

**METRO FUTURE VISION COMMISSION
MEETING SUMMARY
July 12, 1993**

Members Present: Len Freiser, Chair; Councilor Susan McLain, Vice-Chair; Ron Correnti; Judy Davis; Councilor Mike Gates; Mike Houck; Wayne Lei; Robert Liberty; Peggy Lynch; John Magnano; Peter McDonald; Alice Schlenker; Rod Stevens; and Robert Textor. Ted Spence and Fred Stewart, alternates.

Visitors Present: Ethan Seltzer.

Staff Present: Sherrie Blackledge; Karen Buehrig; Lisa Creel; John Fregonese; and Gail Ryder.

The meeting was called to order by Chair Len Freiser at 9:07 a.m.

Each Committee member introduced themselves and made a brief statement of their major interest in the Commission.

Councilor McLain reviewed the mission for the Commission and briefly explained Region 2040, Land Use and Transportation.

The Committee broke up into three small groups to brainstorm what they hoped people's lives would be like in the year 2040.

The Committee reconvened; each group reported their ideas and themes achieved from the brainstorming to the entire Committee. (Complete outline of flip charts attached).

It was agreed that the Committee would meet for an all day retreat on Tuesday, August 3, 1993, at 9:00 a.m. to 5:00 p.m. at the Metro Regional Center Conference Room 370. Thereafter, the Committee would meet every two weeks starting Monday, August 16, 1993, from 4:00-6:30 p.m.

The meeting was adjourned at 11:55 a.m.

Respectfully submitted by Sherrie Blackledge

METRO FUTURE VISION COMMISSION

Monday, July 12, 1993 Meeting

Summary of Group Responses

Group 1: Susan McLain, Ron Correnti, Peggy Lynch, Judy Davis, John Magnano

1. **Education, Libraries, etc.**

Education system, high quality options

Access to information - libraries

Importance of education - cradle to grave

Education

Life long education

World class education - K-12, college

2. **Economics**

Economic vitality

A strong business community

Importance of small business

Living wage jobs

A benchmark for proper mix of retail, hi-tech, industrial lands, including business parks and encouragement of higher end salaries

Vital downtown core area, importance to region

3. **Sense of Place / Community**

Jobs - high tech

What makes a "community"? (housing, transportation, land use variations, jobs, cultural efforts)

Build a sense of community that fosters citizen participation

The relationship of different races

Home spaces - how we use them (education, work place, home, stress free environment)

Strong business leaders

Living wage jobs - note of increasing demand for services vs. goods

Feeling of community

Diverse choice of where and how to live

A sense of place

Pride of region and being a citizen of this area

Multiple communities - neighborhood identities (some geographic, some not)

4. Tolerance

Written policy on equality and diversity ("protestation" of diversity and orientation so a family is not physically intimidated)

Recognition of value of diversity

5. Services (arts, transportation, health, safety, housing)

Safety of community - low crime

Affordable housing

Health services

High arts and other cultural opportunities

Transportation

A safe community where people can walk and enjoy our area without fear of physical assaults

A region with clean, drinkable water and air which is healthy for our lungs

A region interconnected with light rail into the State of Washington for greater mobility

Communication and the means in which we gather and receive it

Efficient land use, transportation and communication systems

Enhance current air, water tech - Recognize its value

Health service with preventive care

Connection between arts and community

Access/mobility to jobs housing transportation, culture, environment for all people, including those with differing skills and abilities

A region which emphasizes notable architecture, design, mixed use, reduces suburban sprawl

6. Natural areas - rural/urban

Open space opportunities

Access to natural areas within the beyond the UGB

A set of communities or region where we have parks, trails, open space, wildlife and green corridors

Rural/urban connection and separation

An area where there is a market difference in landscape between "town and country" ensuring a sense of place

7. Process

Where would we spend our time in order to affect change - to make a vision happen

Need into on carrying capacity (water, air quality, etc.)

