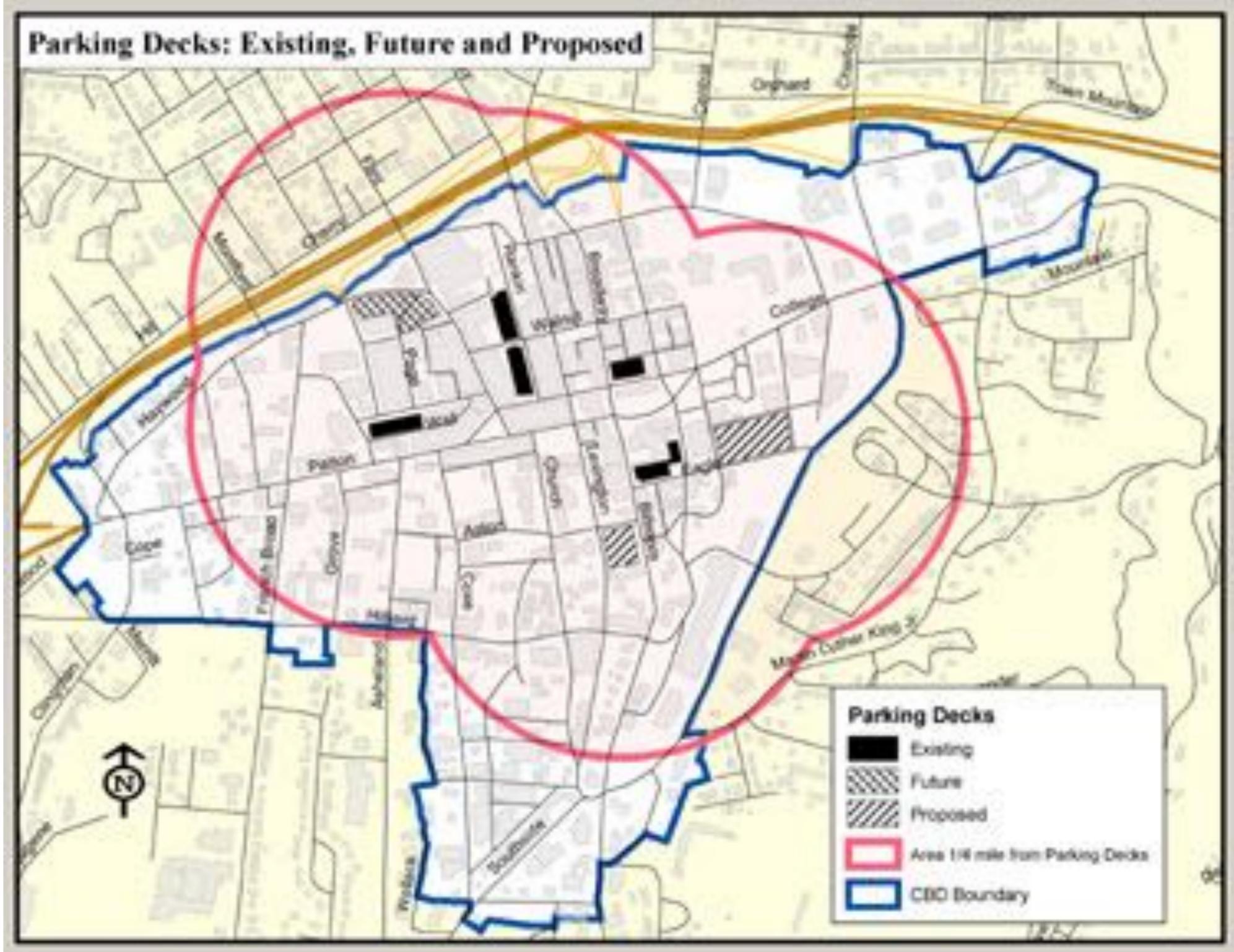
51 Biltmore

3-Party Public/Private Development



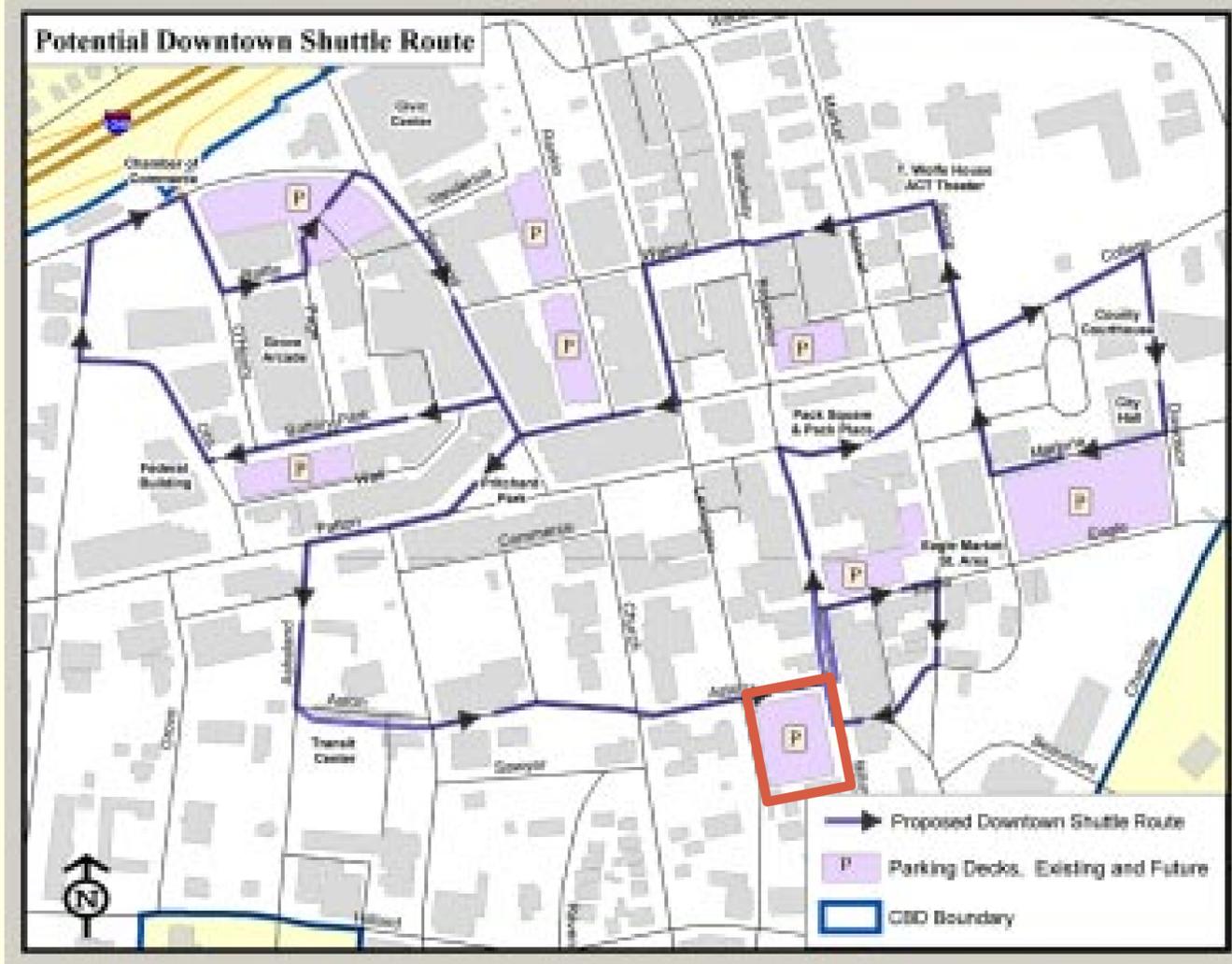
City of Asheville

2025 Comprehensive Plan



City of Asheville

2025 Comprehensive Plan



Public Transit

Public transit is an integral part of the Downtown transportation system. Transit radically increases Downtown accessibility by allowing the entire community, not just those with cars, to access jobs, shopping, and other Downtown amenities. Increased transit usage will benefit Downtown by reducing reliance upon the automobile, thus relieving vehicular congestion, reducing demand for Downtown parking and contributing to improved air quality.

Within Downtown, transit serves to strengthen linkages between activity centers, allowing visitors greater ability to combine multiple destinations into a single Downtown trip. A Downtown shuttle system should be created to circulate between parking facilities and major activity nodes. The use of a rubber-wheeled trolley should be explored to allow the shuttle to serve a transportation function as well as to make a contribution towards enhancing Downtown's character.

Citywide, transit ridership has increased by five percent over the last two years. If transit usage is to continue to rise, every aspect of the

