

1 CITY OF NEWARK  
2 DELAWARE

3 NEWARK COMMUNITY SUSTAINABILITY PLAN  
4 STEERING COMMITTEE  
5 MEETING MINUTES  
6 DRAFT

7 MARCH 18, 2019

8 COUNCIL CHAMBER  
9 4:00 P.M.

10 Present at the 4:00 p.m. meeting:

11 **Committee Members Present:** Michelle Bennett  
12 Paula Ennis  
13 Tim Filasky  
14 Jeremy Firestone  
15 Mike Fortner  
16 Helga Huntley  
17 Sheila Smith  
18 Bill Swiatek  
19 Bahareh van Boekhold

20 **Committee Members Absent:** Vacant (City Manager's Office)  
21 Susan Grasso

22 **City of Newark Staff Present:** Mary Ellen Gray

23 **AECOM Staff Present:** Dave Athey  
24 Scott Anderson  
25 Jennifer Keller

26 Ms. Bahareh van Boekhold opened the meeting at 4:00 p.m.

27 1. **INTRODUCTIONS**

28 Ms. van Boekhold: I think we can start.

29 Mr. Mike Fortner: I think so, yeah.

30 Ms. van Boekhold: So, I will start. I am Bahareh van Boekhold. I'm a resident and also I'm the  
31 Chair of the Steering Committee.

32 Ms. Sheila Smith: I'm Sheila Smith and I am on the Conservation Advisory Commission.

33 Mr. Fortner: My name is Mike Fortner. I'm with the Planning and Development Department.

34 Ms. Michelle Bennett: Michelle Bennett, University of Delaware Sustainability Manager.

35 Mr. Bill Swiatek: Bill Swiatek, with WILMAPCO.

36 Mr. Jeremy Firestone: Jeremy Firestone, citizen, University of Delaware professor, and former  
37 Chair of the Planning Commission.

38 Ms. Mary Ellen Gray: Mary Ellen Gray. I'm the City of Newark's Planning and Development  
39 Director.

40 Ms. Paula Ennis: Paula Ennis, Deputy Director of Parks and Recreation.

41 Mr. Scott Anderson: Scott Anderson, AECOM, sustainability consultant.

42 Mr. Dave Athey: Dave Athey, AECOM, overall project manager.

43 Ms. Jennifer Keller: Jen Keller, AECOM, public outreach.

44 Mr. Tim Filasky: Tim Filasky, Newark Public Works.

45 **2. REVIEW AND APPROVAL OF THE MINUTES**

- 46 • **DECEMBER 6, 2018 AND**
- 47 • **JANUARY 29, 2019**

48 Ms. van Boekhold: Okay, the first item is review and approval of minutes.

49 Mr. Fortner: So, the January 29, Michelle is still working on those. The December 6 were  
50 distributed last time and I think I sent them with the other stuff. But if everyone has had a  
51 chance to review, we can approve those. Do you want to do a motion?

52 Ms. van Boekhold: So, if anybody else reviewed, I would encourage them to make a motion.

53 Mr. Fortner: Well, they're just a transcript and so people just look at what they said, but . . .

54 Ms. Bennett: Motion.

55 Mr. Fortner: Is there a second?

56 Ms. Ennis: Second.

57 Mr. Fortner: All in favor, say Aye. Any opposed or abstentions? Alright.

58 MOTION BY BENNETT, SECONDED BY ENNIS THAT THE MINUTES OF THE DECEMBER 6, 2018  
59 NEWARK COMMUNITY SUSTAINABILITY PLAN STEERING COMMITTEE MEETING BE APPROVED.

60 VOTE: 9-0

61 AYE: BENNETT, ENNIS, FILASKY, FIRESTONE, FORTNER, HUNTLEY, SMITH, SWIATEK,  
62 VAN BOEKHOLD

63 NAY: NONE

64 ABSENT: GRASSO, VACANT (CITY MANAGER'S OFFICE)

65 ABSTAIN: NONE

66 MOTION PASSED

67 **3. PLAN TIMELINE TO COMPLETION – SCHEDULE OF MEETINGS/PUBLIC OUTREACH**

68 Ms. van Boekhold: I have three as planned timeline to completion and Mike sent us the plan . .

69 Mr. Fortner: It's on the back of your agenda. This is a draft. You know, these things always get  
70 revised, but it's just to give you an idea but we would have the meeting today. It's shows I met  
71 with the Conservation Advisory Commission, we had a new draft today and we'll ready it today.  
72 I'm assuming we'll need another one in April and then shooting for May 14 I was thinking, and I  
73 haven't talked to the CAC about this specific date yet, but on May 14 is the CAC meeting. We  
74 could do a 4:00-6:00 drop-in and then have a presentation to the CAC. This would be, we  
75 would have another month to do the revisions and we'd have a fairly strong draft that we could  
76 present to them and just get kind of this is the plan but we're still open for comments and any  
77 feedback before we get to, we'd have our last meeting in late May probably to incorporate

78 comments that we've heard from that workshop, and then issue a final plan to Council this  
79 summer.

80 Ms. Helga Huntley: Let me just clarify. On the schedule you had written that you wanted to do  
81 the presentation to the CAC in May. Were you just saying that you wanted to do it in April?

82 Mr. Fortner: Originally, I wanted to have it in April but that was the election and they weren't  
83 going to have a meeting then. And so, we weren't that far along anyway . . .

84 Mr. Athey: We weren't going to be ready.

85 Mr. Fortner: So, we're looking to have like a solid plan to present to them that's still open for  
86 feedback, that we would present to the public like we did last time. And then we would top  
87 that off with kind of a presentation to the CAC. We would have Council and people we invited  
88 there, so it would be a big opportunity just to say, hey, this is what we've come up with, what  
89 do you think? And we could still get some feedback from that and add that in.

90 Ms. van Boekhold: Can I recommend that for the remaining, we circulate the plan which is  
91 more solid by then hopefully and ask them to put it on their agenda, so we can give get, you  
92 know, we will give them a formal presentation later but let's actually engage them at their May  
93 14 Conservation Advisory meeting.

94 Mr. Fortner: Okay. Well, yeah, so as soon as we can get what I would call the May 2019 draft, I  
95 have that listed as May 10 but maybe we could push that up a little bit so that they have at  
96 least a week to review and I had that go out in your packet that week. So, yeah, they meet on  
97 Tuesday, so I tried to shoot for the Tuesday before. I think the 10<sup>th</sup> is a Friday.

98 Ms. Huntley: Do you want, I also saw on here you have the draft going to the department  
99 directors. Do you want AECOM to have an opportunity to incorporate their feedback before  
100 bringing it to the public?

101 Mr. Athey: Yeah, I don't know what the right answer on that one is. I guess the City review,  
102 although there are some City reps here, but what's missing, like the Electric and Finance, which  
103 are obviously two very big components, it's some information that either we were already  
104 looking for or some of the Steering Committee said, hey, it would be nice if we had this as  
105 background. But then it's also kind of validation of a lot of the goals. So, it's a great question  
106 but I'm not sure how to do it sequentially.

107 Mr. Fortner: So, they got this draft. They'll get the results from the meeting tonight, so they're  
108 getting updated on the drafts.

109 Mr. Athey: So, they got this draft?

110 Mr. Fortner: They did get that.

111 Mr. Athey: Oh, did they? I didn't know that.

112 Mr. Fortner: The have that draft. If we have an April draft, they'll get that draft, and they'll get  
113 this draft before, so I hope we can get, we'll have enough input from them by that, by the May  
114 one.

115 Ms. Huntley: Realistically, do you think they're actually looking at all these intermediate drafts?

116 Ms. Smith: You know, you have to highlight it where you want input.

117 Mr. Athey: I was about to say, it was Scott's suggestion and we were going to go through the  
118 meeting today but go ahead and bring it up now. What we were going to do, depending on if

119 there are further revisions or where that goes, but Sheila is right, it's not really user-friendly. If  
120 I was a city manager or department manager, I'm not sure what I would, we were literally just  
121 going to sift out everything where we were seeking information and just create a separate  
122 document.

123 Mr. Anderson: And group it into departments.

124 Ms. Smith: But this helps them zero in on . . .

125 Mr. Athey: Absolutely.

126 Ms. Bennett: They have the opportunity to see the lighter context.

127 Mr. Fortner: For example, really, it's really Electric and them looking at the electric portion of  
128 that.

129 Ms. Ennis: Correct, less likely to sift through a 50-page document as opposed to a condensed  
130 version that has this is Electric, what we're looking for them. This is Public Works, what we're  
131 looking for them. More likely to look at that versus this larger document.

132 Mr. Fortner: But we can get a little more director contact if we need to get the consultants in  
133 front of them, like Dave Del Grande and . . .