Widespread citizen involvement

Commitment steps, specific benchmarks

Build on visions of each individual community - those recently completed
How to involve people in this planning effort
Access recent community surveys/documents which will help us include more people in the vision
Access to information on new technology from business community

8. **Government**

Practical transition steps - incentives, building, transportation flexibility's
Integrated government rules and regulations and vision
Need to focus on "how to"; make the vision happen
Possibly consolidation of governments in the region (special districts, cities, region)
Prioritize, standardize transportation project funding; list priorities - feature, benefit elected official voting stats, categorize types of projects
Strong political leadership
Efficient government
Need to acknowledge the existence of Oregonians in Action type beliefs and OCA type beliefs
Cost of services - willingness to pay for services and infrastructure and education
Personal citizen ownership in solution to problems

Group 2: Wayne Lei, Ted Spence, Peter McDonald, Mike Houck, Fred Stewart

Robert
Liberty

1. **Cultural**

Role of cultural diversity in shaping next 50 years
Role of libraries, museums and other education institutions
Accessible public buildings
Individual stewardship

2. **Quality of Life - Community Values**

Growing up or growing out - "satellite cities"
Creating a sense of neighborhood "not based on the car"
Self sufficient neighborhoods

3. **Environment**

True separation of people and agriculture (agriculture will continue in the Metro area and on fringes for the following reasons: 1) desire to do so; 2) Greenspaces; 3) environmental; 4) fabric of urban life; and 5) employment
Clean Water

Design with Nature (marine, fauna, vistas, wetlands, air quality, chemical waste)

4. **FV Process**

Relationship to other laws, programs and policies (ORS 268.380, 390; RUGGO's; ORS Ch. 197; Regional Framework Plan; Charter)

Relationship to other policies and programs

Topic #2: validation/ adoption; election?

Topic #1: public participation and education

Topic #3: defining carrying capacity

Schedule for completion

Defining the "region"

5. **.Education**

Education: quality, diversity, equality, availability

Greenspaces as labs in the schools

Quality educational opportunities

6. **Economy and Housing**

Variety of job opportunities

World economy

Affordable housing

Topic #8: increasing economic diversity and opportunity within the region and neighborhood

What's the type of economy(s) that will support the region

7. **Role of Urban Areas**

Preserving the idea of neighborhood

Human Safety; human health care

Real communities

Diverse neighborhoods

Safe communities

#6: benchmarks describing quality of life

There is no "away"

Nature nearby defeat the extinction of experience

Cultural connections and social/environmental equity

Sense of scale

8. **Growth Patterns**

Density of population not necessarily a bad thing - leads to potentially good things like increased diversity and activities; neighborhoods and human interaction

Greenfrastructure networks of greenways along urban streams; rights of way,

etc.; air quality, transportation

Topic #7: expanding existing urban areas

Topic #2: population distribution

Topic #1: population levels

Topic #0: what is "the region"?

9. Transportation

Physically accessible transportation

Variety of transportation options

Topic #4: transportation

Connectors within and between neighborhoods; walk, bike, stroll

Role of internal combustion engine

Transportation: mass transit must be available and used; private auto use must be curbed

Walking to work and play areas

Access to services for young, old and all

Group 3: Len Freiser, Mike Gates, Alice Schlenker, Rod Stevens, Robert Textor

1. PR

What decides a "rural" vs. "urban" boundary? Does a five acre farm count?