51 Biltmore



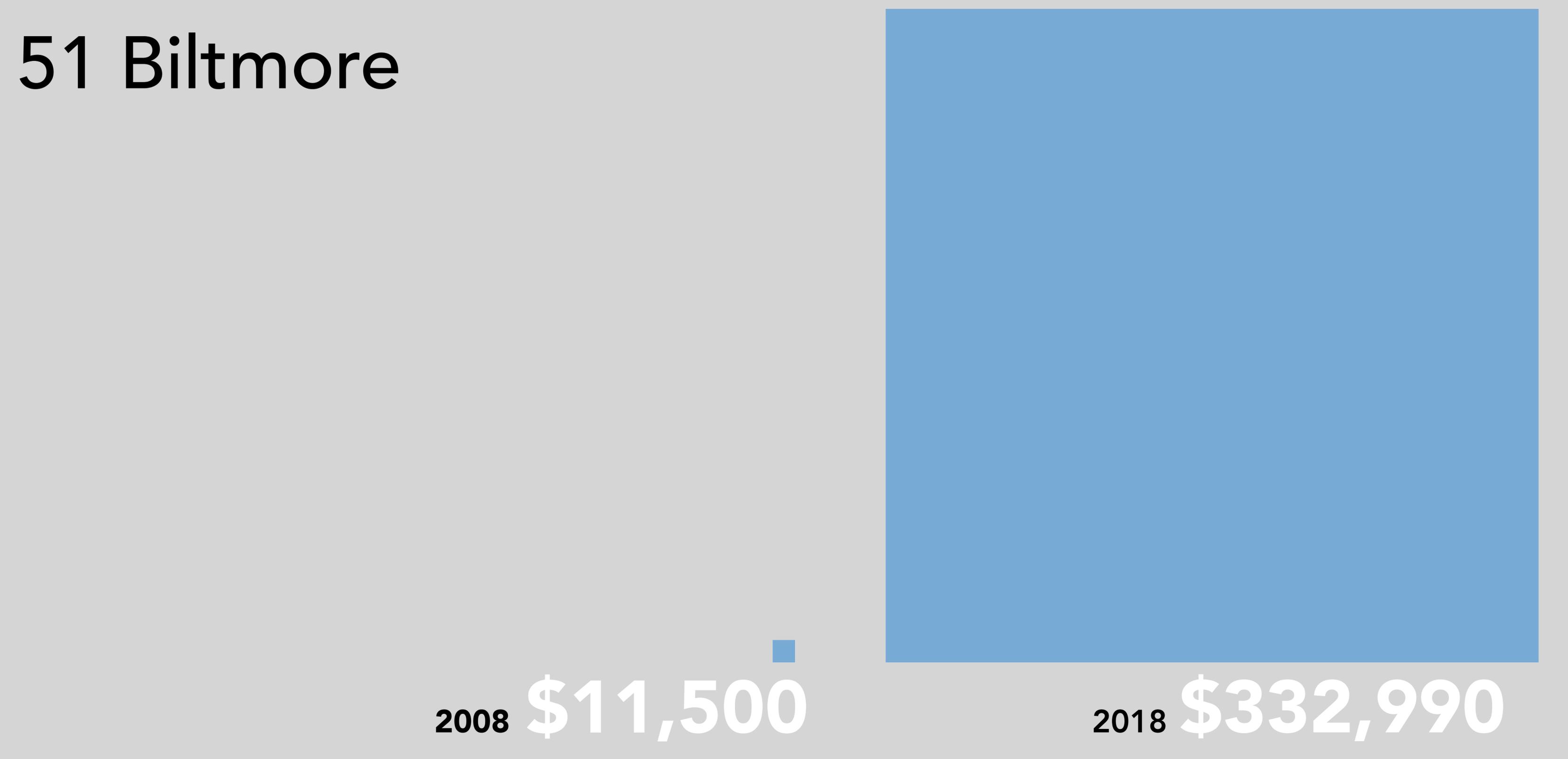
2008 **\$11,500**



2018 **\$3332,990**

... *or* a 2,900% growth in property tax revenue

51 Biltmore



2008 \$11,500

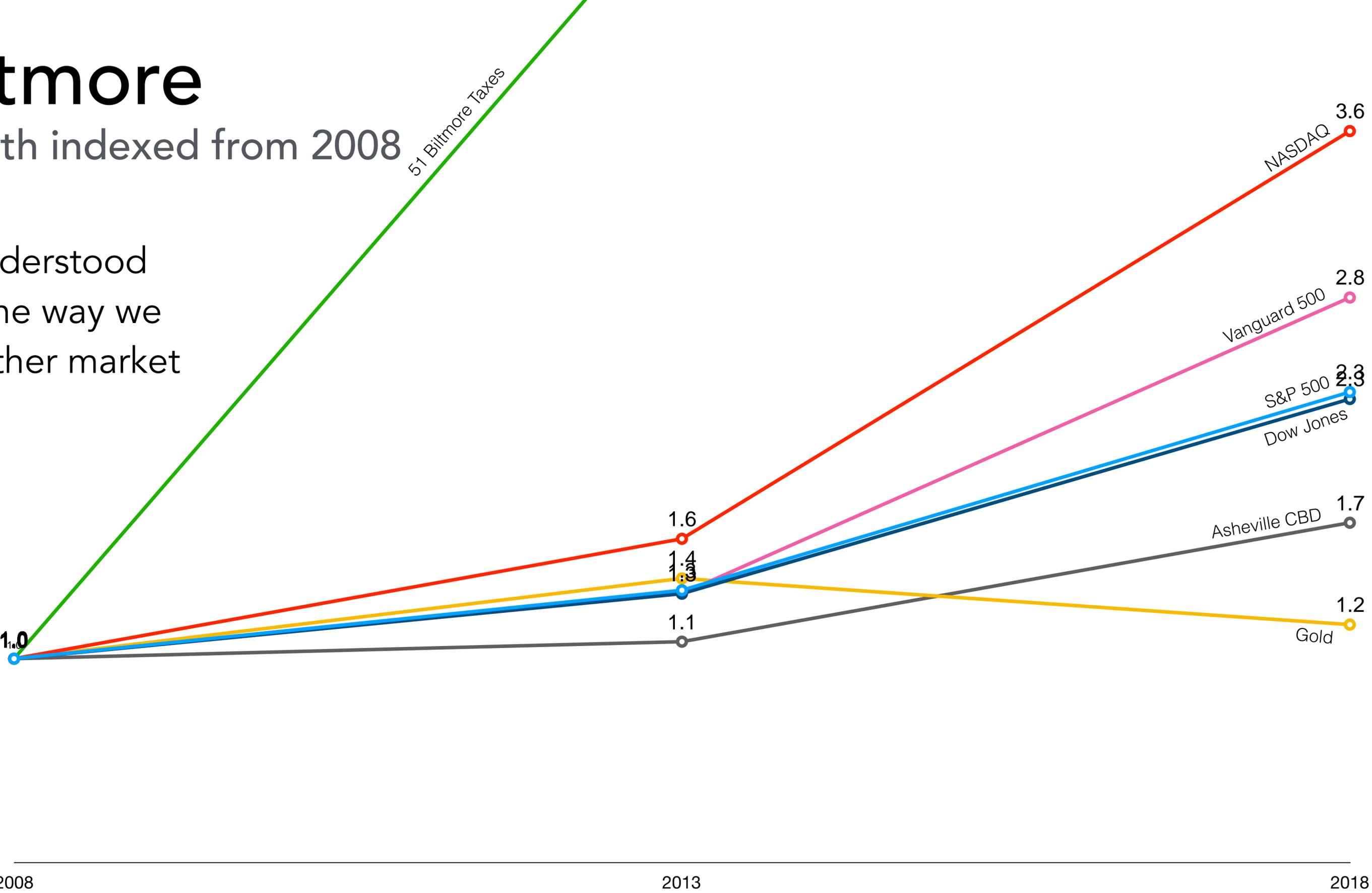
2018 \$3332,990

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51 Biltmore

Value growth indexed from 2008

What if we understood productivity the way we understand other market indexes?



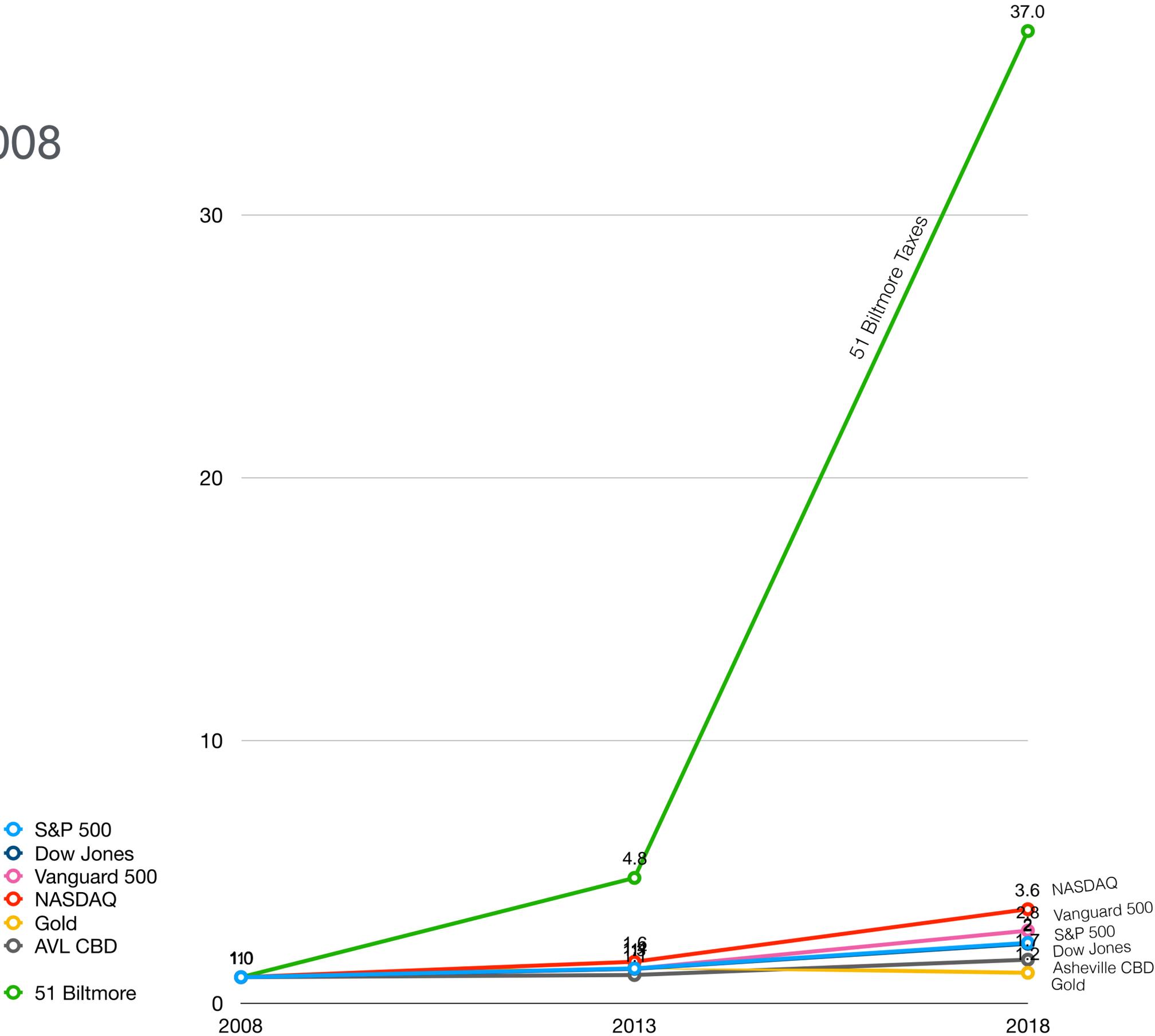
51 Biltmore Taxes

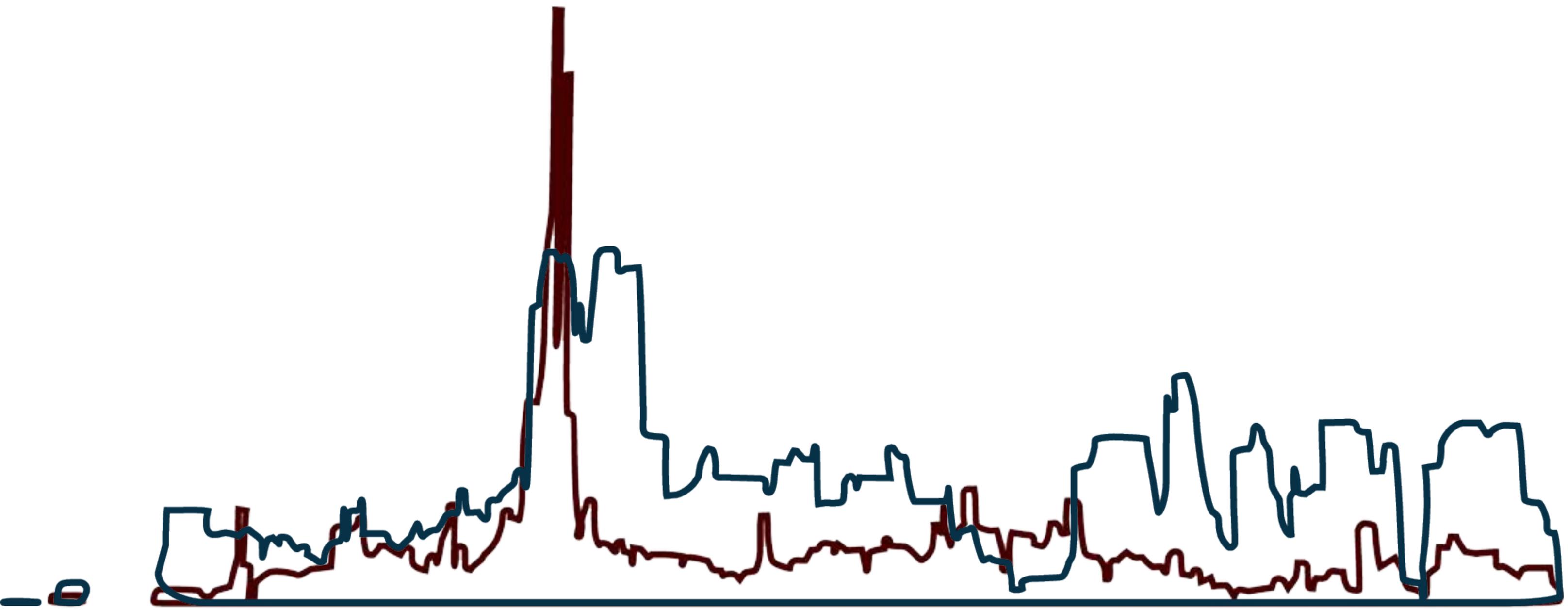
- S&P 500
- Dow Jones
- Vanguard 500
- NASDAQ
- Gold
- AVL CBD
- 51 Biltmore