134 Mr. Athey: Exactly.

135 Mr. Fortner: And we can, we'll have that worked on. So, hopefully by May it will be something  
136 that they will be very familiar with.

137 Mr. Athey: Well let me go ahead and broach a slightly more difficult topic regarding the  
138 department directors. We still have, we have lots of goals but we're still lacking the specificity  
139 of what those goals are. And then there's also a bit of a stumbling block, you all may remember  
140 when Scott and I met with the various department managers back in December, I forget who it  
141 was actually, they broached the subject that some of these goals may be better stated on a per  
142 capita basis. And I know the committee wasn't necessarily inclined to agree with that, so  
143 there's actually kind of a bit of stumbling block we still need to get over on that one. So, again,  
144 kind of back to the sequential when and how do we engage? Do we get the departments' input  
145 before we go to the Planning Commission and, at the risk of dragging this thing out, there was  
146 some sequentiality, if that's a word, involved in this? Scott, you and I talked about that at  
147 length at this point.

148 Ms. van Boekhold: And those goals, were they tied to greenhouse gas emission and electric,  
149 were they very specific, or were they all of them across the broad . . .

150 Mr. Athey: Help me . . .

151 Mr. Anderson: Any time we're talking a reduction.

152 Mr. Athey: Yeah, I think it was more general. I think the context of it was electrical and the  
153 greenhouse gas and stuff, but I think it kind of transcended even water or refuse removal and  
154 things like that, I think.

155 Ms. Bennett: Did they offer specific feedback on why per capita would be more, would it be  
156 easier to track? Is it just more in line with how they currently do their metrics? Or did they  
157 think it was more feasible to structure the goals in that way?

158 Ms. Huntley: I think it was, my take on that is that it's more realistic. That if, say, the STAR  
159 Campus gets built out and there are now 20,000 extra people living in the City, that we can't  
160 really expect the full City to be reducing its . . .

161 Mr. Anderson: That was . . .

162 Mr. Filasky: On our part, for water, and then for Bhadresh for electric, we can't grow as a city  
163 without, you know, if you add a person, you're adding usage. Now, you can feasibly do it but,  
164 you know, is it likely? Probably not.

165 Mr. Athey: It's tough.

166 Ms. van Boekhold: So, usually when it's done on [inaudible], if it's greenhouse gas emission or  
167 if it's energy or water, they have a projection. So, you project that in the next few years,  
168 because STAR Campus is going to be growing, there are going to be increases by this much. So,  
169 you would project, this is your projection. And then you say I want to reduce it 30%, so based  
170 on that projection, which is based on growth, you say you're coming down. So, the percentage  
171 can incorporate growth projections.

172 Mr. Athey: Right.

173 Ms. van Boekhold: You project that what is the projection in the next, for example, like if they  
174 do a five-year plan . . . so I don't want us to get stuck with that. If there is a projection for  
175 growth, there needs to be a, how do we actually incorporate that growth in our percentage  
176 reduction.

177 Mr. Athey: Yeah.

178 Ms. van Boekhold: Because we can say, well, 2050 we are going to be this much and we are  
179 reducing it and how that relates to the baseline that we set. So, that's how . . .

180 Mr. Fortner: Can I suggest we do that when we get to the contents of the . . .

181 Mr. Athey: Yeah, we may be digressing.

182 Mr. Fortner: Let's get into those. And so, we kind of covered schedule. I think we're good on  
183 the schedule.

184 Mr. Fortner: Alright, format. We wanted to talk about the format a little bit.

185 Ms. Huntley: Hold on, I had a couple of other comments. Should we have a presentation to the  
186 Planning Commission separately, or do we just want to have one presentation and invite the  
187 Planning Commission to come to the CAC meeting?

188 Mr. Athey: I'm sorry, if I may?

189 Mr. Fortner: Go ahead.

190 Mr. Athey: Thank you, because I didn't want to move on quite yet either. I kind of took Mike  
191 aside after the last meeting, it might have been two meetings ago, and I may have said this the  
192 last meeting and if I did, I apologize for being repetitive. I'm concerned that once the plan is  
193 blessed by the City staff, blessed by this committee, etc., and we go to Council, the public  
194 comment, everything is up for public comment at City Council meetings and there are going to  
195 be requests for more changes. I don't know how we guard against that. I don't think we can  
196 necessarily go to City Council and say take it or leave it, but I need, and kind of similar to what  
197 Helga brought up, is this meeting, if it happens on May 14, is that like the end-all for Planning  
198 Commission and/or Council to weigh in on this?

199 Mr. Fortner: Well, I'm hoping to get their feedback at those. Now, we can. We could put a  
200 June 1, or say the first meeting in June, if that would be something for Planning Commission.  
201 We could give a presentation there and it would be like a little dog and pony show and we just  
202 keep getting the feedback.

203 Mr. Athey: Right.

204 Mr. Fortner: And then we'd meet sometime after that and we'd have that public hearing too, if  
205 we wanted to go that extra step. And that's probably fine, or . . .

206 Mr. Firestone: Just . . .

207 Mr. Fortner: Go ahead.

208 Mr. Firestone: I would say that, just on two things, one, I think it makes good sense for us to  
209 get on the Planning Commission docket. I mean, we don't necessarily need to seek approval  
210 from the Planning Commission but it's a good idea to go and show up and present the report to  
211 the Commission, allow the Commissioners to ask some questions. What do you think, Mary  
212 Ellen?

213 Ms. Gray: Sure. I think, just as long as it doesn't hold up the timeline.

214 Mr. Firestone: Yeah.

215 Mr. Fortner: So, certainly it wouldn't if it was a June thing. I don't know, maybe it's something  
216 the consultants can present that or maybe it's something, I know you guys are probably the  
217 most technical at that, but I'm trying not to create additional hours . . .

218 Mr. Athey: I appreciate that. Sheila, you're the Planning Commission rep on the committee,  
219 right?

220 Ms. Smith: No.

221 Mr. Fortner: It's Jeremy.

222 Mr. Athey: Oh, I'm sorry. Jeremy, you're the former . . . oh, sorry, CAC, I'm sorry.

223 Mr. Firestone: I was the . . .

224 Mr. Athey: You're the former, okay, but your opinion then is still . . .

225 Mr. Firestone: Yeah, I mean, I think these are the kind of things that have often come before  
226 the Commission and it's probably just good form if we can fit it in. And the other issue, just on  
227 the issue of growth, I would say water is one issue, energy is another, since there is a way that  
228 we can switch to carbon-free energy. We don't yet have a way to manufacture water or, you  
229 know, desalination would be expensive. But the water issue is distinct from the . . .

230 Ms. Bennett: It would be a category-by-category . . .

231 Mr. Firestone: Energy on a growth issue.

232 Mr. Athey: Yeah, fair enough. And maybe it's not one size fits all, so I agree with that. Do you  
233 think we can, as the Planning Commission, do you really think they would weigh in on the  
234 detail?

235 Mr. Firestone: No, I mean they probably would have some comments. I mean, they may weigh  
236 in on some of the land-use side . . .

237 Mr. Athey: Yeah.

238 Mr. Firestone: And we do have this sort of separate green building working group. I've been  
239 coordinating with them. I mean, I'm on that group, too, and I've been coordinating and sharing  
240 stuff with Will Hurd, the chair. So, you know, I think we're working that aspect out pretty well.  
241 I mean, this is not a Planning Commission work group, so we don't clearly have to go but just  
242 because it somewhat touches on their jurisdiction, it seems like a good, courteous thing to do  
243 and a good procedural thing to do to brief them on where we are.

244 Ms. Smith: And round out the feedback. Because it is a component. Planning is definitely a  
245 component and they're going to bring something else that, I mean, if you're asking the CAC and  
246 the Planning Commission . . .

247 Mr. Fortner: So, another day if you could do it is the first meeting in May, which is May 7. That  
248 would be earlier, if we wanted to get earlier.

249 Mr. Athey: Could I suggest or maybe request this, could we put this one aside and revisit it  
250 before the meeting is over, because I guess I need to find out where we are on the overall plan  
251 right now.

252 Mr. Fortner: Okay.

253 Mr. Athey: You know, if we're fairly far along, then my fears will be a little bit cast aside. Plus, I  
254 also want, we kind of skipped over Jen last time and part of that timeline to completion was the  
255 overall public outreach strategy. Do you want to . . .