Advanced communications

Manufacturing technology

Tie to Southwest Washington (scope of study)

Selling to the public

Fear of the future

Short, striking document

Education/PR: move forward with "2000" curriculum; go to schools find out what kids want

Major speaking program; ask for public wish list

FVC members to visit and listen to individuals and groups in area

2. Business and Industry

Business community involvement; non-adversarial, pro-active involvement

Public education process; front page Oregonian; values, trade-offs

Electronic communication and job centers

Link now to world (global markets) initiate intensive training and cultural awareness

Getting jobs to existing residents

World economy, more services, smaller, lighter products

Pacific rim will be expanded deep into China
Keeping small businesses alive
Stable economies, but not static, diverse and ever-changing, with minimal governmental impediment
Diversity of business and industry

3. **Children**

Recognition of changing demographics
Plan for our children/grandchildren
Every child has (walking or bicycle, preferably) access to stores, art, drama, music, crafts programs
Jobs, economy, education; mandated Asian language training; preparing children for jobs
Wonderland: children's facility, observatory, recreation, arts in one place, 7 days a week

4. **Community**

Sense of community centers, identity
Education and role of schools
Sense of community for adults; the "community" can handle problems that arise

5. **Education**

Involve the education system in developing the Future Vision - the youth today are more likely to buy into it; if they can see it, they will make it happen, sooner or later
Expand the education tapes-electives (analogy of how people buy cars today)
Institutionalize anticipation; teach futures in schools; grades 6-8 great

6. **Green**

Pollution control; pollutants pay; non-pollutants helpful in advance so prevent pollution
Landscape the arterials, divide and landscape the major highways
Open space as infrastructure
Make open land pay
Why people move beyond the boundary
Bicycling to woods and fields
Keeping the line between farm and city
Buying, preserving land for parks and open spaces
Recycling energy (heat) to pool, home etc.
Corridors for green and other corridors for humans

7. **Seniors**
Access and mobility for those without cars
Providing services for seniors
8. **Focus Points**
Enlarge the geographic scope of the Future Vision Commission (i.e. Salem)
Tie between small towns and downtown
Keep sense of smallness
Bicycling to the store
Icons and symbols of the area (as qualities of life in Portland)
Spots that people use as a sense of place and identity with pride, not derision
9. **Transportation**
Public transit like Vienna corridors
Vehicles down to one person size, which makes electric feasible
Port of Portland, development carefully
Rapid rail; new rail with Eugene, Corvallis, Seattle, Vancouver; universally pooling resources
High speed rail transportation; Canada to Southern Oregon
River craft vehicles - Wilsonville
Accessibility and freedom of movement
10. **Safety**
Security for children, not police security, but family
Walk streets, all streets in Metro free from fear and assault; get tough
11. **Arts and Culture**
Role and place of performing arts
12. **Government**
Gandhi's method of leadership: "There go my people, I must follow them. I am their leader."
Taxation is adequate and fair
Encourage Volunteers
Government funding structure with more balance
13. **Telecommunication**
Quality/quantity telecommuting of in-migrants
14. **International Relations**
Celebrate diversity

Natural friendliness asset; international home steps system, openness
Combine economy with cultural contacts internationally
Governmental "takings"
Economies of scale: government; education; business; cultural

15. Cultural Conservation

Volunteerism: promotion, encouragement; keep open
Festivals: promotes, preserve festival life
The arts/aesthetics: keep access open, not economically restricted
Education and Cultural: Education to inter cultural

16. Immigration

Migrants as asset; rec., welcome, educate, harness
Immigration as asset "never again"

17. Social

Improve current urbanized areas, as well as keep rein on newly developing areas
Sense of privacy
Equity compassion

18. Technology

Education to take advantage of high tech

THE PLAN WITH A HUMAN FACE

1. In setting goals we start with values and human needs and not with the priorities of institutions.
2. One of the goals of Future Vision Commission is to foster a community of interest.
3. Children are at the base and at the apex of Future Vision. The degree to which we reach all children will be the ultimate measure of the effectiveness of Future Vision Commission.
4. Children as well as adults will be invited to participate in Future Vision Commission.
5. Children should have walking or bicycling access to a variety of arts, crafts, museum, and science facilities in public libraries or community centers, and through outreach services of the major institutions in the area.
6. Encourage a workplace philosophy that allows parents to be home when children return from school. (Different work shifts for those with and without children will help ease rush-hour traffic.)