51 Biltmore

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SOUTH

NORTH

City Taxes Per Acre

vs

Cubic ft Runoff Per Acre





Case Study: Fiscal MRI®
2018

Eugene, Oregon

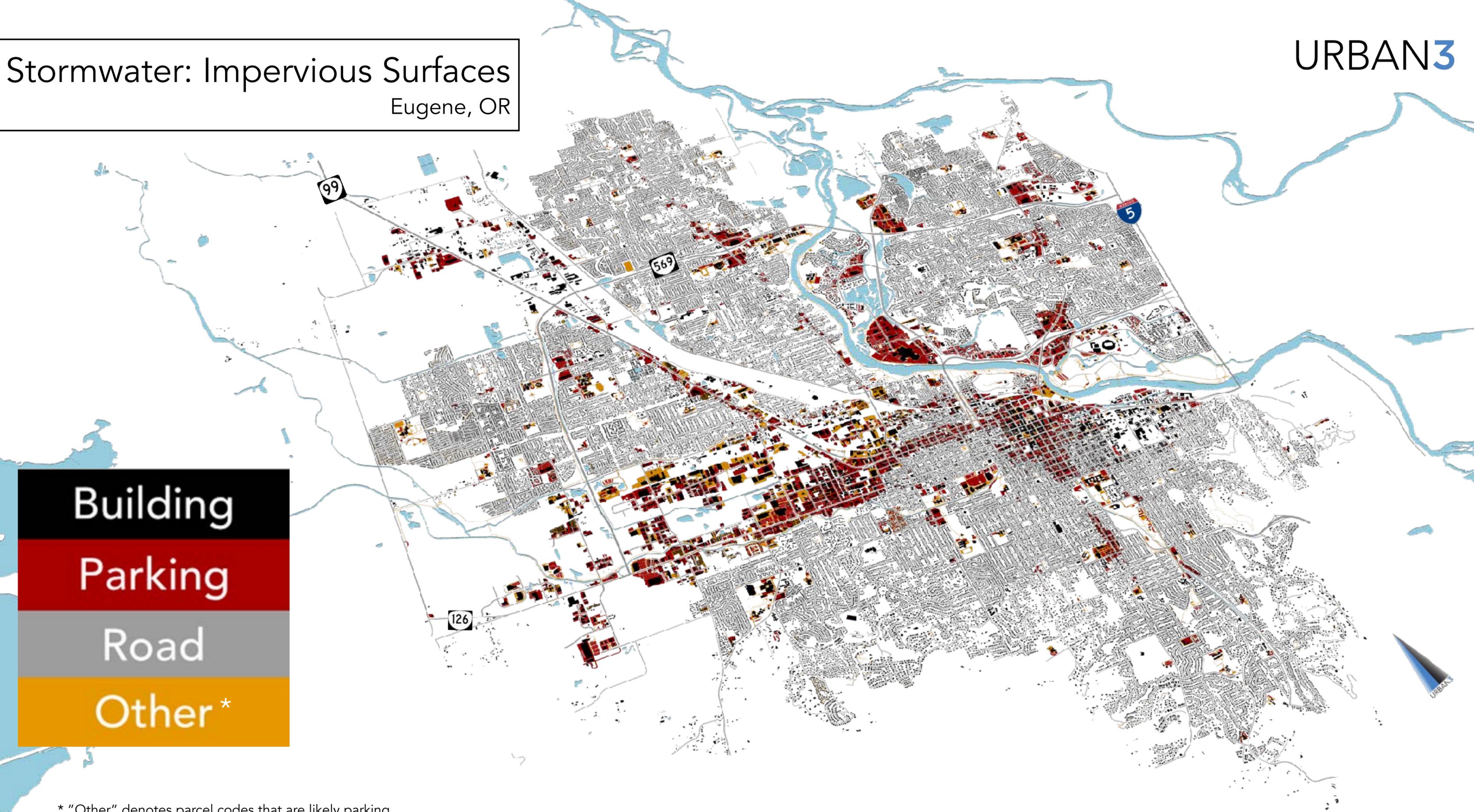


Pipe Infrastructure Stormwater & Wastewater

URBAN3

Stormwater: Impervious Surfaces

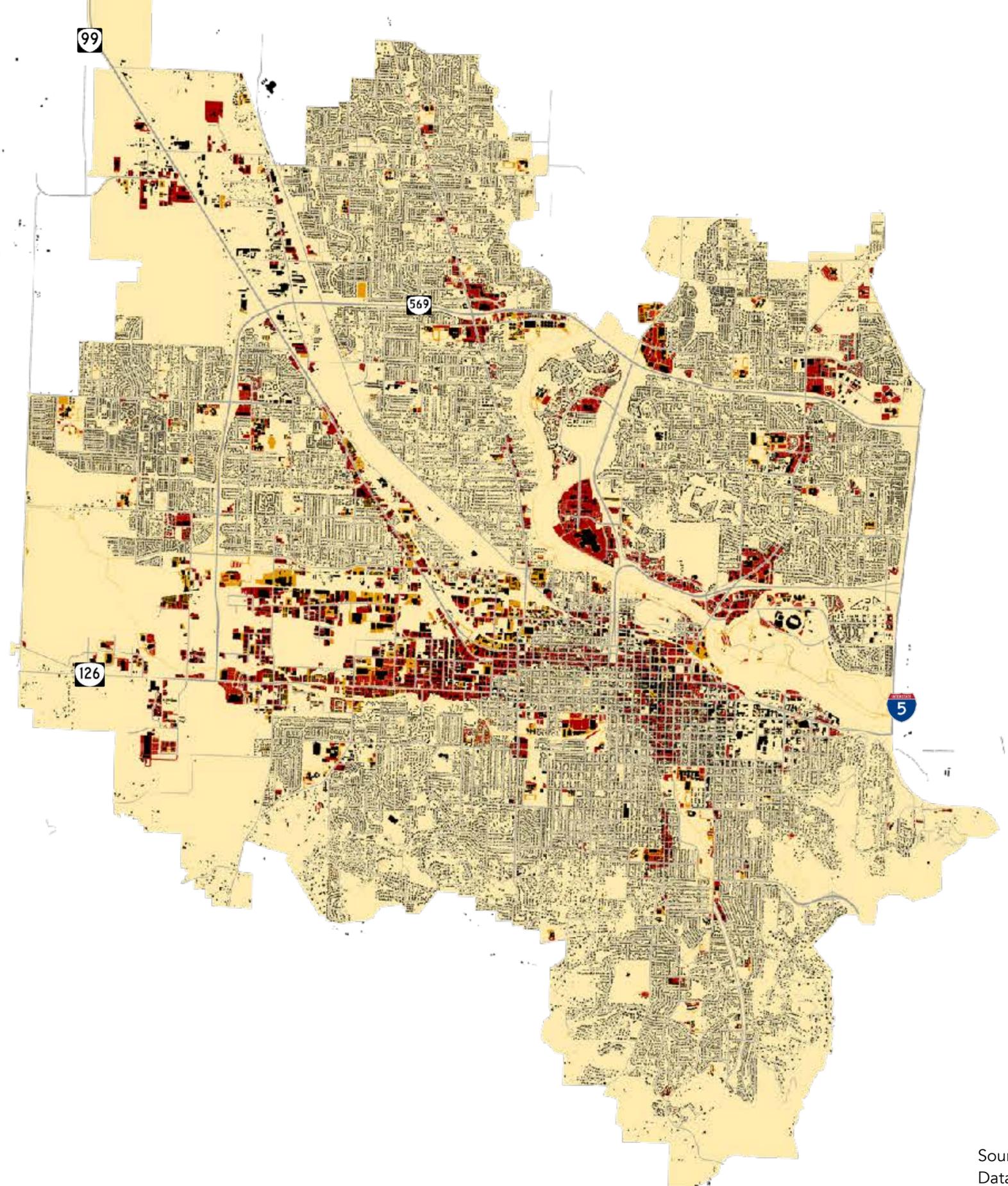
Eugene, OR



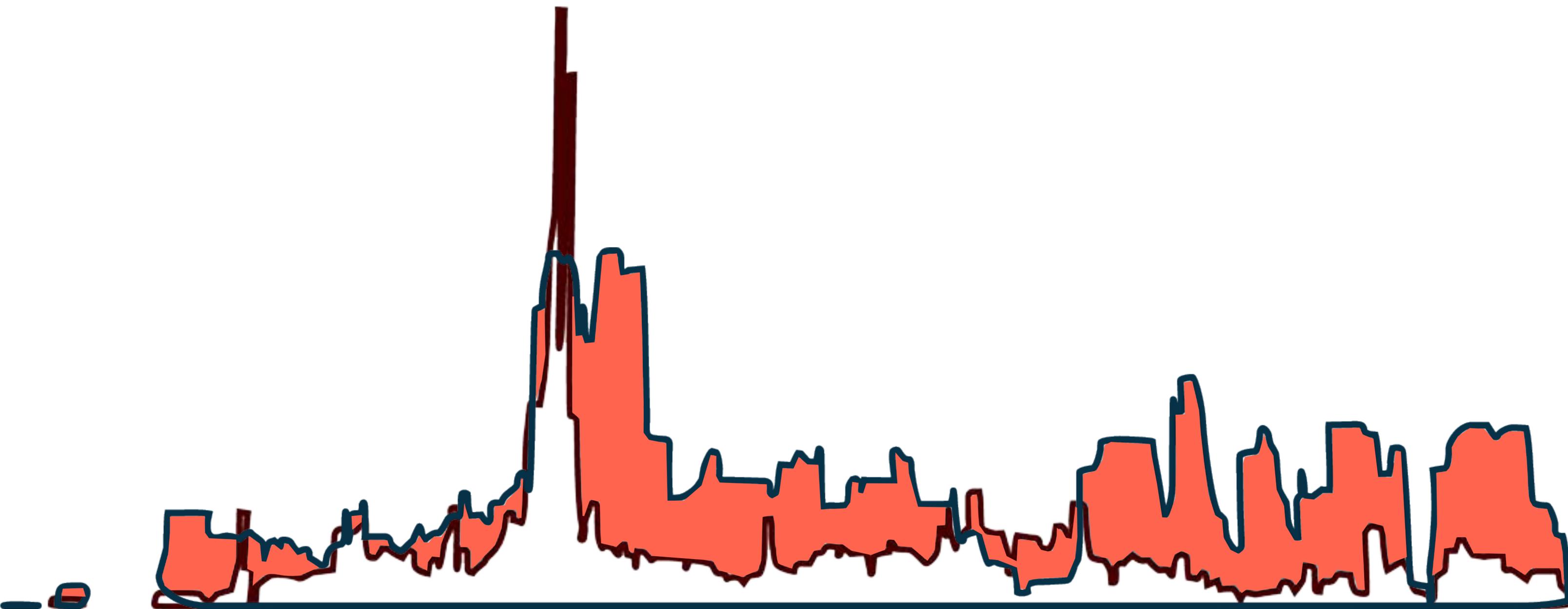
* "Other" denotes parcel codes that are likely parking.