256 Ms. Keller: Yeah, sure.

257 Mr. Athey: Maybe for just five minutes or something?

258 Ms. Keller: Yeah, I can do that. So, I do want to have a conversation at some point, I don't  
259 know if it's tonight or if we just have a separate call to talk about this, about desired outcomes  
260 of the second workshop and if it is, in fact, a drop-in format, which I think works well for  
261 people. That's probably like most conducive to having maximum participation to let people  
262 show up at any time during that 4:00 to 6:00 window. What will that look like if our desired  
263 outcomes are to share the draft, gather feedback, facilitate acceptance, and then encourage  
264 implementation actions? You know, will we have, we had posters the last time. Maybe a  
265 closed-loop PowerPoint that's running so that anytime someone drops in, they can watch a  
266 dozen or less slides about the status of the project, where things are going, where to find more  
267 information, what they can do, and then walk around and interface with people. But I'd like to  
268 get all of your opinions on how you'd like to see that work. But we don't have to necessarily  
269 talk about that tonight.

270 Mr. Athey: I guess, thank you, maybe again, put that aside and we'll, you know, at 5 or 10 to  
271 6:00, let's revisit it. Because I think that's kind of part of it. We're talking about presenting to  
272 the Planning Commission and things like that but, you know, we talked all along about a second  
273 public workshop and how do we do all of this without letting it snowball out of control. So . . .

274 Mr. Swiatek: Is it possible to have like a public comment period, because I know you don't want  
275 to get bombed at the end with all these comments. So, like, you know, in this month period or  
276 whatever, this is when we're going to be accepting comments. And during that period is when  
277 we have the public workshop and then we go to the Planning Commission and, you know,  
278 whoever else wants to get comments. But, you know, it's understood that by this time, it's  
279 going to be the end of the comment period. And then when it goes to Council, it's . . .

280 Mr. Fortner: It's similar to the way you do it like at WILMAPCO with the TAC. Yeah, I think we  
281 have the capabilities of, well we don't have Mark Brainard anymore, but we have the capacity

282 of doing that somehow, I'm sure. That people can see the plan and they can write, essentially,  
283 an email through our system and we would have all these comments.

284 Mr. Athey: Would that work in the City's world as it does in WILMAPCO's, with the City  
285 knowing that, again, pretty much every item on a Council agenda is up for public comment. As  
286 far as I know, I don't think you could exclude public comment because you had provided an  
287 opportunity elsewhere. That might a question for the solicitor.

288 Ms. Huntley: No, you can't but . . .

289 Mr. Fortner: No, it would just be another forum.

290 Mr. Anderson: It's in conjunction.

291 Ms. Huntley: If you give people a whole month to comment on things, you're likely to capture a  
292 large proportion of the comments that you'll be collecting.

293 Mr. Athey: I hope so.

294 Ms. van Boekhold: I would like to kind of suggest that we follow up, we actually can have  
295 whatever format, we can have a follow-up call with publicity and how we are going to go with  
296 public outreach because I have some ideas. As April is Earth Day, it would be really helpful for  
297 the City to actually do a lot of publicity about it. So, kind of saying it's coming and have some  
298 teaser about the plan, kind of just putting it out there so people, and we have this opportunity  
299 also we need to engage with the University. So, let's have that conversation and everybody put  
300 down their ideas and find a FOIA-proof way to have a conversation about it. That's one thing  
301 that April is Earth Day. At least let's have some education out there. You have all these people  
302 that do videos, you guys tweet, you have Facebook. We want this to actually be there out on  
303 Earth Day so we kind of create attention in the masses. That's one thing that I had. So, I have  
304 some other ideas of kind of how to do . . .

305 Ms. Keller: Yeah, I can get with you and we can set something up.

306 Ms. van Boekhold: Yes, and if we can find a way of like collecting information and talk to Jen or  
307 whoever else, under four people, who want to be in that conversation.

308 Ms. Keller: I know that, it looks like the chief communications officer position remains open for  
309 the City, but I've been interfacing with Kyle about photos and we're still working together on  
310 that. But, that was the next item on my list, just working with the City to figure out media  
311 relations opportunities, making better use of the existing social media, which you have good  
312 followership, establishing . . .

313 Ms. van Boekhold: Having more information . . .

314 Ms. Keller: Yeah, more information on the website . . .

315 Ms. van Boekhold: So, we can prepare the citizens to know it's coming so when it comes in  
316 May, people are ready.

317 Mr. Athey: Yeah, that's a good idea.

318 Ms. Smith: Yeah, the comment opportunities.

319 Ms. van Boekhold: One more comment about going to the Planning Commission and other  
320 commission. Yes, it's a good idea but I just want to remind us that we actually have  
321 representation. So, Jeremy is our previous representation on our Planning Commission. It  
322 would be really helpful that you still keep that connection and say I need to kind of



323 communicate and disseminate this information, so they don't expect in that one meeting that  
324 we are going to figure out what it is that we are going to present and that they find they are  
325 connected through you. So, they need to be engaged. I just wanted to say both Conservation  
326 Advisory Commission and Planning Commission need to actually look at you two as  
327 representation and provide us feedback throughout the process. That's the other thing that I  
328 wanted, and we can talk after this meeting.

329 Mr. Firestone: Well, I mean, Mary Ellen and Mike work very closely with them.

330 Ms. van Boekhold: So, it's not like we have an engagement. We have representation and we  
331 just make sure that they know it, that you guys are the links for us to kind of get that feedback.

332 Ms. Smith: What is the value of sharing this info now?

333 Ms. van Boekhold: Let's talk about it. As it is, there are a couple of things that maybe need to  
334 be adjusted and then I think maybe . . .

335 Ms. Smith: Yeah, but not yet.

336 Mr. Anderson: Soon.

337 Ms. Huntley: Realistically, when do you think you will have a final draft that doesn't have any of  
338 those need-more-info-here holes?

339 Mr. Athey: I think we need to have the next item of discussion on the agenda before we can  
340 answer that.

341 Ms. Ennis: Mike, let me just interject. We also have control to add anything to the City website  
342 and social media through our Parks and Recreation Department, so feel free if Kyle is not  
343 available to just reach out to me and we'll get it out there because we can put it on the same  
344 page, as well.

345 Ms. Keller: Oh, perfect. That's great.

346 Ms. Smith: And there's the newsletter, as well.

347 Ms. Ennis: Yeah, we can access any of that. Just let us know and we'll get it out there.

348 Ms. Smith: Would a 100-word blurb for the newsletter be something useful . . .

349 Ms. Ennis: Yeah, yeah.

350 Ms. Smith: Would you need one of us to produce that?

351 Ms. Ennis: Yeah, I mean, we just need to know what the information you want put out there,  
352 and we can put it out.

353 Mr. Athey: Excellent.

354 Ms. Keller: Just one other tidbit about public engagement and education and the path forward.  
355 I sort of view it like two tiers. There's the stuff that we're doing now preparing to finalize the  
356 plan. And then there's what the City will do moving forward to keep it alive and promote it and  
357 get people engaged. And, you know, in the current document, there are some loose  
358 commitments to that. So, we need to make sure, once we get through themes and the real  
359 meat of the document that we know how the public engagement is going to work after the plan  
360 is finalized. You know, are we committed to doing pop-up events? Are we saying that Steering  
361 Committee members will serve as like key influencers for this plan, word-of-mouth marketing?

362 Just any commitments that we make there, we need to make sure that somebody is actually  
363 going to execute on monthly tweets or whatever is in that back-end.

364 Ms. van Boekhold: Please put that down as an item for follow-up. I've had a conversation with  
365 a couple of people about how actually we can use this community and like if there are other  
366 leaders, to start writing stories in New York, Newark . . .

367 Ms. Smith: The Times.

368 Ms. van Boekhold: Yes, so we actually can start, you know, each of us have stories, but we can  
369 get other leaders. These are important items kind of how we go, so please keep it so it doesn't  
370 fall off. I'm going to, at one point, get permission and I'll get a video. So, I will tweet it and tag  
371 the City, so they can, and if anybody in the public is interested, they can, because we can use  
372 more images and publicity for even this effort. I mean I know we have documentation of us  
373 getting together and doing this effort. So, with that, should we jump on 4?

374 Mr. Athey: Yes.

#### 375 4. **FORMAT/LAYOUT OF PLAN – FINAL DISCUSSIONS**

376 Mr. Athey: Alright, not really totally sure where to start on this. I did allude to some of the,  
377 what's a good choice of words, concerns, issues? I'm very big on format, but that's just kind of  
378 what I do. In weeding through it, we have kind of introduced some inconsistencies through the  
379 report. You know, the electric, and this is mostly due to Scott's efforts, is very unbalanced, I'm  
380 sorry, the other three are kind of unbalanced compared to electric. That may be okay, but  
381 there's a lot more detail with the electric. So, does that mean, one, is that okay the way it is, or  
382 do we need to kind of play catch-up with the others? The overall, you know, we have some of  
383 them, and again, I give Scott the credit, some real nice introductory paragraphs have been  
384 written. Other ones, more I'm thinking like the water resources, we just kind of throw out  
385 without a lot of context being put into it. We have kind of the objectives and then we initially  
386 had issues, and hopefully, I kind of wish we'd gotten to this a little bit earlier, getting Jen's  
387 group more involved on what does this kind of look like, framing it? So, we kind of have all  
388 these different things that I guess I'm still seeking that common look, if you will . . .