What the Written Report will Look Like:

I. People's Lives -- values and ideals.

Age timelines charted against:

family/personal growth/health/physical environment, social environment/information access/job environment and access/recreation/arts and literature access/education/government and participation

II. Resources required to allow the development of values and ideals.

Government and planning/arts, community center, library, school/information/ finance, business and industry, utilities, transportation

III. Implications of the above (I. and II.) on:

Use, restoration and preservation of regional land and natural resources for the benefit of present and future generations.

How and where to accommodate the population growth for the region while maintaining a desired quality of life for its residents, and

How to develop new communities and additions to the existing urban areas in well-planned ways.

IV. Technical reports/research that illuminate any of above.

All other related "Vision" statements: Sherwood, Forest Grove, Portland Focus, "Oregon Benchmarks" and "Human Investment Partnership" -- their strengths and their weaknesses.

Other reports as suggested by you and technical staff.

Time Lines (This is just an abbreviated example.)

Age

| | |
|--------------|--|
| 0 - 3 | Healthy parents; prenatal and postnatal care* Outreach to parents: reading (Bright from the Start), swimming, day care |
| 3 - 6 | Access (with adult) to: play areas; art, crafts, dance, drama, music participation; concerts, theater; library, museums; (note: access to central resources, local resources and through outreach.) |
| 6 - 12 | Access to a variety of educational and cultural enterprises: community centers, libraries, museums; participation in arts, drama, foreign languages |
| 3 - 12 | <i>Wonderland</i> -- children's facility: arts in one place, recreation, observatory and labs, crafts, etc., day care; seven days a week. |
| 4 - 18 | A 'mix' of library, museum and school educational programs: mandatory english, foreign language, maths, science, art, drama and music (including performing groups), health and exercise, geography and history, civics, peoples and groups in the United States, agriculture, forestry, and conservation, crafts and shops (wood, metal, electric, machine); international exchange - living abroad. <u>Note:</u> A grounding in history is the basis for a discussion of the future; however, engaging a child's imagination about life in the future is both a good experience in itself, an opportunity to introduce children to the concept of planning and inform parents about Future Vision Commission. |
| 16-25 | Community service, international service; integrated work-study and internships; postsecondary schooling; |
| 25- etc..... | |
| All * | Stable home; safe housing; social harmony; clean air, water and land; natural resource conservation; diversity -- all aspects: people and cultures, educational, recreational and cultural institutions, business and industry, urban, rural, suburban and open spaces. |

* See OREGON BENCHMARKS Report to the 1993 Oregon Legislature.

Summary

NURTURING FAMILIES, THRIVING CHILDREN

Stable Home Life

Decrease: pregnancy/birth rate of 17 and younger; child and spousal abuse; homeless children; percent of children living under federal poverty level.

Healthy Babies and Toddlers

Good prenatal care; healthy birthweight; drug, alcohol and tobacco-free pregnant women; infant mortality rate; immunization; basic health care.

Early Childhood Development

SUCCESS IN SCHOOL

STUDENT HEALTH

HIGH SCHOOL TO POST-SECONDARY EDUCATIONAL ATTAINMENT

ADULT EDUCATION

Formal Education

Ongoing Occupational Training and Education

Work Force Adaptability

Percent displaced workers reemployed within 24 months at least 90 percent of previous income.