Impervious Surface Breakdown

Eugene, OR



Source: City of Eugene
Data Year: 2018

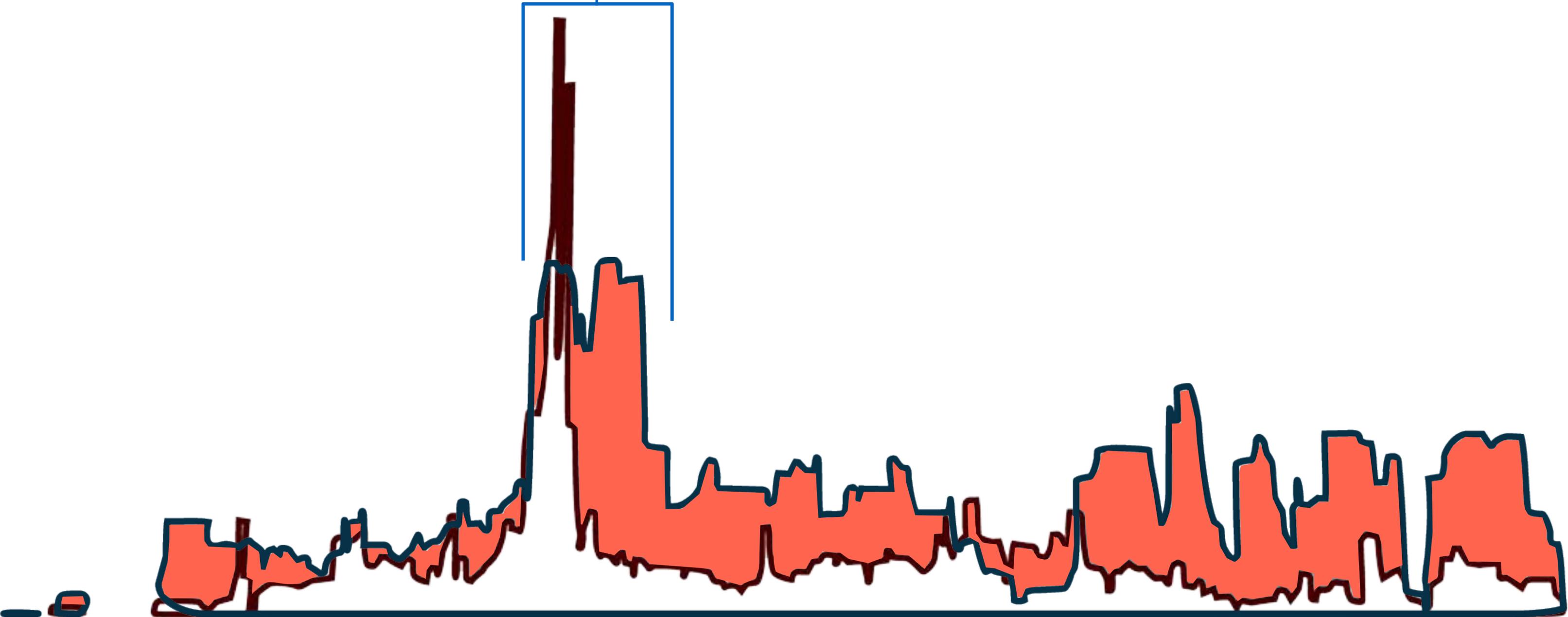


SOUTH

NORTH

Productivity Difference

Downtown



SOUTH

NORTH

 Productivity Difference

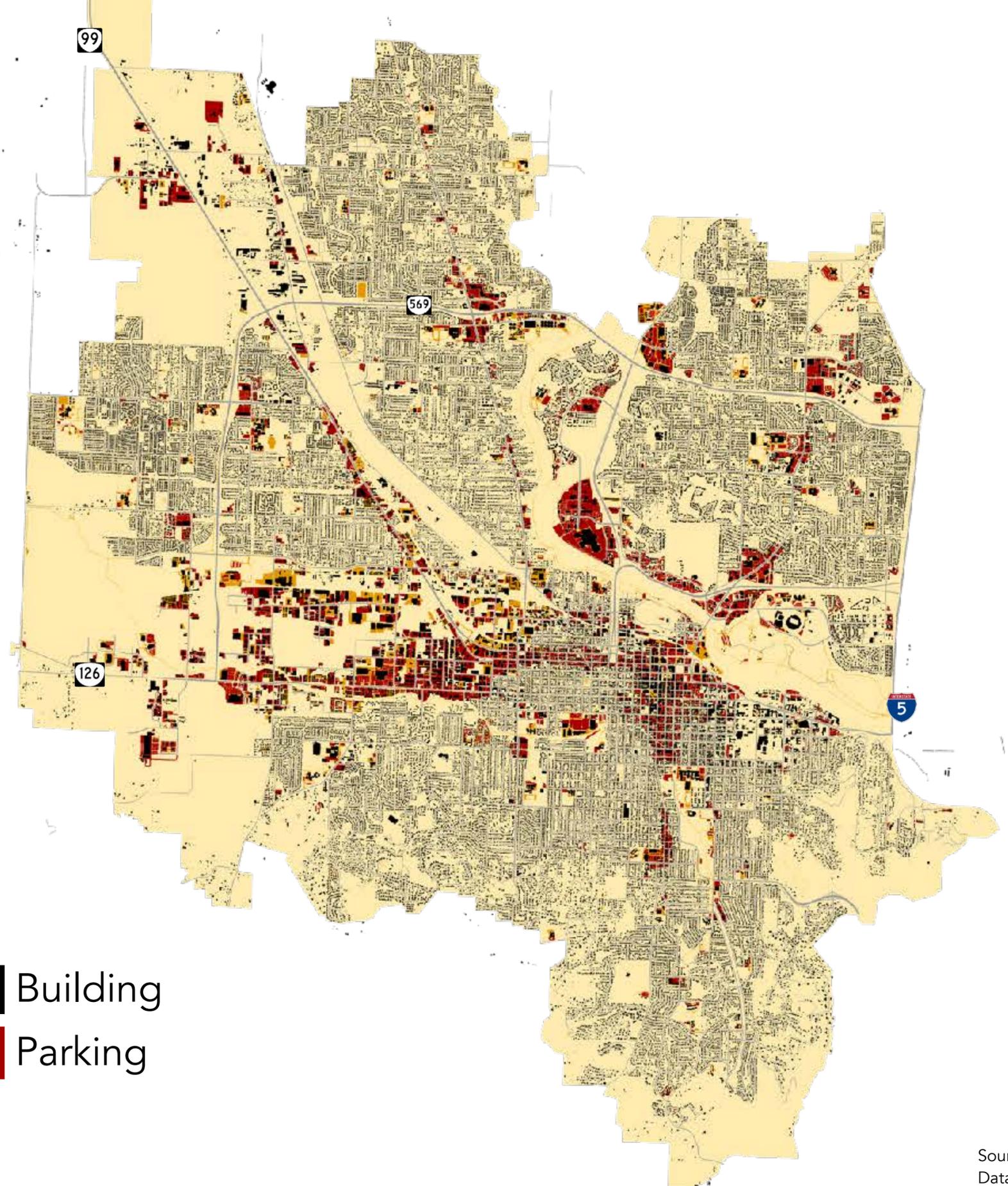
URBAN3



METROCOLOGY

Impervious Surface Breakdown

Eugene, OR

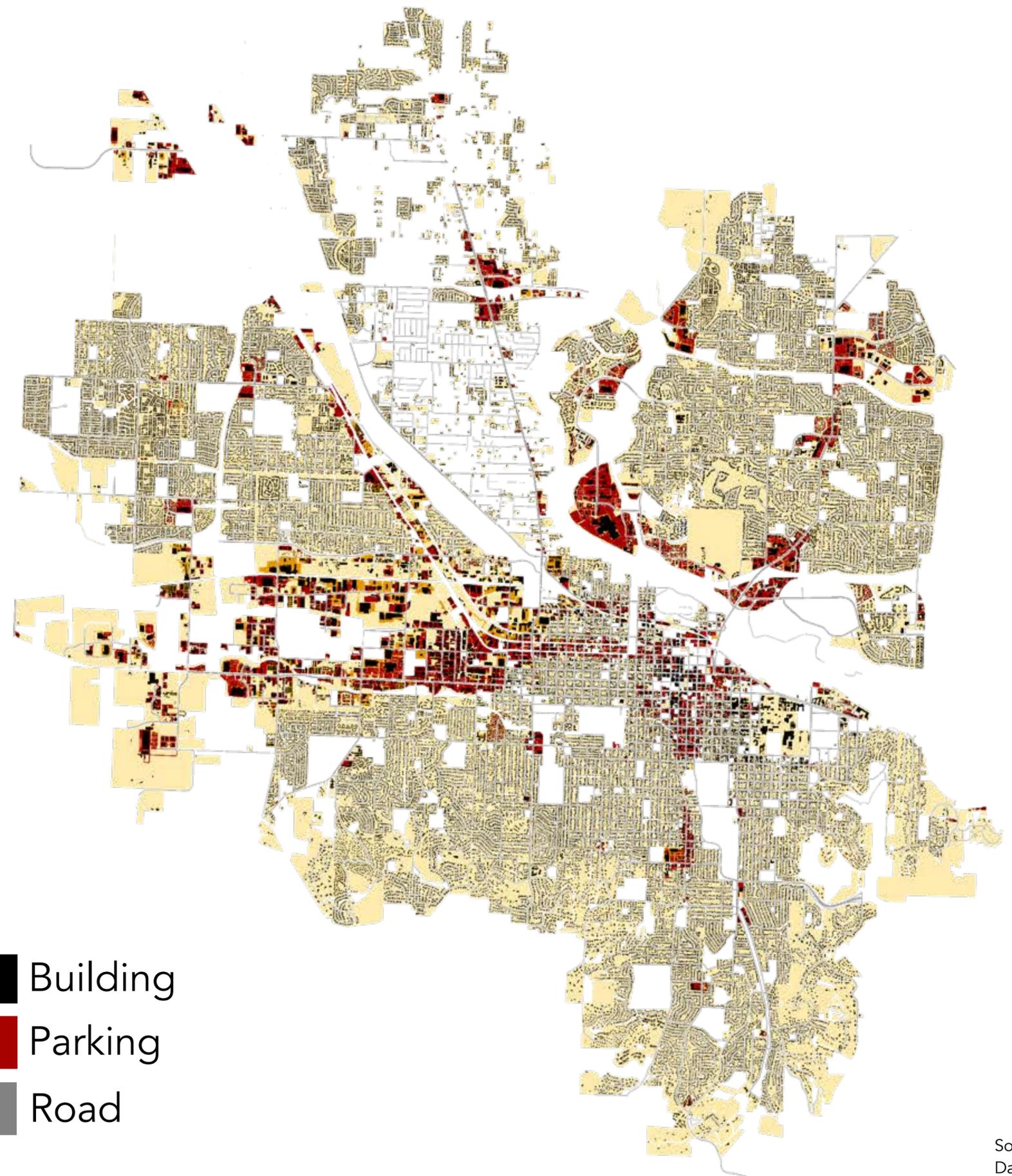


- Building
- Parking

Impervious Surface Breakdown

Eugene, OR

Removing areas that aren't in Eugene's control, as well as non-taxable buildings.



Impervious Surface Breakdown

Eugene, OR

This is Eugene's land, as a square.



Impervious Surface Breakdown

Eugene, OR

This is how Eugene's land is used.
There is a steep discount given to parking.

| | Square Miles | Value Per Square Mile |
|------------|--------------|------------------------|
| Building | 5.5 | \$1,844,837,840 |
| Parking | 2.7 | \$245,372,098 |
| Road | 3.3 | (\$599,614,904) |
| Other Land | 23 | \$131,077,569 |

* "Other" is all the rest of the land in the City.