389 Mr. Anderson: Consistency.

390 Mr. Athey: Consistency, thank you. So, I'm not totally sure where to go on this part of the  
391 conversation.

392 Ms. Keller: We can start with the . . .

393 Mr. Athey: Okay, please. Thank you. I'm stumbling on this so go ahead.

394 Ms. Keller: I was just going to say we could start with sort of the fluffy part, but I just wanted to  
395 get feedback on like the look and feel and if you think it's moving in the right direction as far as  
396 the icons we choose and all of that. And then, you know, I think to Dave's point, we had a  
397 technical editor work on this and we had a lot of content from all of you to try to marry up and  
398 make it flow as though a single author wrote it, which is kind of a tall order when we have to  
399 many authors, but it's still very much a work in progress. So, I just want to open it up for  
400 general comments on the direction that it's moving in as far as the design and then the general  
401 layout. And then we can talk, I think, in more detail, about those missing elements. Because,  
402 obviously, where there aren't introductions, we need to add them. And you know where in one  
403 section we say issues and in another section we don't have issues, we need to sort that out. So,  
404 does anybody have any feedback on cover, icons, that sort of thing?

405 Ms. Smith: I complimented you when I came in because it's just so nice to see this in this  
406 format. I love the sidebar treatment . . .

407 Mr. Athey: Good.

408 Ms. Smith: I think it's really useful and, of course, there's plenty of space for more sidebar  
409 information and I can think of a few things that would be good. The icons are, of course I was  
410 like, what's this one supposed to be? So, and probably you noticed that you have the same  
411 icon for three themes and I think you wanted to switch that up.

412 Mr. Athey: I missed that.

413 Ms. Smith: Yeah, there's only two icons but there are four themes.

414 Unidentified Speaker: [inaudible]

415 Ms. Smith: No, I know. She said she wanted feedback, and these are just the details I noticed.

416 Ms. Keller: Yeah, that would have been an error because there are four separate icons on the  
417 front.

418 Mr. Athey: I do believe Sheila is correct. I didn't catch that.

419 Ms. Keller: I didn't catch it either.

420 Mr. Fortner: I didn't even necessarily notice it either.

421 Mr. Athey: No, that's good.

422 Ms. Smith: So, it seems like this would be development, this would be the City, and this would  
423 be something . . .

424 Ms. Keller: They're in order.

425 Mr. Athey: They're in order.

426 Mr. Fortner: And then you color-coded them, too.

427 Ms. Smith: And I like that, too.

428 Mr. Fortner: Yeah, that's really nice.

429 Ms. Bennett: I agree. I thought it looked really nice. As far as the color-coding and sidebars,  
430 there's some really good, for example, with the greenhouse gas, there's some really good  
431 pictures and diagrams that you guys found out there.

432 Ms. Huntley: I was actually going to say that I don't think the pictures were good at all. They're  
433 all about us having a booth . . .

434 Mr. Athey: No . . .

435 Ms. Huntley: At Community Day.

436 Ms. Keller: We need more.

437 Mr. Athey: Yeah, they're all placeholders. I totally agree.

438 Ms. Keller: I should have said that. We need more photos, so I would ask all of you if you have  
439 anything . . . we certainly can use staff photography, but it would be better to use images from  
440 the City. Michelle provided some images from the University.

441 Ms. Bennett: I didn't send you the gross ones.

442 Ms. Keller: What's that?

443 Ms. Bennett: I didn't send you the gross ones.

444 Ms. Keller: Thank you. But I mean we're too heavy on Community Day. There's got to be other  
445 stuff out there. Kyle from the City is pulling some files. They're a little bit challenged since they  
446 don't have, the person who captured the photos is no longer on staff, so we'll see if we can  
447 work some additional stuff in. But if any of you have anything, I mean they're not huge photos,  
448 so they don't have to be that high resolution. If you have something you took on your iPhone  
449 that looks good, send it to me.

450 Ms. Bennett: Yeah because all my pictures are from like trash and food audits, so I have  
451 pictures of a 60-gallon drum full of food waste. And I'm like, yeah, you don't want that.

452 Mr. Firestone: But the University probably has a lot of good photos of the Field House . . .

453 Mr. Athey: Yeah, that's kind of what we were . . .

454 Mr. Anderson: And STAR Campus.

455 Mr. Firestone: And Ag Day.

456 Ms. Bennett: So, I can help you with some of those. Now, some of the photos I sent you from  
457 tabling events were from Ag Day but they're just like the table we do. I can send you, I have to  
458 figure out what the University policy is as far as getting photos because some of their stock  
459 photos you can just give them out, but since this isn't a University document, I just have to  
460 figure out what their preferences are.

461 Also, we can also reach out to the Office of Communication and Marketing at the University, tell  
462 them what it's for and just be like, hey, can you recommend any, and they might have some  
463 where they're like use this.

464 Ms. Keller: I'll be they do.

465 Mr. Athey: Could Jen or someone . . .

466 Ms. Keller: I can do that.

467 Mr. Athey: If you give the contact . . .

468 Ms. Bennett: Honestly, they funnel everything through like OCM@udel. Like even for me. If I  
469 reach out to my dude in OCM, he's like it has to go through the central email.

470 Mr. Firestone: It's gotten really very controlled.

471 Ms. Bennett: Yeah, they've really centralized recently.

472 Mr. Athey: That's fair. It's their brand so I understand that.

473 Ms. Bennett: So, like even my guy there, he'd be like, no, you have to go through the main . . .

474 Mr. Athey: Okay.

475 Ms. van Boekhold: So, I would encourage everybody if they have resources, to send them to  
476 Jen. I also encourage Jen and David to reach out to us. If there are any questions on any  
477 picture, feel free to reach out to us.

478 Mr. Athey: Thank you. Before I forget real quick . . .

479 Ms. van Boekhold: You're welcome. I wrote down the three questions you have so I still want  
480 to actually provide answers to the ones that you asked because everybody has been answering  
481 Jen's question.

482 Mr. Athey: Okay. I've just got more of a note but it's important. I never heard from Michael  
483 Chajes or John Byrne, the group we met with a few weeks ago.

484 Ms. van Boekhold: [inaudible]

485 Mr. Athey: I mean, I'm happy to do so. You have, if you're willing, I guess you have more of the  
486 kind of personal . . . I mean I know Steve but . . .

487 Ms. Bennett: I work with them a lot, too, so I can also grab some . . .

488 Mr. Athey: Just so everybody is aware, Bahareh arranged a meeting . . . Scott, you were there  
489 that day with Mike and Drs. Chajes, Byrne, and Hegedus . . .

490 Mr. Anderson: Talking about solar . . .

491 Mr. Athey: On their solar power initiative, and they were able to provide . . .

492 Ms. van Boekhold: Sheila, she coordinated that.

493 Mr. Athey: Oh, okay, thank you.

494 Ms. van Boekhold: She didn't want to . . .

495 Mr. Athey: Because you weren't there that day. Okay, so anyway they said they would give us  
496 some information we could just roll right into the plan but they haven't done so yet.

497 Ms. Bennett: I've been asking for that information for two years.

498 Mr. Athey: We just asked for like two paragraphs. We said don't write a book about this.

499 Ms. van Boekhold: There's a paper, they are publishing a paper and writing a report to  
500 legislators. When we ask for two paragraphs, I'll follow up and get it.

501 Mr. Athey: Okay, thank you.

502 Ms. van Boekhold: Also, the graphics were good. So, the color coding is putting it in context, so  
503 it was helpful to see that. So, that was one of the strengths of this report. On the question that  
504 David has, there are a couple of things that you pointed out, the kind of heavier context and  
505 information that we have and for background information on the electric section, the objective  
506 versus issue, kind of problem or how we can address that, and sort of the intro, how we're  
507 going to go about it. Let me tackle the easiest one and if everybody would provide, as I sat in all  
508 the groups, maybe we didn't communicate it that well. Kind of say that framing the issues and  
509 objectives. So, if it's an issue of water quality, water can be bad or the cost of congestion, let's  
510 frame it as an objective that we want to reduce the, what is it, the social and health costs of  
511 congestion. So, if we can have it as objective, it would be helpful.

512 One of the observations that I had, some of the objectives were very on-point, some of them  
513 were very kind of like [inaudible]. So, we can . . .