ADULT SKILLS PROFICIENCY

Literacy Skills

Multilingual Skills

International Awareness

ADULT HEALTH

EQUAL OPPORTUNITY AND SOCIAL HARMONY

Economic Participation
Start in Life (Infant Mortality)
Civic and Occupational Participation
Social Harmony in Schools
Social Harmony in the Community
Seniors
Mentally Disabled
Handicapped

CLEAN BEAUTIFUL NATURAL ENVIRONMENT

Clean Air, Water and Land
Natural Resource Conservation
Plants, Fish and Wildlife

DEVELOPED ENVIRONMENT WHICH IS CONVENIENT, AFFORDABLE, ACCESSIBLE, AND ENVIRONMENTALLY SENSITIVE

Community Design
Transportation
Housing
Access to Facilities
Access Between Communities
Emergency Preparedness

COMMUNITIES THAT ARE SAFE, ENRICHING AND PARTICIPATIVE, WITH ACCESS TO ESSENTIAL SERVICES

Public Safety
Justice
Access to Cultural Enrichment
Sense of Community
Access to Health Care
Access to Child Care
Customer Satisfaction (Government Doing a Good Job?)

INCREASING STANDARD OF LIVING

DIVERSE AND PRODUCTIVE INDUSTRY

CONTAINED COST OF DOING BUSINESS

MAINTAIN OREGON'S CAPACITY FOR EXPANSION AND GROWTH

Land
Water
Air
Timber
Regulations

ACCESS TO MARKETS AND INFORMATION

Air Transportation
Ground
Marine
Telecommunications
Research and Technology

PUBLIC FINANCE AND PUBLIC AGENCY PERFORMANCE

Taxes
Public Infrastructure Investment
Public Agency Performance

How to Get Where We Want to Go

1. Passionate and unrelenting efforts to nurture every preschool child and to support healthy, functional families

New Parent Services, Hood River Co.
Nurturing Community, Yamhill Co.
Healthy Start, Deschutes Co.

2. A fundamental redefinition of primary and secondary education

Oregon Education Act for the 21st Century
New Standards Project (national project)

3. Productive new paths from school to work for those not bound to become college graduates

Oregon Workforce Quality Council
Partnership: Aloha High School, Portland General Electric, Association of General Contractors
Owen Sabin Occupational Skills Center

4. World-class higher education

5. Life-long learning for every adult

6. Strong efforts to improve the health of all Oregonians

7. Changes in governance, budgets, and values

Cooperation and linkage among institutions
Client needs/satisfaction rather than agency survival
Self-reliance/continuous improvement among institutions
Personnel to accept and apply this orientation
Evaluate institutional performance
Build a public-nonprofit-business partnership
Regard diversity as an asset
Stress support for family and community
"No one can be wasted, allowed to fail, left dependent"

METRO FUTURE VISION COMMISSION

Monday, July 12, 1993 Meeting

Summary of Group Responses

Group 1: Susan McLain, Ron Correnti, Peggy Lynch, Judy Davis, John Magnano

1. Education, Libraries, etc.

Education system, high quality options

Access to information - libraries

Importance of education - cradle to grave

Education

Life long education

World class education - K-12, college

2. Economics

Economic vitality

A strong business community

Importance of small business

Living wage jobs

A benchmark for proper mix of retail, hi-tech, industrial lands, including business parks and encouragement of higher end salaries

Vital downtown core area, importance to region

3. Sense of Place / Community

Jobs - high tech

What makes a "community"? (housing, transportation, land use variations, jobs, cultural efforts)

Build a sense of community that fosters citizen participation

The relationship of different races

Home spaces - how we use them (education, work place, home, stress free environment)

Strong business leaders

Living wage jobs - note of increasing demand for services vs. goods

Feeling of community

Diverse choice of where and how to live

A sense of place

Pride of region and being a citizen of this area

Multiple communities - neighborhood identities (some geographic, some not)

4. Tolerance

Written policy on equality and diversity ("protestation" of diversity and orientation so a family is not physically intimidated)

Recognition of value of diversity

5. Services (arts, transportation, health, safety, housing)

Safety of community - low crime

Affordable housing

Health services

High arts and other cultural opportunities

Transportation

A safe community where people can walk and enjoy our area without fear of physical assaults

A region with clean, drinkable water and air which is healthy for our lungs

A region interconnected with light rail into the State of Washington for greater mobility