Stormwater System Cost: **\$444,522,415**

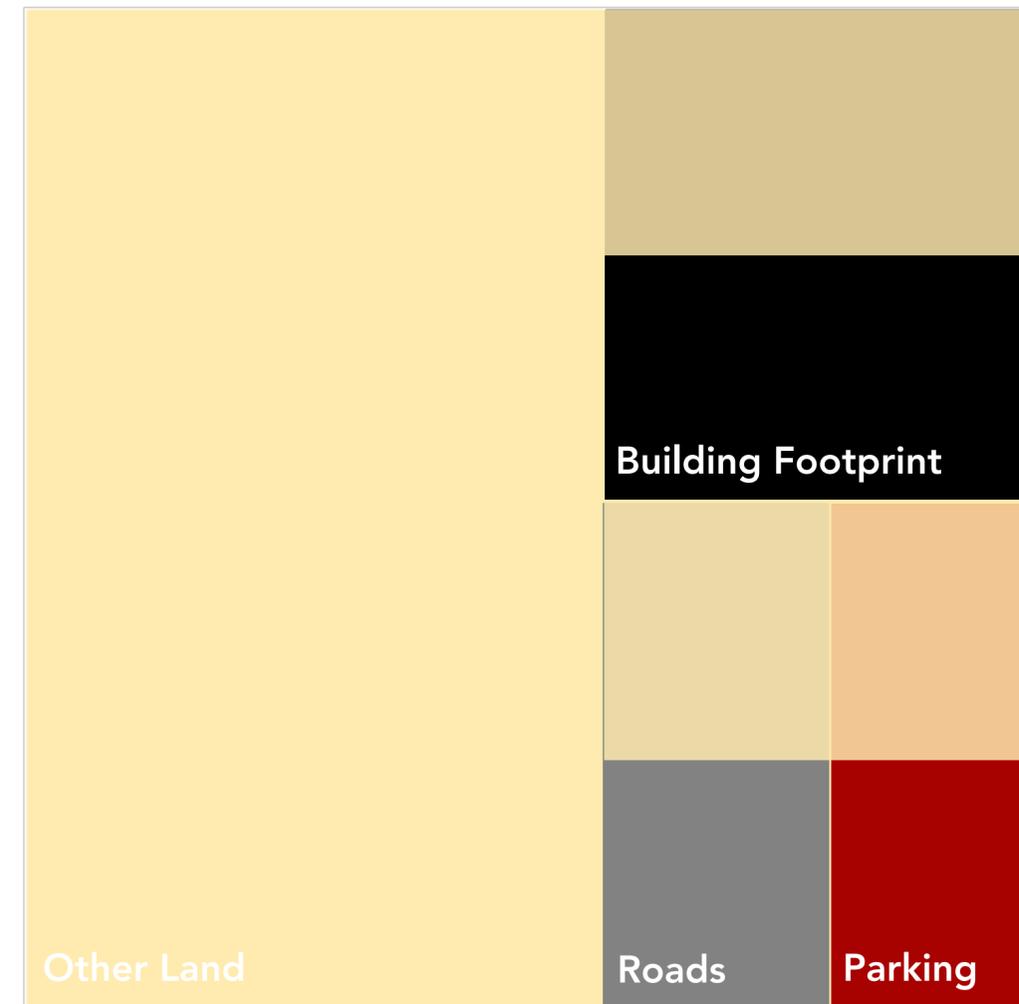
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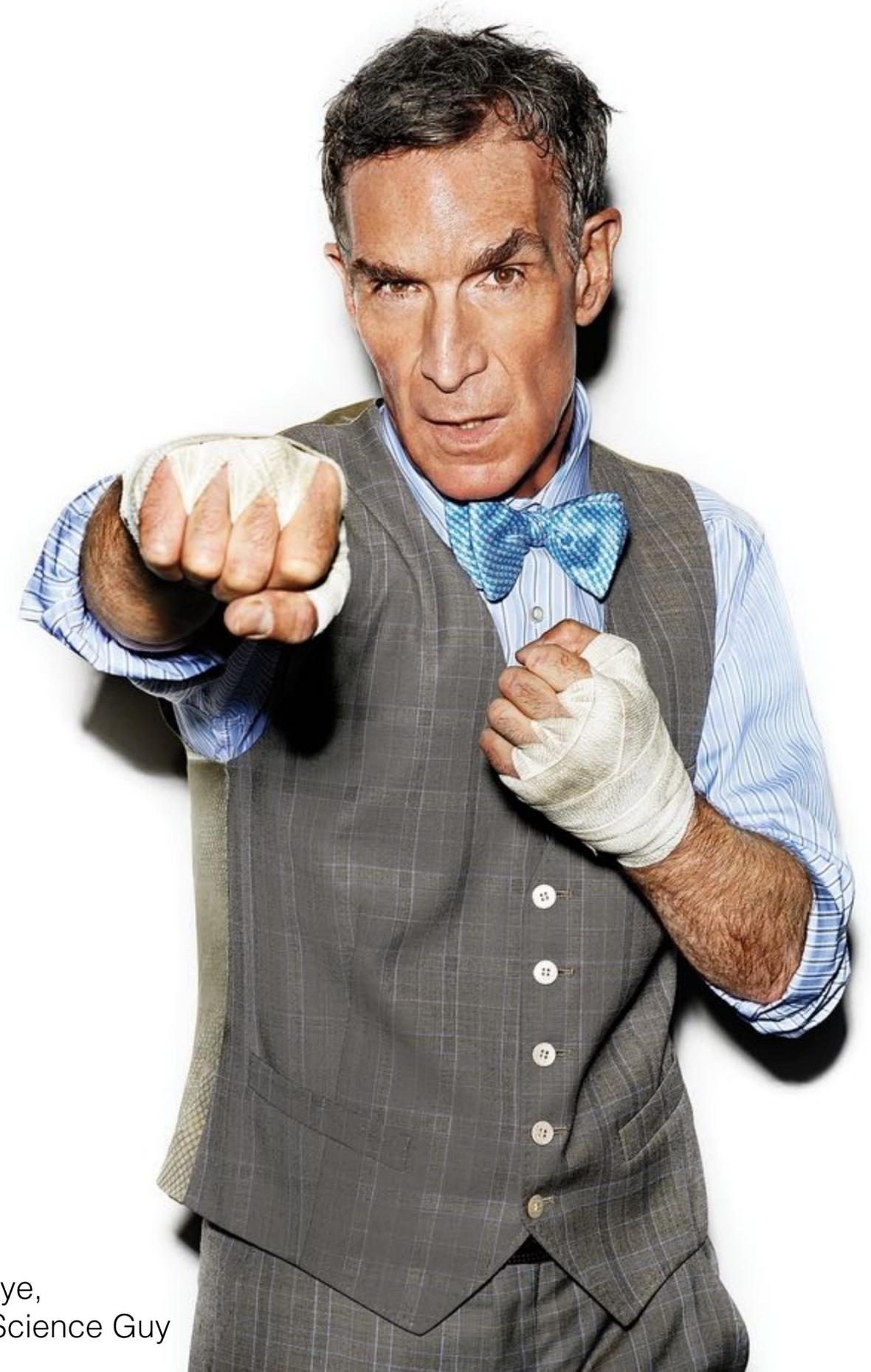
Stormwater System Cost: \$444,522,415

Science

noun sci·ence \ 'sī-ən(t)s \

(from Latin *scientia*, meaning “knowledge”)

The intellectual and practical activity encompassing the systematic study of the structure and behaviour of the physical and natural world through observation and experiment.



GREENLAND MELTING





INDUSTRIAL REVOLUTION

A black and white photograph of a large industrial factory complex. The scene is dominated by numerous tall, dark smokestacks that rise from the buildings. Thick, dark plumes of smoke or steam are being emitted from these stacks, filling the upper portion of the frame and partially obscuring the sky. The factory buildings themselves are dark and multi-story, with various structures and chimneys visible. The overall atmosphere is one of intense industrial activity and air pollution. The text "INDUSTRIAL REVOLUTION" is overlaid in a large, white, sans-serif font across the middle of the image.