514 Ms. Smith: Do you have examples so we can compare?

515 Ms. van Boekhold: So, some of them were kind of very City of Newark, this is what, I want to  
516 do this one and some of them were very big, we want to kind of get rid of the dependence to  
517 big oil and save the environment. Some of them were a little bit kind of I can say on a grand  
518 scheme. Not that it's bad but I think it would be helpful to kind of have them at the same level.  
519 Objectives really are more connected to what we want to do as a community.

520 Ms. Smith: Our immediate situation.

521 Ms. van Boekhold: Yes. So, some of them were a little bit more kind of like, oh, for example,  
522 the reference to fuel oil or when we change the electric, we kind of have an effect on the air  
523 quality, but it's not immediate. So, framing it so we will have this [inaudible] greenhouse gas  
524 emission. That captures all of our . . . again, it's how we structure. All of them will be on the  
525 same level of structure. Some of the issues have more explanation, where I think the  
526 explanation will kind of come as we are going to implement action items.

527 Ms. Smith: What's an example of . . .

528 Mr. Fortner: I can give an example. Well, I think, this is my view, but on Theme 3, you have  
529 issues and objectives and I think those five bullets are really good. I think they state like kind of  
530 a positive, if you do this sustainability activity, it gets you this result.

531 Ms. Huntley: Okay, I completely disagree.

532 Mr. Fortner: Alright. Let me finish. So, I think that's the kind of, that's what I think I'd like to  
533 see. And then the planning one, there's a bunch of ones and I think, maybe I'm getting ahead,  
534 but . . .

535 Ms. Keller: Would you go back just a second? What you just said, there are five bullet points  
536 you're talking about?

537 Mr. Fortner: On page 23 of Theme 3.

538 Mr. Athey: I see four.

539 Mr. Fortner: Oh, there are four? Okay.

540 Mr. Athey: Just wanted to make sure we were looking at the same page.

541 Mr. Fortner: I have double vision sometimes. I think they are really strong statements. The  
542 first one is a little bit like, oh, this is a disaster, but the other ones are good. I still think it works.

543 Ms. Huntley: But how is it an objective that technology is available? That's not an objective.

544 Mr. Fortner: I'm not saying they're all written perfectly, but the way they're stated is, I just  
545 think it's a positive statement.

546 Mr. Anderson: They started out as being issues that were challenges to overcome. And then  
547 somebody said we should turn them into a sentence that's more positive.

548 Mr. Athey: Well, the problem was, and again, I'm really kicking myself for not getting the  
549 format, and this was never my intent but it kind of came out that way, that prior to Jen's group  
550 getting ahold of it, this document was reading very linearly, if you will. And I believe some of  
551 the comments, which I didn't disagree with, that you don't want to say, hey, here's a theme  
552 that's negative, negative, negative. It was a lousy way to tee up each conversation that was  
553 never really the intent. But I guess my concern is, but again if we frame it correctly we'd be  
554 okay, is having objectives along with goals and action items kind of one level too much.

555 Ms. Smith: Objective and goal are similar.

556 Mr. Anderson: Yeah.

557 Ms. Smith: And so, an objective and issues are not the same. An objective can be, if you're  
558 going to have objectives be at one level, where it's more general, or have goals, it might be  
559 better, issues and goals might go together better hierarchically and objectives from say a  
560 teacher's point of view is more of an outcome because its measurable.

561 Ms. Keller: Right, yeah. So, to your point, Bahareh, that some of them seem too big, I feel like  
562 those statements should be elevated as goals, like overarching goals, and then the objectives  
563 should be measurable. We want to achieve this by doing this. And then these are the action  
564 items we're going to undertake to make that happen. And it all rolls up to the overarching  
565 simple goal statement for each one.

566 Ms. Smith: And they should have that, like she says, that consistency in the level of . . .

567 Ms. Keller: Yeah.

568 Ms. Bennett: The scale.

569 Ms. Smith: Scale, yeah. This far up from the plan or this far up from . . .

570 Ms. Bennett: And how they relate directly to Newark.

571 Ms. Smith: As you work your way down into the granular . . .

572 Mr. Athey: Okay.

573 Ms. Bennett: If we're concerned about negative issues and rephrasing it . . .

574 Ms. van Boekhold: That was my comment actually, Michelle, that I said issues . . .

575 Ms. Bennett: No, I mean I think it's a good comment but what, so instead of saying here's a  
576 bunch of negative stuff, you can kind of flip them around where instead of a bunch of negative  
577 stuff, it's more of an aspirational statement. So, instead of shortsighted, wasteful and unhealth  
578 design, you could say designs are longsighted, resource efficient, you know promote health and  
579 productivity. You know, so you take all those kind of issues that are negative statements, but  
580 you can turn them around and almost use like the opposite word to say, okay, here's an  
581 aspirational statement on what we want this to achieve and here's the, what we were just  
582 saying, the goals, the objectives, the actions.

583 Ms. Huntley: So, I want to make sure that I understand Sheila's suggestion correctly. You want  
584 to flip what we are labeling as goals with what we are labeling as objectives.

585 Ms. Smith: I think objectives suggest something measurable and goals don't, you could choose  
586 a completely different word. You know, but when you're here on this, maybe those aren't the  
587 right words for these large-view aspirations.

588 Ms. Bennett: And those are really common structures in documents like these anyway, with  
589 the goals and measurable objectives and actions.

590 Ms. Smith: Does that make sense? Does that answer . . .

591 Mr. Athey: Yeah, I guess the goals, we tried to structure them so they are measurable.  
592 Honestly, I guess I'm still kind of struggling with . . .

593 Ms. Smith: Just so it's consistent . . .

594 Mr. Athey: Let me ask the question this way. The overall intent, initially, I think Scott said a  
595 moment ago is part of a tee-up, to kind of tee-up the discussion that these are some issues that  
596 are happening and that's why we're tackling this. I mean is there a place in this, I mean you  
597 can't really present issues without it sounding somewhat negative. Is there is a way to . . .

598 Mr. Firestone: I think following up, I mean, they can be presented as aspirations. They don't  
599 have to be presented as, it's just the framing. I mean it's, you can have the same things.

600 Mr. Athey: Okay.

601 Mr. Firestone: I mean some of yours in here are positive. Buildings are designed, built and  
602 operated, you know, to do X. So, that's sort of a positive frame and the first one is sort of a  
603 negative frame. So, all we're sort of suggesting is that we positively frame these and then we  
604 need to distinguish between the broad aspirations and then the measurable outcomes . . .

605 Mr. Athey: Okay.

606 Mr. Firestone: Whatever we call them.

607 Ms. Smith: Can I just point out one thing? The Greenworks start with their baseline and then  
608 they talk about, not baseline, targets, so I don't know if that helps.

609 Ms. Bennett: So, when, and that's like . . .

610 Mr. Athey: Which Greenworks? There are actually two versions.

611 Ms. Smith: It doesn't matter.

612 Mr. Athey: Okay, the older one?

613 Ms. Huntley: That's overarching, what's currently labeled objectives? These overarching  
614 aspirations. You're suggesting we should call those targets?

615 Ms. Smith: I'm suggesting that's another word. I mean we're just trying to find one word that  
616 we use consistently throughout.

617 Ms. Bennett: Just pick one and stick to it.

618 Mr. Anderson: Or a group of words . . .

619 Mr. Firestone: Yeah.

620 Mr. Anderson: For the sections.

621 Ms. Bennett: So, something I do like that I've seen in other documents is when they have kind  
622 of concerns like, say, issues, and they want to highlight without putting them up front and  
623 center, is they'll say this is what business as usual looks like. And it will say short-sighted,  
624 wasteful, unhealthy. So, it almost becomes a sidebar item where it's like . . .

625 Mr. Athey: Like if we do nothing, this is . . .

626 Ms. Bennett: If we do nothing, we get unhealthy, etc., etc., etc. So, we have like on the sidebar  
627 benefits, but on some of these pages, there's absolutely room on the same sidebar to say, okay,  
628 business as usual, status quo risks . . .

629 Mr. Athey: Right.



630 Ms. Bennett: Or, you know, insert a word here and say like you know put the negative stuff  
631 there, where it's like this is the danger if we don't act.

632 Ms. van Boekhold: I would like to ask to get to the agreement and we can go, because we want  
633 to make a decision. We have two options. We can use the Roberts Rules or Dynamic  
634 Governance Rule. So, I'm here, we vote, we discuss, and we can decide what we want to do.  
635 Right now, we have every theme to have an intro, or do we want to have some kind of intro.  
636 This other part that we talked about it, there are different language, it's kind of like how we  
637 don't want to look like, risks, or what we are asked why don't you look like, outcome or  
638 objectives or goals, we are not sure what we say . . .