Communication and the means in which we gather and receive it

Efficient land use, transportation and communication systems

Enhance current air, water tech - Recognize its value

Health service with preventive care

Connection between arts and community

Access/mobility to jobs housing transportation, culture, environment for all people, including those with differing skills and abilities

A region which emphasizes notable architecture, design, mixed use, reduces suburban sprawl

6. Natural areas - rural/urban

Open space opportunities

Access to natural areas within the beyond the UGB

A set of communities or region where we have parks, trails, open space, wildlife and green corridors

Rural/urban connection and separation

An area where there is a market difference in landscape between "town and country" ensuring a sense of place

7. Process

Where would we spend our time in order to affect change - to make a vision happen

Need into on carrying capacity (water, air quality, etc.)

Widespread citizen involvement

Commitment steps, specific benchmarks

Build on visions of each individual community - those recently completed
How to involve people in this planning effort
Access recent community surveys/documents which will help us include more people in the vision
Access to information on new technology from business community

8. Government

Practical transition steps - incentives, building, transportation flexibility's
Integrated government rules and regulations and vision
Need to focus on "how to"; make the vision happen
Possibly consolidation of governments in the region (special districts, cities, region)
Prioritize, standardize transportation project funding; list priorities - feature, benefit elected official voting stats, categorize types of projects
Strong political leadership
Efficient government
Need to acknowledge the existence of Oregonians in Action type beliefs and OCA type beliefs
Cost of services - willingness to pay for services and infrastructure and education
Personal citizen ownership in solution to problems

Group 2: Wayne Lei. Ted Spence. Peter McDonald. Mike Houck. Fred Stewart Pott. Liberty

1. Cultural

Role of cultural diversity in shaping next 50 years
Role of libraries, museums and other education institutions
Accessible public buildings
Individual stewardship

2. Quality of Life - Community Values

Growing up or growing out - "satellite cities"
Creating a sense of neighborhood "not based on the car"
Self sufficient neighborhoods

3. Environment

True separation of people and agriculture (agriculture will continue in the Metro area and on fringes for the following reasons: 1) desire to do so; 2) Greenspaces; 3) environmental; 4) fabric of urban life; and 5) employment
Clean Water

Design with Nature (marine, fauna, vistas, wetlands, air quality, chemical waste)

4. **FV Process**

Relationship to other laws, programs and policies (ORS 268.380, 390; RUGGO's; ORS Ch. 197; Regional Framework Plan; Charter)

Relationship to other policies and programs

Topic #2: validation/ adoption; election?

Topic #1: public participation and education

Topic #3: defining carrying capacity

Schedule for completion

Defining the "region"

5. **.Education**

Education: quality, diversity, equality, availability

Greenspaces as labs in the schools

Quality educational opportunities

6. **Economy and Housing**

Variety of job opportunities

World economy

Affordable housing

Topic #8: increasing economic diversity and opportunity within the region and neighborhood

What's the type of economy(s) that will support the region

7. **Role of Urban Areas**

Preserving the idea of neighborhood

Human Safety; human health care

Real communities

Diverse neighborhoods

Safe communities

#6: benchmarks describing quality of life

There is no "away"

Nature nearby defeat the extinction of experience

Cultural connections and social/environmental equity

Sense of scale

8. **Growth Patterns**

Density of population not necessarily a bad thing - leads to potentially good things like increased diversity and activities; neighborhoods and human interaction

Greenfrastructure networks of greenways along urban streams; rights of way,

etc.; air quality, transportation

Topic #7: expanding existing urban areas

Topic #2: population distribution

Topic #1: population levels

Topic #0: what is "the region"?

9. **Transportation**

Physically accessible transportation

Variety of transportation options

Topic #4: transportation

Connectors within and between neighborhoods; walk, bike, stroll

Role of internal combustion engine

Transportation: mass transit must be available and used; private auto use must be curbed

Walking to work and play areas

Access to services for young, old and all

Group 3: Len Freiser, Mike Gates, Alice Schlenker, Rod Stevens, Robert Textor

1. **PR**

What decides a "rural" vs. "urban" boundary? Does a five acre farm count?