ENVIRONMENTAL MOVEMENT

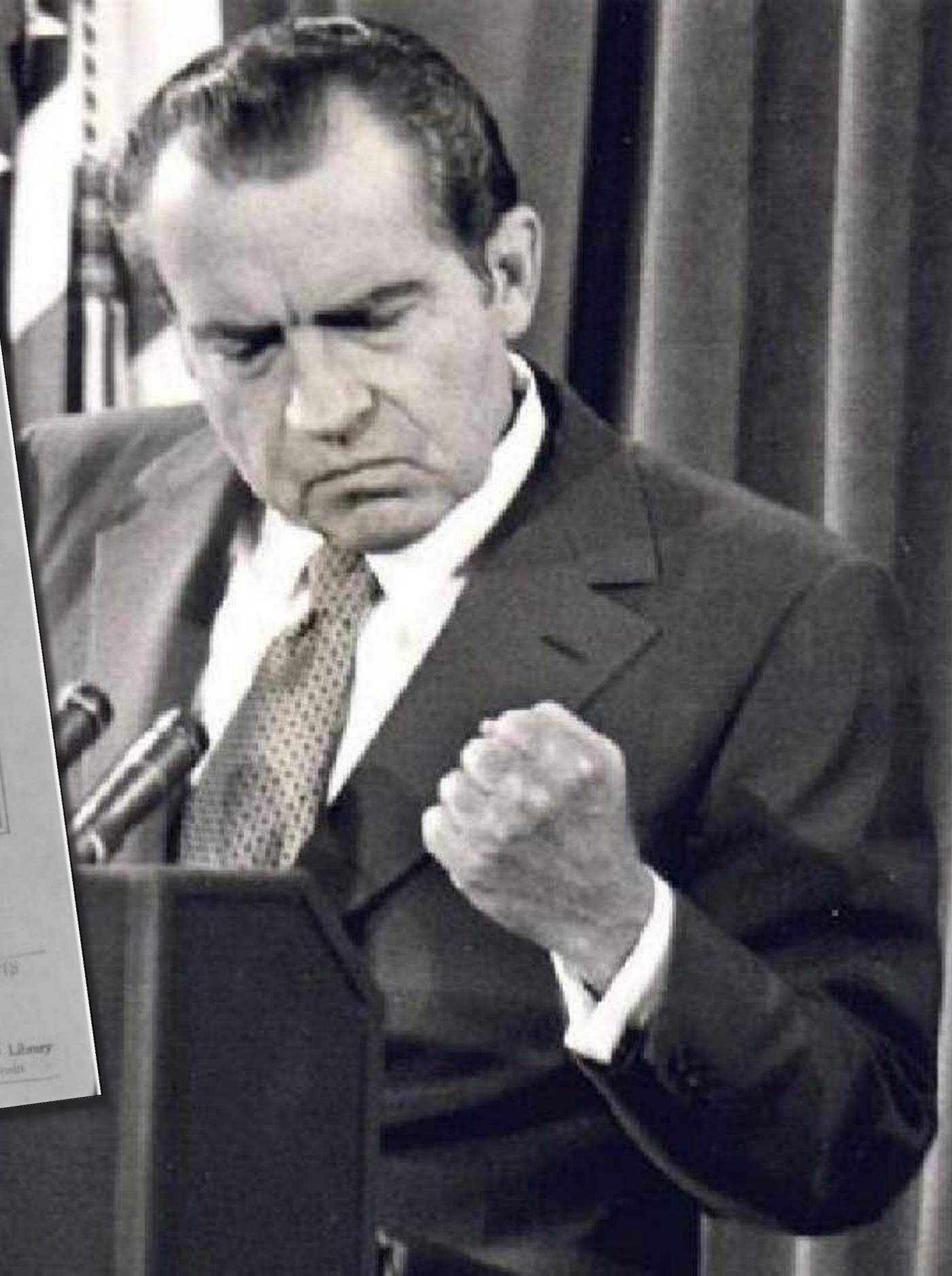
Cuyoga River Fire
Cleveland, OH
1969

ENVIRONMENTAL MOVEMENT



Cuyoga River Fire
Cleveland, OH
1969



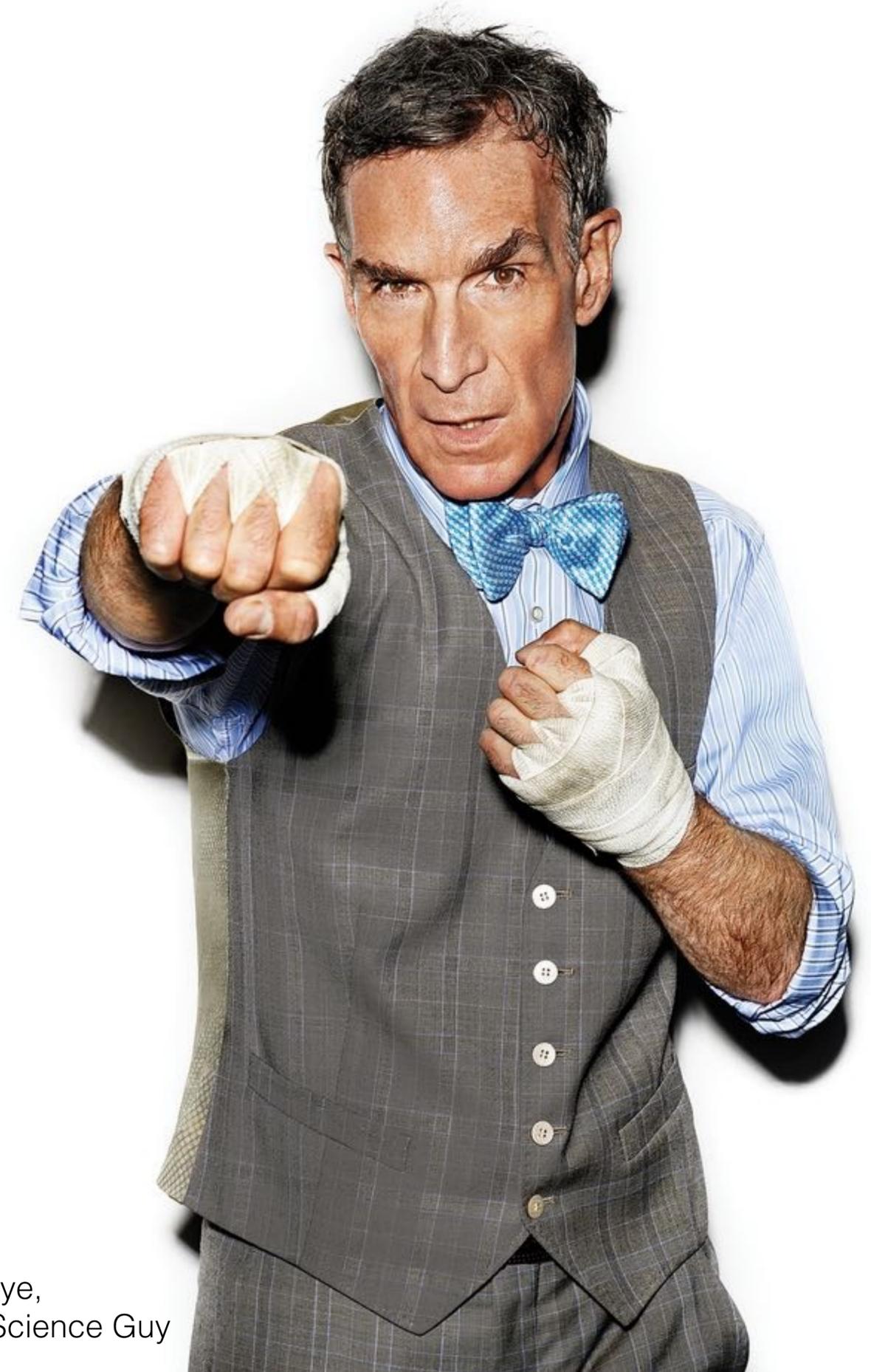


Science

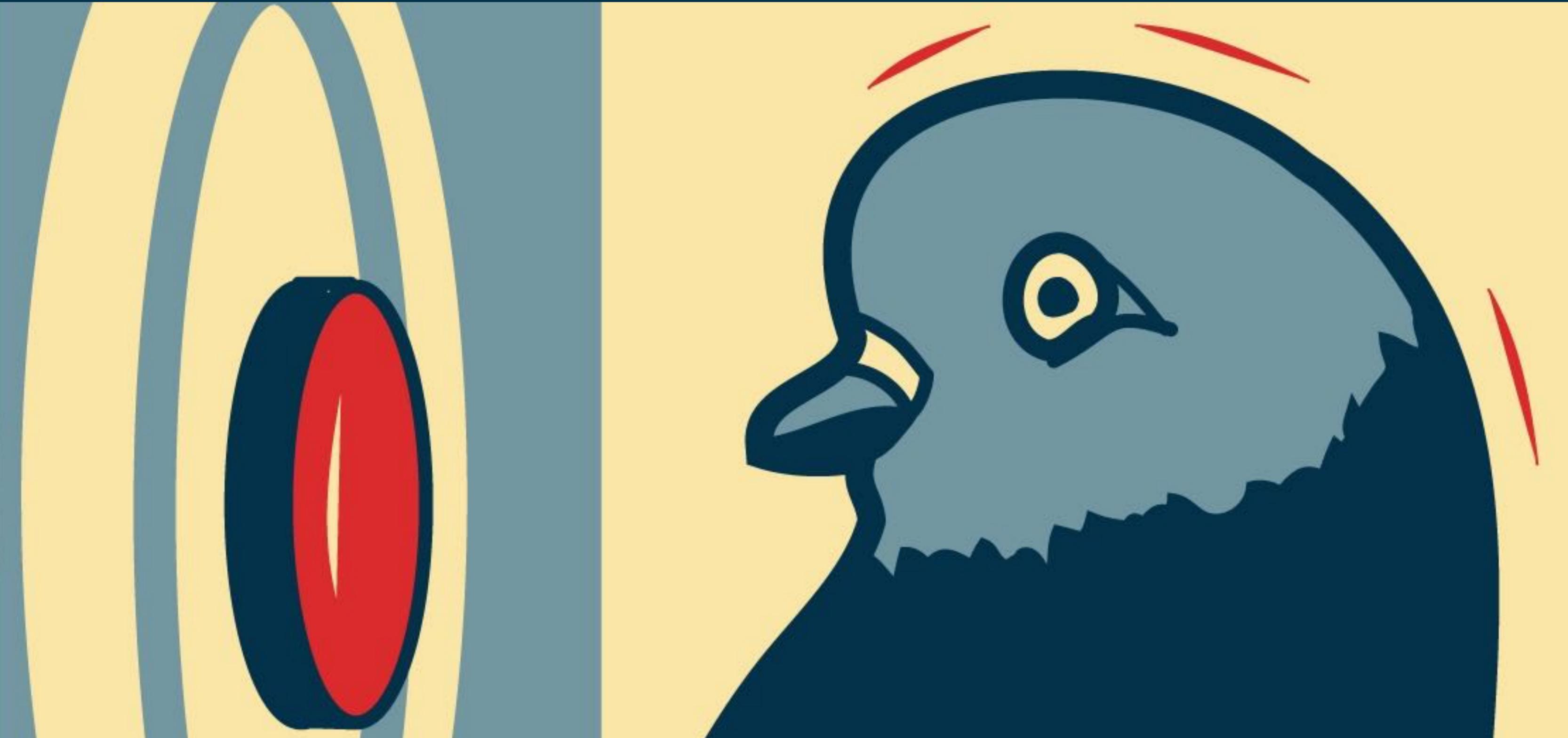
noun sci·ence \ 'sī-ən(t)s \

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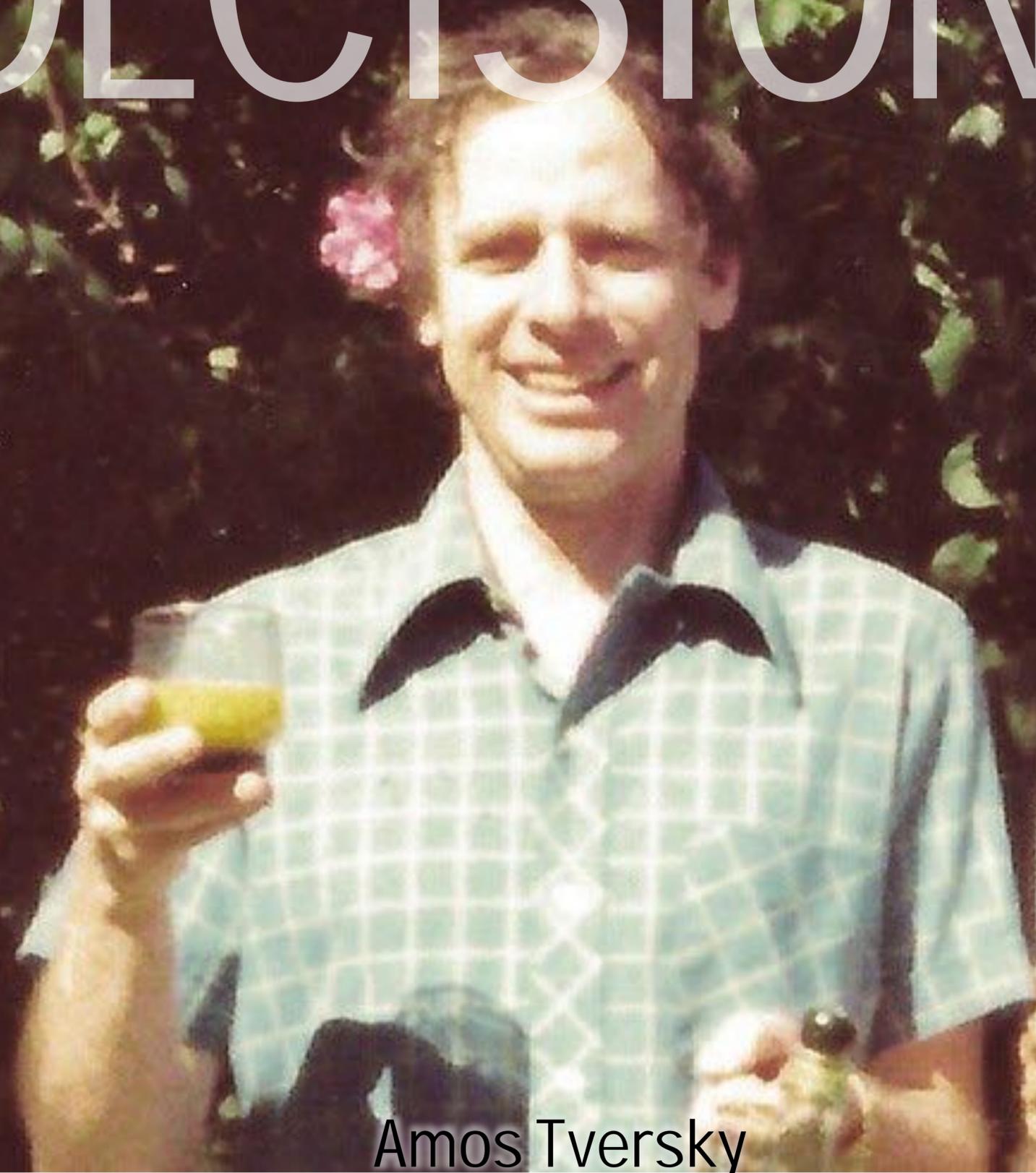
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Behavioral Economics