639 Mr. Anderson: Or setting. Information about where we are. That's what we intended to come  
640 just before the goals.

641 Ms. van Boekhold: So, I don't agree because we do have where we are.

642 Mr. Fortner: We do have where we are.

643 Ms. van Boekhold: Yes, we have where we are actually in some of them. In some cases we  
644 actually we do have some missing.

645 Mr. Anderson: Right. Right there.

646 Ms. van Boekhold: [inaudible] and then we have goals.

647 Mr. Anderson: Action items after the goals.

648 Mr. Athey: Yeah.

649 Ms. van Boekhold: So, what we are discussing right now are these two. We definitely want  
650 some intro so when we go to this part, we talked, which is how our community would look like  
651 if we do all these actions and goals and we get there. We are wondering how we can call it, we  
652 have a motion on the table that says let's flip it. Let's call it the goals and these goals or  
653 objectives, that's an opinion.

654 Ms. Bennett: We can just pick the vocabulary. I mean it doesn't . . .

655 Ms. van Boekhold: What if actually, so we have one recommendation . . .

656 Mr. Fortner: Well I mean I don't think what we call them, let's just say issues. How about  
657 strategic issues? I think in planning, kind of like the ideas that we're trying to address, in the  
658 Comp Plan we call them the strategic issues.

659 Ms. van Boekhold: One, we have strategic issues. One is the objective and goals, we kind of  
660 swap them. One is objective issues.

661 Mr. Fortner: Strategic issues.

662 Ms. van Boekhold: Okay, Helga?

663 Ms. Huntley: I feel like there's an over use of bulleted lists in this document. It doesn't flow  
664 very well. I've often viewed that one bullet to the next is disconnected, so my thought in this  
665 context is that instead of coming up with strategic issues followed by a bulleted list, we write an  
666 introduction that frames the context and contains these issues and doesn't necessarily put  
667 them all out as these are problems or these are objectives and how to deal with them, but just  
668 puts it as a description of the context of what we are trying to do.

669 Mr. Athey: Yeah, we recognized all along, but remember this evolved from just an outline and  
670 this and that. But, yeah, we need to kind of minimize some of the bulleted items.

671 Ms. Smith: There is one thing to be said for all of the bulleted items, is readability for the  
672 average human being, which that's just one thing. I'm not arguing for it one way or the other.  
673 I'm just saying that's one way, if I know I want somebody to read something, I bullet.

674 Ms. Bennett: Well, and a page of text, depending on someone's interest and engagement, may  
675 or may not take you very far. However, it depends. Like this is information kind of building our  
676 case for what we're trying to accomplish in a group, the bullets farther down where people may  
677 or may not fast forward to that section, that's where the meat and potatoes is anyway.

678 Mr. Athey: Right. I think we're all saying the same thing.

679 Ms. van Boekhold: So, we have three options. I wanted to actually say it a different way of  
680 what Helga said. Those objectives of where we want to be, our aspirations, what we do to this  
681 theme, can be part of the intro. I was kind of going to suggest that as we are writing that in this  
682 part we're going to tackle whatever, changing the electric supply dynamic. And as a result of  
683 that, the City will hedge against the whatever, the issues that you said. So, it could be part of it.  
684 The question is do we want to have bullets or not. I mean we can say we are doing this and as  
685 part of that, this is what we get out of it. This is the outcome. This is what it looks like. This is  
686 our goal and objective. We don't need to have a title for it. You can write it that this is what  
687 you get and then the City will be more, for example, one I really like is that the City shows  
688 leadership in action against climate change. That's what we get there. And we do need to  
689 really kind of explain it more. And one thing . . . so if you're done, I have one more thing. What  
690 do you guys think of option 1, 2 and 3? Kind of what approach makes sense? And do you have  
691 any other options?

692 Ms. Huntley: I think, to me, it makes sense to fold the issues into the introduction and then  
693 have a list with, I'm going to adopt Sheila's word, objectives. No, sorry, that was goals. A list of  
694 the broad goals of where we're going. Then in the where we're at section, we restrict ourselves  
695 to providing information about actions that are currently underway to obtain those objectives.  
696 So, none of this background information what the Planning Department does. And then we  
697 have the specific objectives that are currently made goals, and under each of those are action  
698 items. That would make sense to me. So, that's my proposal at this time.

699 Ms. van Boekhold: So, do we have any other alternatives? Do we have any more conversation?  
700 If not, we can vote.

701 Mr. Athey: I believe I understand this but let me make sure and I'm kind of liking it because this  
702 is answering our questions. So, basically, we're kind of rolling up what are currently called the  
703 issues and objectives, framing the discussion for each one of the themes that kind of lead to the  
704 very broad goals. As a segue, well then where are we now, which kind of logically follows, and  
705 then what are our objectives with the action items.

706 Ms. van Boekhold: That's option 3, correct.

707 Mr. Athey: That kind of makes sense to me. Scott, go ahead.

708 Mr. Anderson: Alright.

709 Mr. Athey: No, you can be a dissenter, that's okay.

710 Mr. Anderson: No, I think the majority of the public feels that the word goal is something  
711 clearly that you set and you achieve, and objectives are sub-goals. That if you do all these  
712 things, and action items are less, or below, objectives. They are the way to get the objectives.  
713 The objectives are the way to get the goal.

714 Ms. Bennett: Like projects.

715 Mr. Anderson: That's how engineers do it.

716 Ms. van Boekhold: And you're talking about option . . .

717 Mr. Athey: The whole population aren't engineers.

718 Mr. Anderson: No, but the public is going to want to say what's the goal here.

719 Ms. Smith: No, the goal is the end point. The objectives may be the steps to get, could possibly  
720 be the steps to get there. Like, you know, what do you call it, the first down on 10 yards.

721 Ms. van Boekhold: They said the Chair has like an unlimited or longer . . . Scott, are you talking  
722 about option 1? Because I want to, because objective and goal swapping was option 1.

723 Mr. Anderson: No.

724 Ms. van Boekhold: So, what, where are we? Because this conversation is option 1. We want  
725 this vote and say which option we want to go and then discuss . . .

726 Mr. Fortner: I think there's some consensus that this what we call issues and objectives is just  
727 going to be a narrative under themes. The intro . . .

728 Mr. Athey: Yeah, if I can, I think it's really kind of two questions. And maybe I wasn't clear a  
729 moment ago. I wasn't, when I talked about kind of blending this stuff together to tee-up each  
730 of the themes, I wasn't, I guess I'm thinking eliminating the word goal or objective in that  
731 introductory section.

732 Ms. Smith: Yeah.

733 Mr. Athey: So, that's kind of what it sounds like people are agreeing that's okay and then we  
734 get down to which should be using, objective or goal.

735 Ms. Smith: Exactly. I was just going to say I think they are fairly interchangeable, clearly, as  
736 long as it's consistent throughout.

737 Mr. Anderson: Yeah, there you go.

738 Ms. Bennett: Let's flip a coin.

739 Ms. Keller: I just want to make I understand what that introductory paragraph is aiming to do. I  
740 think what I'm hearing everybody say, which makes sense, is that that will state the overarching  
741 desired outcome because of the issues at hand. Right? All of that will be summed up and then  
742 the next level is going to be either called goals or objectives but that's where you start getting  
743 into the bulleted items for like how we're going to achieve that desired outcome.

744 Ms. van Boekhold: And don't get stuck on the mentality of looking at risks or issues. There're  
745 not necessarily issues. There is actually, this plan is aspirational. So . . .

746 Ms. Keller: So, it's not necessarily solving a problem.

747 Ms. van Boekhold: [inaudible] get someone outside your team to look at this. Some of them  
748 can mash up. Some of them you can actually remove. Some of them are inherent, we don't  
749 need to explain them. So, kind of making the [inaudible] that connects to the Newark is really  
750 important and I encourage somebody outside the author . . .

751 Mr. Athey: Well, we did. That was her . . .

752 Ms. Keller: We have more comments to address but to get it to this point so that it reflected all  
753 of the input, this is the version we have now. But this is helpful for getting us to the next steps.  
754 I see what you're saying though. For some of these themes there may be issues, there may be  
755 challenges that we're trying to overcome but for others, maybe not. It's just an aspirational  
756 statement.

757 Ms. van Boekhold: Where do we want to be, Newark? And I encourage as you guys are  
758 framing it, circle back with us or with a number of us. With Mike, with me, to kind of drive it at  
759 a point and show it to us. I can actually go over them. Some of them are too squishy, too kind  
760 of we are going to save the world and get rid of fossil fuel. I can actually really say these were  
761 outside the scale. These were too much on the weeds. Let's keep it at this level and let's  
762 [inaudible] and give us the information but doesn't . . . it's hard. You want to say it all but what  
763 can we say to kind of be concise, get to the point, and direct the mind that that's what we're  
764 doing. That's why this is important.