Advanced communications

Manufacturing technology

Tie to Southwest Washington (scope of study)

Selling to the public

Fear of the future

Short, striking document

Education/PR: move forward with "2000" curriculum; go to schools find out what kids want

Major speaking program; ask for public wish list

FVC members to visit and listen to individuals and groups in area

2. **Business and Industry**

Business community involvement; non-adversarial, pro-active involvement

Public education process; front page Oregonian; values, trade-offs

Electronic communication and job centers

Link now to world (global markets) initiate intensive training and cultural awareness

Getting jobs to existing residents

World economy, more services, smaller, lighter products

Pacific rim will be expanded deep into China
Keeping small businesses alive
Stable economies, but not static, diverse and ever-changing, with minimal governmental impediment
Diversity of business and industry

3. **Children**

Recognition of changing demographics
Plan for our children/grandchildren
Every child has (walking or bicycle, preferably) access to stores, art, drama, music, crafts programs
Jobs, economy, education; mandated Asian language training; preparing children for jobs
Wonderland: children's facility, observatory, recreation, arts in one place, 7 days a week

4. **Community**

Sense of community centers, identity
Education and role of schools
Sense of community for adults; the "community" can handle problems that arise

5. **Education**

Involve the education system in developing the Future Vision - the youth today are more likely to buy into it; if they can see it, they will make it happen, sooner or later

Expand the education tapes-electives (analogy of how people buy cars today)
Institutionalize anticipation; teach futures in schools; grades 6-8 great

6. **Green**

Pollution control; pollutants pay; non-pollutants helpful in advance so prevent pollution

Landscape the arterials, divide and landscape the major highways
Open space as infrastructure
Make open land pay
Why people move beyond the boundary
Bicycling to woods and fields
Keeping the line between farm and city
Buying, preserving land for parks and open spaces
Recycling energy (heat) to pool, home etc.
Corridors for green and other corridors for humans

7. **Seniors**
Access and mobility for those without cars
Providing services for seniors
8. **Focus Points**
Enlarge the geographic scope of the Future Vision Commission (i.e. Salem)
Tie between small towns and downtown
Keep sense of smallness
Bicycling to the store
Icons and symbols of the area (as qualities of life in Portland)
Spots that people use as a sense of place and identity with pride, not derision
9. **Transportation**
Public transit like Vienna corridors
Vehicles down to one person size, which makes electric feasible
Port of Portland, development carefully
Rapid rail; new rail with Eugene, Corvallis, Seattle, Vancouver; universally pooling resources
High speed rail transportation; Canada to Southern Oregon
River craft vehicles - Wilsonville
Accessibility and freedom of movement
10. **Safety**
Security for children, not police security, but family
Walk streets, all streets in Metro free from fear and assault; get tough
11. **Arts and Culture**
Role and place of performing arts
12. **Government**
Gandhi's method of leadership: "There go my people, I must follow them. I am their leader."
Taxation is adequate and fair
Encourage Volunteers
Government funding structure with more balance
13. **Telecommunication**
Quality/quantity telecommuting of in-migrants
14. **International Relations**
Celebrate diversity

Natural friendliness asset; international home steps system, openness
Combine economy with cultural contacts internationally
Governmental "takings"
Economies of scale: government; education; business; cultural

15. Cultural Conservation

Volunteerism: promotion, encouragement; keep open
Festivals: promotes, preserve festival life
The arts/aesthetics: keep access open, not economically restricted
Education and Cultural: Education to inter cultural

16. Immigration

Migrants as asset; rec., welcome, educate, harness
Immigration as asset "never again"

17. Social

Improve current urbanized areas, as well as keep rein on newly developing areas
Sense of privacy
Equity compassion

18. Technology

Education to take advantage of high tech