Part II

Panel Presentation.
Convert Parking to An Asset

Win-win-win. Parking as additive value.
51 Biltmore
51 Biltmore
3-Party Public/Private Development
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
… or a 2,900% growth in property tax revenue
51 Biltmore

2008 $11,500

2018 $332,990

... or a 2,900% growth in property tax revenue
What if we understood productivity the way we understand other market indexes?
What if we understood productivity the way we understand other market indexes?
Case Study: Fiscal MRI®
2018

Eugene, Oregon
Pipe Infrastructure
Stormwater & Wastewater
Productivity Difference
Removing areas that aren’t in Eugene’s control, as well as non-taxable buildings.
This is Eugene’s land, as a square.
This is how Eugene’s land is used. There is a steep discount given to parking.

<table>
<thead>
<tr>
<th>Land Use</th>
<th>Square Miles</th>
<th>Value Per Square Mile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>5.5</td>
<td>$1,844,837,840</td>
</tr>
<tr>
<td>Parking</td>
<td>2.7</td>
<td>$245,372,098</td>
</tr>
<tr>
<td>Road</td>
<td>3.3</td>
<td>($599,614,904)</td>
</tr>
<tr>
<td>Other Land</td>
<td>23</td>
<td>$131,077,569</td>
</tr>
</tbody>
</table>

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

Stormwater System Cost: $444,522,415

Source: City of Eugene
Data Year: 2018
Stormwater SDC
Methodology: https://www.eugene-or.gov/DocumentCenter/View/44089

Impervious Surface Breakdown
Eugene, OR
### Impervious Surface Breakdown

**Eugene, OR**

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

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Science

noun  science  \\ˈsən(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.

Bill Nye, The Science Guy
INDUSTRIAL REVOLUTION
Cuyoga River Fire
Cleveland, OH
1969
ENVIRONMENTAL MOVEMENT

Cuyoga River Fire
Cleveland, OH
1969
Science

(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.
Behavioral Economics
DECISION SCIENCE

Amos Tversky  Daniel Kahneman
Automatic

Reflective

Stanovich and West 2000; Kahneman 2003
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.
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, 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

Guidebook to accompany IN CITY, TOWN, AND COUNTRY

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

William S. Gray, Reading Advisor

Scott, Foresman and Company

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International Rights Reserved.
Every county has a courthouse located in the county seat. Among the government responsibilities carried out by all counties, one finds provision for election machinery, the assessment and collection of taxes, the administration of justice through the courts, the provision of poorer and penal care through law enforcement agents, and the recording and custody of all legal documents. A county contains an elected, paid body of officials, the county board of supervisors, and an elected, appointed body, the county board of county commissioners. A county is the smallest government unit in the United States.

While the pattern varies from state to state, counties are usually responsible for 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 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 classmates.

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 and interests will change and so will their behavior.

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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 and interests 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 to their experiences those which they have already accumulated. So, before you begin planning your year’s program for which Dr. 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 some responsibilities as members of their neighborhood community. These groups are the first groups to which children belong and to which, without guidance, they must learn to adjust. Moreover, children’s problems in learning to adjust to the behavior and 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 is designed to teach the universal concepts of home, school, and neighborhood.

COMMUNITIES EMPHASIZED

For the first few months in first grade, as described in Between Two Worlds, 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 the sources: (1) the text and pictures found in At Home, which describes the members of the 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 and the events occurring in the children’s own school formed the content for the school community unit. 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.


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 all legal documents and birth certificates.

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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 children:

- 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 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 their name.

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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.

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."

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

"What sort of people oppose paying higher taxes?"
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"Give four good reasons 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?"

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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...
tragically limited in their knowledge of the world