765 Is everybody in agreement that this option, combining them, is a good option? Okay. And I  
766 would like to say if you are not going to have it as goals . . .

767 Ms. Bennett: Pull out the thesaurus and just . . .

768 Ms. Huntley: Okay, can I address one of the other points about the imbalance between the  
769 different themes? I think Theme 4 doesn't have enough and Theme 1 has way too much. So, I  
770 think it doesn't have to be that every theme has the exact same number of pages of text, but I  
771 think it needs to be closer to balanced than what it currently is.

772 Ms. Bennett: I think right now it does a really good job of reflecting the passions and  
773 knowledge base of the committee, but there are certainly areas where we don't necessarily  
774 have a whole lot of expertise. And you're right. It does need to be fleshed out because these  
775 are the issues that are important to the community. So, whether we have a person who is just  
776 fired up about water or not, it's relevant to the amount of attention and detail that it deserves.

777 Ms. Huntley: And in particular about the electric chapter, a lot of that information, I feel, isn't  
778 really relevant for introducing our goals. But if we feel like it is relevant for the larger context, I  
779 suggest that maybe we move it to an appendix.

780 Ms. van Boekhold: That would be my recommendation, too. We want to keep it and not lose  
781 it.

782 Mr. Anderson: A lot of it is available if a person needs to hunt it down from various websites.

783 Ms. Huntley: That's why it's nice to have . . .

784 Ms. van Boekhold: I think we should keep it as a context, as an appendix, as Helga said. That  
785 was also my take. So, for example, when you get into the really kind of like, what are our fuel  
786 mix and how much we get, this is going to be two sentences. And for more information on all  
787 of the data that you need, see appendix. So, again, as you are looking at kind of getting  
788 [inaudible] cohesion, information that are relevant that really a City needs to know, keep it in  
789 the body of the report, don't lose it but put it in an appendix.

790 Ms. Bennett: Yeah, I really enjoyed the level of detail. Maybe not necessarily in, like I love the  
791 appendix idea but I'm also a huge nerd when it comes to that topic, so . . .

792 Mr. Swiatek: My thought, and I think we touched on it a little bit, was that some of the goals  
793 we have like performance measures there and I think that's great. I would say that if we can  
794 continue that for all the goals or whatever we're calling them, that would be awesome. But  
795 even if not, to have that performance measure in one of the actions, I think, is critical for  
796 measuring . . .

797 Mr. Athey: You mean X% or whatever? Yeah, I agree.

798 Ms. Huntley: Maybe it can be separate from the action. Like a metric on how we measure  
799 success or progress towards our goal. I think that's really important.

800 Mr. Athey: No, we tried but maybe we lost sight of it in trying to get all the revisions done and  
801 everything, but that was my goal all along was to get each goal or objective to have something  
802 measurable. I think we all agreed on that really from the first meeting.

803 Ms. van Boekhold: A measure would be like a measure of [inaudible] would be having that  
804 advisory committee that you have for example and initiating public actions. Like having  
805 whatever, how many blog posts on the website or on the News Journal. Those are all kind of  
806 educating because some of the things that you get there, for example educating residents  
807 about their smart water meter and how they can detect leaks. So, what is it? It's just at least  
808 kind of two posts, whatever, and Community Day to have something, so have something more  
809 defined.

810 Mr. Athey: So, I guess back to do we call them goals or do we call them objectives? Does  
811 anybody really care just so long as we're consistent?

812 Mr. Anderson: Just the same old way. Some may not have concrete quantitative end-points  
813 and that's okay.

814 Mr. Swiatek: You can have a qualitative measure.

815 Ms. van Boekhold: That's true.

816 Ms. Huntley: In some of your themes, not all of them, you have a [inaudible] paragraph after  
817 every goal.

818 Mr. Athey: Right.

819 Ms. Huntley: My take is that you don't really need a separate introductory paragraph for each  
820 goal. If we have a good introduction to the whole theme, the goals should logically follow from  
821 that, and then the action items are the details of what we want to do.

822 Ms. Smith: And that will tighten it up.

823 Ms. Bennett: I mean unless some topic is really complicated and requires that just for, or like  
824 you're defining some terms or something, but that would be the exception, not the rule.

825 Mr. Athey: Right, okay.

826 Ms. Bennett: And it might not be necessary for any of them at all.

827 Mr. Athey: But that might be one place where the lack of consistency might be okay in my book  
828 is if in some of them, as Michelle just said, warrant some discussion prior to the goal or  
829 whatever.

830 Ms. Bennett: Because if you're talking about like . . .

831 Mr. Athey: But not everyone would, so I think that lack of consistency is probably okay.

832 Ms. Bennett: Yeah. It almost highlights something that is especially, like because that  
833 inconsistency pops out a little bit in the document and that's because it warrants, you know,  
834 there's a complication or whatever, a technicality.

835 Mr. Anderson: Or it seems as though sometimes we had an introduction to the goals section so  
836 that that first goal was kind of highlighted in that text.

837 Mr. Athey: Let me ask another question if I may. This also kind of got a little bit lost. The very  
838 last section in each one of these themes is where we're going and maybe I never explained this.  
839 Our intent with this document is basically this is to hand City Hall and say these are actions that  
840 we, as residents, would like the City to do to get us to a certain place. What the where we're  
841 going I think started out as what can you do or something like that. Again, I'm getting it straight  
842 from Philadelphia, I'll admit that, where they had sidebars on . . .

843 Ms. Bennett: Like what residents . . .

844 Mr. Anderson: That the City is doing . . .

845 Mr. Athey: Stuff that residents, right. Since people seem to be pretty fond of the sidebar  
846 aspect of this, I would think it would be most appropriate and maybe we call it what can you  
847 do, or something like that, and pull that out as a sidebar. Because it's kind of getting lost at the  
848 end.

849 Ms. Smith: Unless you call it summary or something like that. I mean give it a, I mean I'm  
850 attracted to the word summary but if I'm going through something and want to see . . .

851 Mr. Athey: Right, but it's not really a summary. It really is . . .

852 Ms. Smith: No, no no . . .

853 Mr. Anderson: It's like how do I get involved?

854 Ms. Smith: Come up with another word.

855 Mr. Athey: Yeah, what can you do? How do I get involved?

856 Mr. Fortner: I really like that idea.

857 Ms. Smith: A final thought.

858 Mr. Fortner: What can I do?

859 Ms. Bennett: Or even like citizens empowered or something like that.

860 Mr. Anderson: What about me, question mark.

861 Ms. Huntley: I think the heading where we're going makes more sense in front of our goals.  
862 Alright, so we have the section where we are and then where we're going and then here are  
863 the goals.

864 Mr. Athey: Well, I think if the section, and I forgot when it got renamed, but what we're calling  
865 where we're going is not where we're saying the City should be going, it's what we're  
866 suggesting residents . . . you know, the City has to do all this but that doesn't mean you can kick  
867 back and do nothing. There're things you can be doing.

868 Ms. Bennett: What are residents and businesses, what actions do they take is important. So, at  
869 the end of the electric one, it's get some LED lightbulbs.

870 Ms. Huntley: The words where we're going, to me, suggests a destination.

871 Mr. Fortner: Yeah.

872 Mr. Anderson: We should change that to like how to get involved.

873 Mr. Athey: Okay, so it sounds like everybody is . . . we'll put it into a sidebar and we'll call it  
874 how can you get involved, what can you do to help, or something like that, and we'll lift it out of  
875 the end and put it in a sidebar somewhere.

876 Ms. Keller: Yeah, I think that makes sense not to end with where we're going and to get  
877 something in the sidebar. I think this is from the Greenworks plan but there's a sample of what  
878 you can do but it's three categories. It's individual, community, and institution. So, if we're  
879 going to put this in the side, it needs to be pretty concise. Is it just for citizens?

880 Mr. Athey: Well, and businesses.

881 Ms. Ennis: Each section right now has a section for residents and businesses.

882 Ms. van Boekhold: So, would it be actually all that we can do?

883 Mr. Athey: Yeah, I think that's what I would . . .

884 Mr. Anderson: What we can do.

885 Ms. Keller: It doesn't, I mean it can just be one simple thing. I mean it doesn't have to be a  
886 complete list of everything you can do.

887 Ms. Bennett: And with LEDs, that's residents and businesses, for example.

888 Ms. Keller: Yeah, so maybe we would want to consider that just to keep it a really digestible,  
889 like here's something you can do and have one thing.