DECISION SCIENCE

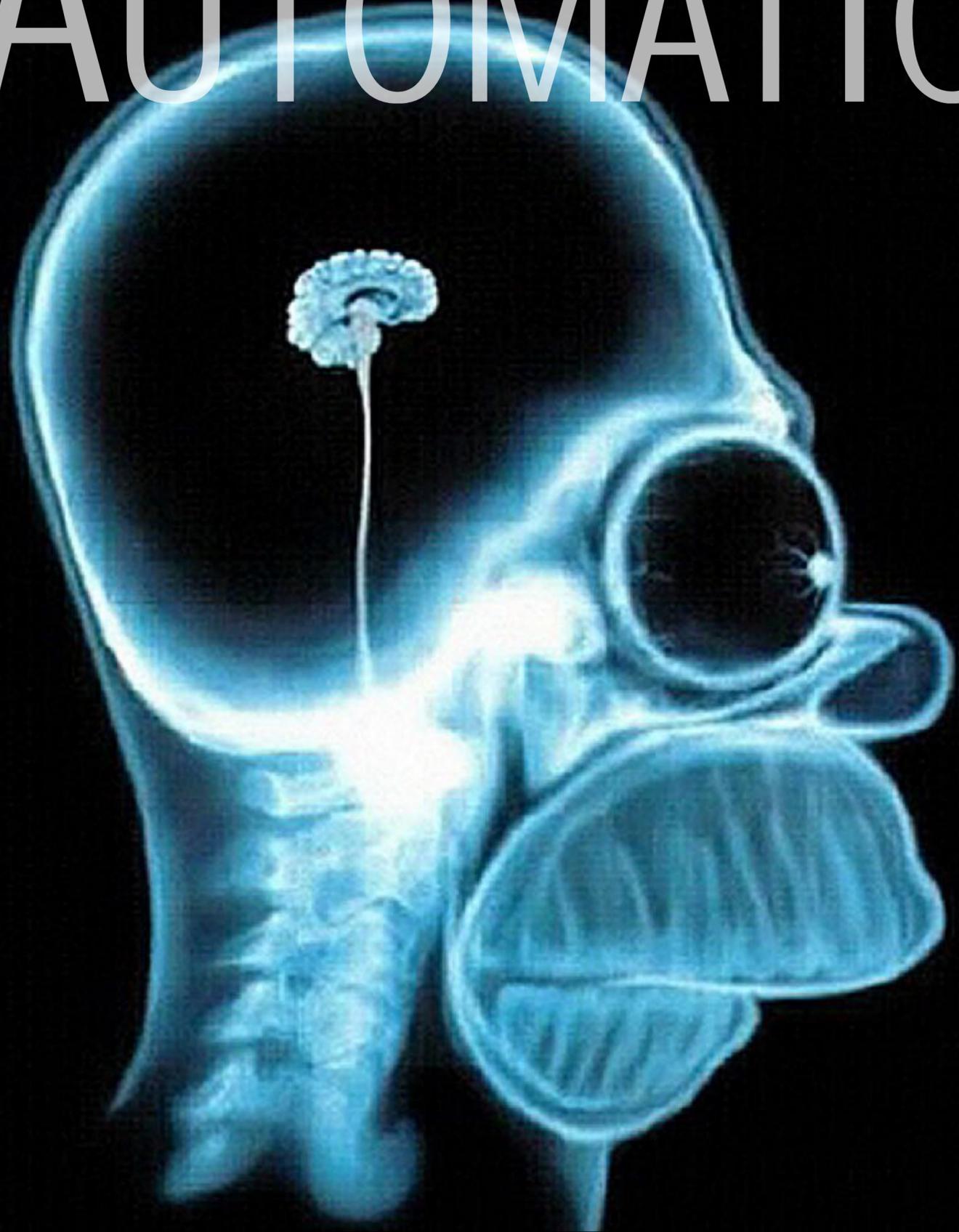


Amos Tversky



Daniel Kahneman

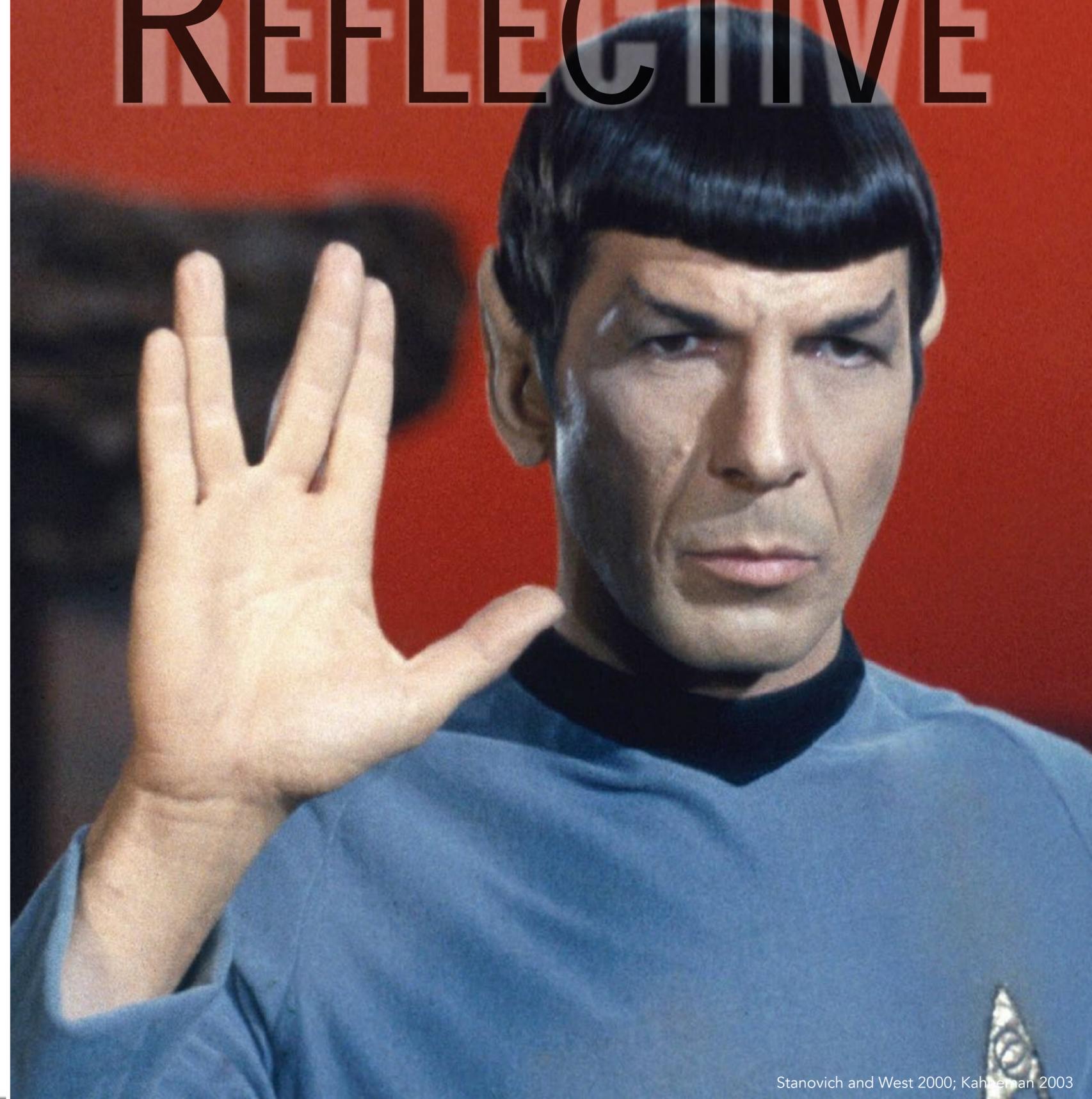
AUTOMATIC REFLECTIVE



AUTOMATIC

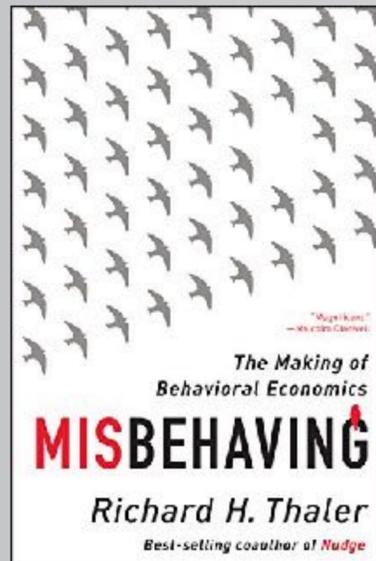
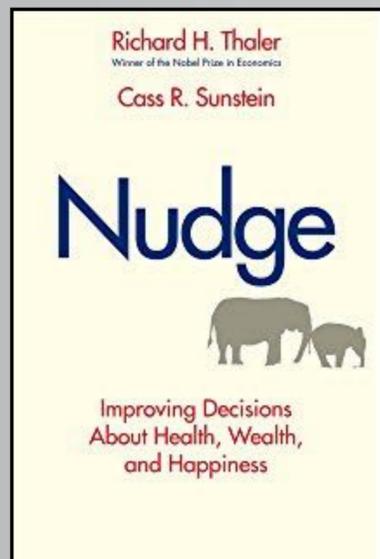


REFLECTIVE



People are not perfect
little “econs”
operating in rational
ways as predicted in
economic models.

Richard Thaler
Nobel Prize in Economics



It's economics, stupid.



President William J. Clinton
1992

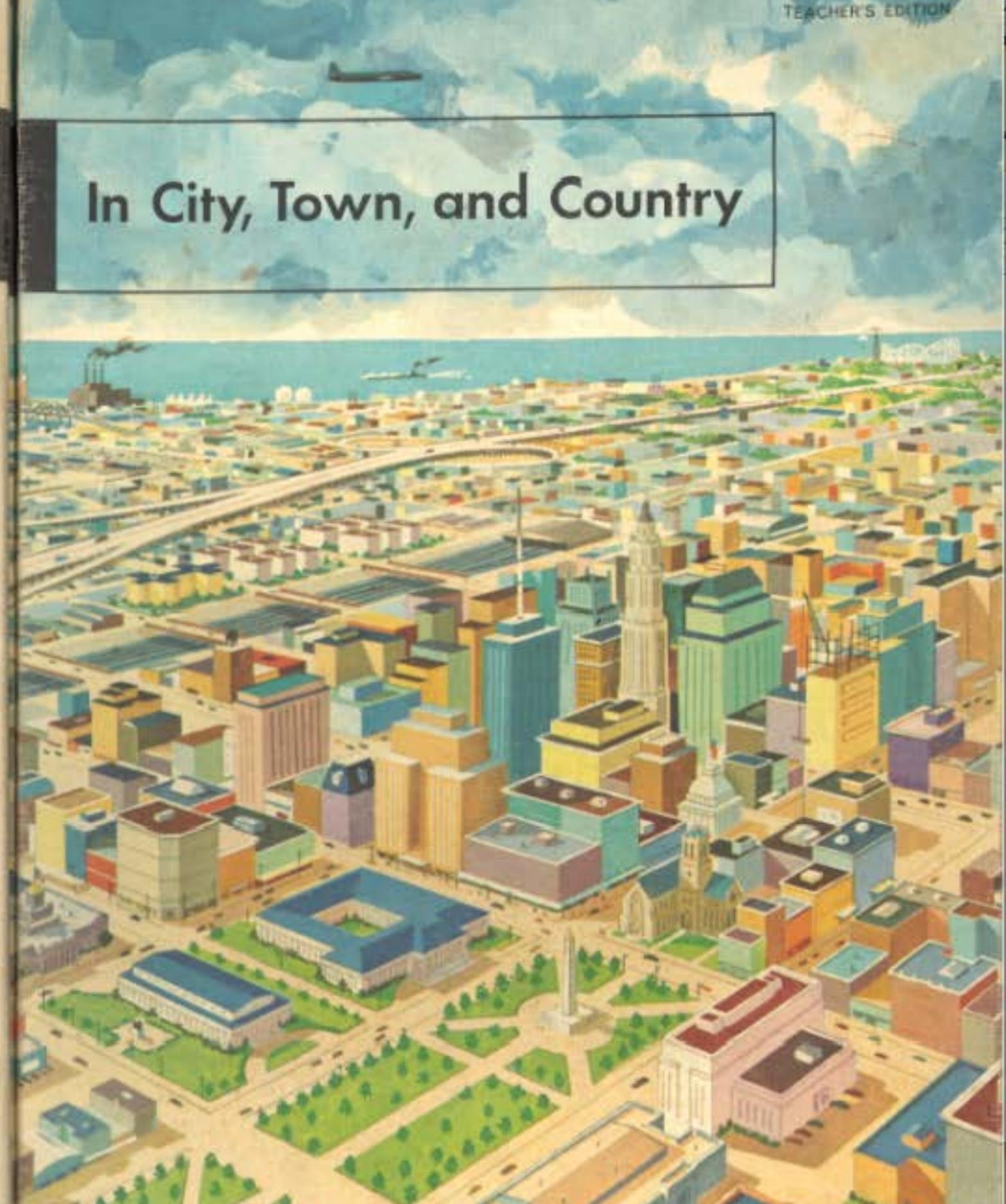


1

In City, Town, and Country

IN CITY, TOWN, AND COUNTRY

THE BASIC SOCIAL STUDIES PROGRAM



THE BASIC SOCIAL STUDIES PROGRAM

CURRICULUM FOUNDATION SERIES
REG. U. S. PAT. OFF.



At Home (Primer)

The family community

At School

The school community

In the Neighborhood

The neighborhood community

In City, Town, and Country

The local, metropolitan area, and county communities

In All Our States

The state community and regions of states

In the Americas

The national and inter-American communities

Beyond the Americas

*Nations and regions of nations across the Atlantic
and across the Pacific*

Living and Learning in Third Grade and Guidebook

to accompany IN CITY, TOWN, AND COUNTRY



by Paul R. Hanna, Genevieve Anderson Hoyt,
and Clyde F. Kohn

William S. Gray, Reading Advisor

Scott, Foresman and Company Chicago, Atlanta, Dallas, Palo Alto, Fair Lawn, N.J.

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Every county has a courthouse located in the county seat. Among the government responsibilities carried on by all counties, one finds provision for election machinery, the assessment and collection of taxes, the administration of justice through the courts, the protection of persons and property through law-enforcement agents, and the recording and custody of such legal documents as deeds and birth certificates.

While the pattern varies from state to state, counties are usually responsible to some degree for educational, library, health, and welfare services; for agricultural and conservation services; for the construction and maintenance of county roads and bridges; for the establishment and maintenance of county parks; and for land zoning.

In studying the functions performed by your county, you will no doubt find that there is a duplication of services, an overlapping of jurisdictions, and a lack of coordination between the county and the local communities within the

county in the performance of certain functions. Throughout our nation, these are problems to which attention is being given by many groups.

You will need to learn all that you can about the functioning of your own county so that you can help your third-graders:

Perceive the spatial relationship of the community in which they live to the county community of which it is a part.

Know and appreciate the services provided by their county government which contribute to the welfare of their local community.

Understand and appreciate the specific ways in which the functions of the county are related to their own lives and to the lives of other members of their families.

Know and understand the functions of private business, professional, and welfare organizations that have county as part of the name.

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YOUR SOCIAL STUDIES PROGRAM

The selected and directed teaching-learning experiences that you provide in social studies this year will emphasize the city, town, or village of which your neighborhood (school district) is a part and the larger county community of which your local community is a part. As the children learn how living goes on in these communities, their attitudes will change and so will their behavior. And at the same time, as members of their family, their school, and their neighborhood communities, they will continue to add experiences to those which they have already accumulated. So, before you begin planning your year's program for which *In City, Town, and Country* provides the springboard, you will want to acquaint yourself with the social-studies experiences your children have had during their two or three previous years in school.

GLANCING BACK

From birth, your boys and girls have been learning to live with others in a family group. Upon starting school, they began learning to live with others in a school group. Last year, they began going alone to the store, library, playground, and other places in the neighborhood; thus, they began to assume simple responsibilities as members of their neighborhood community. These groups are the first groups to which children belong and to which, with or without guidance, they must learn to adjust. Moreover, children's problems in learning to adjust loyalties and behavior to the demands of these three groups are complicated. For these reasons, The Basic Social Studies Program of the Curriculum Foundation Series for Grades One and Two took as its emphasis the universal centers of home, school, and neighborhood.

COMMUNITIES EMPHASIZED

For the first few months in first grade, as described in *Between Two Worlds*,⁸ the social-studies program was based on those experiences which normally occur in the first-grade classroom.

This program was followed by organized learning experiences which emphasized living in family groups. The content for the home and family community emphasis came from two sources: (1) the text and pictures found in *At Home*,⁹ which describe the members of the Hall family as they engaged in the basic human activities, and (2) the everyday experiences of children as members of real families.

During the latter part of the school year, the teaching-learning experiences concerned with living in the school community constituted the social-studies program for your boys and girls. *At School*¹⁰ and the events occurring in the children's own school formed the content for the school community emphasis. From both sources, the children acquired understandings, attitudes, values, and behavior traits that contributed to responsible citizenship. At the same time, readiness was established for a better understanding of the neighborhood community of which the children's homes and school are a part.

⁸ Hanna, Paul R., and Hoyt, Genevieve Anderson. *Between Two Worlds* in Teacher's Edition of *At Home*, Chicago: Scott, Foresman and Company, 1956.

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Establish purpose for reading.
"How would you feel if you were one of the children in the picture?"

Getting a New School

There were many children in Middletown. Every year, there were more and more children in the schools.

When the new factory was built, many new families moved to Middletown and built homes near the factory. Then there were even more children to go to school.

In some schools, there were too many children in each room. In one school, some of the children went to school only in the morning, and others went only in the afternoon. Some children went to school in rooms in churches. Some went to school in rooms over one of the stores.

Middletown needed a new school.

"Give first-grade lessons for building a new school."



"Why would people have to pay higher taxes if a new school were built?"
"Why were some people against paying higher taxes?"

Many people thought that Middletown should build a new school. But others thought that it would cost too much to build another school.

Mr. Canfield lived next door to the Allens. He did not want to build a new school. He said, "Our taxes are too high now. If we build a new school, we will need more teachers and more of everything it takes to run the schools. Then we will have to pay still higher taxes."

But many of the people did not feel this way. They wanted a new school, and they wanted more teachers even if they had to pay higher taxes.

The people on the Middletown school board thought that a new school had to be built.

At a board meeting, they talked about how much a new school would cost. They talked about how much higher taxes would have to be.

Then they said, "All the people in Middletown must know these things. They must know what a new school would do for the community, too. Then, the people must tell us what to do."

"What three things did the Middletown school board think people should know before they decided about building the school?"

Establish purpose for writing.
"How would you feel if you were one of the children in the picture?"

Getting a New School

There were many children in Middletown. Every year, there were more and more children in the schools.

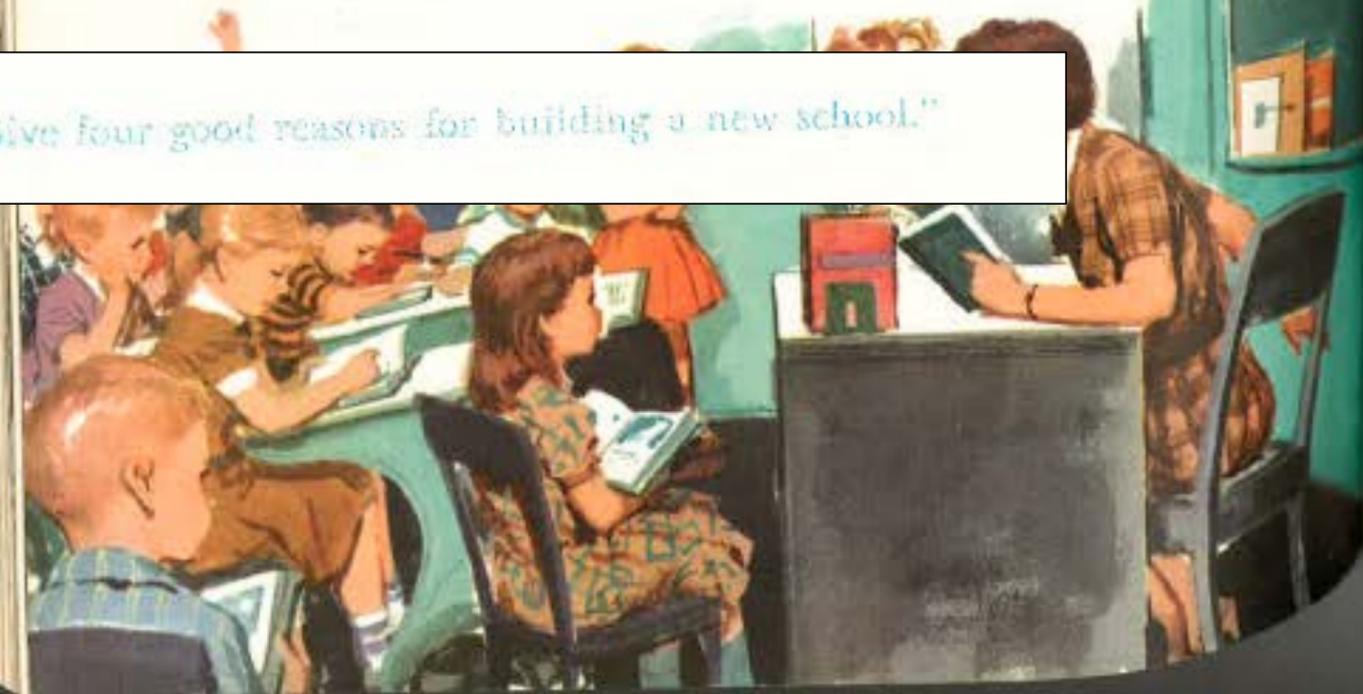
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M... build another school.

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that differ from those of the families of children in your third grade, you will want to make every effort to understand their attitudes, language habits, and behavior patterns. You may be justified in trying to change some of these values and behavior traits, but the essential dignity and worth of each child must be recognized. No child should feel rejected because he is growing up in a home environment different from yours.

Remember, too, that many children whether urban or rural, and regardless of region, are tragically limited in their knowledge of the world and that their world is largely that of the space in which they live and operate. So capitalize upon the experiences which they have had even as you try to broaden the children's understandings and guide their behavior.

These are some of the significant ways in which environmental factors influence the experiences of boys and girls, causing them to feel and act as they do, and so to differ. *In your particular third grade, each youngster will respond to every teaching-learning experience centering around*

for learning?"

The attractiveness of your classroom—the plants in the window, gay touches of color, bright pictures, and other evidences of an inviting room—is part of your children's learning environment.

The social climate of your classroom—the way children are welcomed and helped to get acquainted, the way daily routines are carried on, the way you develop standards and teach observation of rules, and the way children's basic needs are met—is a part of your children's learning environment.

Whether you are in a new building or an old one, your task is to create an environment that invites learning. You begin the year with a recently cleaned, but bare, room. There is nothing on the walls, on the window sills, on the bookshelves, or in the corners. What you do to transform this room into an inviting learning environment depends on your skill and resources. The results reflect your teaching personality. If you set up interest centers, display books, hang gay pictures, and set flowerpots in the windows, then

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