890 Ms. Bennett: Absolutely. And if there's a topic or a theme where there's a really good  
891 suggestion that is really relevant to businesses, don't shy away from it. But you can just say like  
892 businesses adopt this whatever thing. But for most of it, it would be something that Joe  
893 Schmoe could read and be like, okay, I can go do this at my home or my work.

894 Mr. Athey: It doesn't have to be something that's exhaustive. It's just easy ideas that . . .

895 Ms. Bennett: If it's like talk to your property manager at your business about blah, blah, blah,  
896 that's like alright, it's relevant but . . .

897 Ms. Huntley: Maybe pick two things. One thing that's really easy to do for everybody to just  
898 do, and one that takes a little bit more effort for people who want to do more.

899 Mr. Anderson: We could have like little icons for different levels.

900 Ms. Bennett: Yeah, an emoji for each of them.

901 Mr. Anderson: Like the most would be a warrior.

902 Ms. Smith: Somebody said what citizens can do, what businesses can do, so that can be two  
903 sidebar things.

904 Mr. Athey: Good. Okay.

905 Ms. Huntley: I had another comment about the list of benefits. I would like to put people first  
906 instead of the economy. So, I would suggest that we do it in the order of health, equity,  
907 environment, and economy.

908 Ms. Keller: What page are you on?

909 Ms. Huntley: Page 3.

910 Mr. Anderson: Page 1 of a theme.

911 Ms. Huntley: Look at page 3.

912 Mr. Athey: I'm sorry, say that again. You would do health . . .

913 Mr. Fortner: Health was 1.

914 Ms. Huntley: Equity 2, environment 3, and economy 4.

915 Ms. Bennett: Because if this does become a government document, what's, you know, the City  
916 government is taking care of the people and the City, right? Does that make sense?

917 Mr. Athey: Yeah, okay, that's fine. I don't think there's necessarily any rhyme or reason.  
918 Health, equity, environment, economy.

919 Ms. Huntley: I want to put the people first, not the businesses, so I'm just reorganizing it.

920 Mr. Athey: I like that. That's fine.

921 Ms. Keller: [inaudible]

922 Mr. Athey: Actually, that's an excellent point that Jen just brought up. If we take the what you  
923 can do and lift it and put it in a sidebar, each theme then is just going to end with a last bulleted  
924 action item. There should be some sort of summary, aspirational summary paragraph.

925 Ms. Bennett: I kind of like everyday people actions at the end. I kind of like it. And the reason  
926 is, A, you have an endpoint where somebody has read this document, there's a million bullet  
927 points and it's almost like, what do they call it when you're doing a food tasting and you eat  
928 something to like reset your palate?

929 Ms. Ennis: Cleanse your palate.

930 Ms. Bennett: Cleanse your palate. And then you're ready for the next section with a bunch of  
931 more information and bullet points. So, the cleanser is more like bringing it down to the  
932 individual's level and just hitting kind of a mental reset. And they could be like, oh, I could go  
933 get some LEDs, you know, or whatever the action is. And it just kind of brings it home.

934 Ms. Keller: So, are you envisioning it in the sidebar or . . .

935 Ms. Bennett: No, at the end.

936 Ms. van Boekhold: I see it in a box actually.

937 Mr. Anderson: In a box in a separate color so it stands out.

938 Ms. Bennett: Oh yeah, that's even better. Because it's even more of a cleanser that way,  
939 visually as well as mentally.

940 Ms. van Boekhold: So, have it as a box at the end and then also if you add some pictures like,  
941 for example, usually in the transition one picture, kind of, that also does that, resets . . .

942 Mr. Athey: I like that idea.

943 Ms. Bennett: Yeah, increase the visual appeal.



944 Mr. Athey: Okay, sorry Sheila, go ahead.

945 Ms. Smith: That's okay, just back to, I don't know if anybody thinks it but when I see somebody  
946 with the crappy lightbulb and the replacement lightbulb, so maybe a little visual comparison for  
947 like what we're doing now and what you could do. Possibly use photographs for your icons or  
948 whatever you do for that box.

949 Mr. Athey: Okay.

950 Ms. Keller: We spent a lot of time selecting those photos for Community Day. I know that  
951 we're not addressing all of those themes, but we should revisit those.

952 Mr. Athey: We do have some stock stuff.

953 Ms. Keller: Yeah.

954 Mr. Athey: Real quick then, so now everybody seemed to kind of like the sidebar but other  
955 than the benefits, we have no content to put in the sidebars. So, we're going to have multiple  
956 pages with sidebars with nothing in them.

957 Ms. Huntley: In some of the themes, you have little quotes and things like the box on McKees  
958 Solar Park. Those kinds of things can be moved into the sidebar.

959 Mr. Anderson: That was supposed to be sidebar.

960 Ms. Bennett: I kind of like the idea of having in the sidebar, you know, we have a benefits  
961 sections and maybe then a section highlighting what we get with the status quo if we don't do  
962 anything. So, earlier when we were talking about issues or risks, you know, there are some  
963 really good points throughout that say like well we want cleaner air, we want more efficient use  
964 of something. So, there could just be like a couple of little things where it's like with no action  
965 we risk whatever topical items – poor air quality, poor health, I mean, whatever is relevant –  
966 and it could be like really brief.

967 Ms. van Boekhold: Michelle, I have a concern for that one because then AECOM is going to  
968 have to spend their resources to find those negative ones. I like the idea but I actually want  
969 them to focus on the content of the plan. So, what I would suggest is we have still two more  
970 drafts to go, what if for now we say let's keep the sidebar and see how we're going. As we have  
971 conversations, other things may pop up. So, for now, let's keep it because I really want to focus  
972 on the content.

973 Ms. Bennett: Well and what drew my eye were risks or issues that they've already identified  
974 and are already in the report.

975 Mr. Athey: Yeah, I was just about to say that I appreciate the consideration, but I think Michelle  
976 is right that we kind of already identified these, the negative issues. I guess I'm still kind of  
977 slightly struggling with if we pull them out into a sidebar, how do we present negative things  
978 without kind of dragging the overall message . . .

979 Ms. Bennett: If it's in the sidebar . . .

980 Mr. Athey: This is what happens if we don't do any of this?

981 Ms. Bennett: Yeah, I mean you can call it risks or . . .

982 Ms. Huntley: But to me it's just the flip side of the benefits, so it's not really additional  
983 information and I'd rather be . . .

984 Ms. Bennett: No, because some people might not be aware. Because the benefits are like  
985 economic and environmental, but some people might not be aware of the impacts of certain  
986 measures. So, different kinds of pollution that might come from say a natural gas. When it was  
987 coal, people don't know that there's mercury in the air and they're literally breathing it and  
988 that's detrimental to their children. That's a, you know, and switching away from coal is  
989 fantastic and I'm glad we did, but you know what I mean . . .

990 Ms. Huntley: But you can phrase it as a benefit and say no more mercury pollution in the air  
991 instead of saying the risk is mercury pollution.

992 Ms. Bennett: Well, what I'm suggesting is we highlight the potential costs of not acting. Of not  
993 using this report and going through with it. So, we're highlighting benefits but then benefits tell  
994 us, have that kind of aspirational like where we want to go, but there are other issues with say  
995 stormwater, etc., etc., that are increased flooding or what-have-you.

996 Mr. Athey: Yeah, let me, I think I can strike that balance, then again giving Scott a lot of credit  
997 that you introduced a lot of things that you, I think your initial draft said put in a sidebar  
998 somewhere and, to take Helga's point, maybe we pull some of those out into the sidebar and  
999 back to the overall balance is there are things I think we could add, similar to what we already  
1000 did for the electric, I guess I'm maybe even contact Bill that, you know, you've got to have some  
1001 data out there of different things, and maybe Tim on the water resource stuff . . .

1002 Ms. Bennett: And I'm suggesting it's things that we already have in there, not additional  
1003 research . . .

1004 Mr. Athey: It might be a little bit of both.

1005 Ms. Bennett: And things that aren't just mirror opposites of the benefits. Because if it's a  
1006 mirror opposite of the benefit, you're right, it's not providing a lot of value. Somebody will be  
1007 like that's just the opposite of the benefit. But if we're highlighting something, like a type of  
1008 pollution or whatever it is that we've already identified . . .

1009 Mr. Fortner: We're just at an hour and fifteen minutes and I don't want us . . .

1010 Mr. Athey: Yeah.

1011 Mr. Fortner: We may want to, I mean we're focusing more on the framework. Do you want to  
1012 spend more time on that?

1013 Mr. Athey: I'm pretty comfortable where we are now.

1014 Ms. Huntley: I want to make one last comment. I don't like the conclusions. I think the  
1015 conclusions are needing to somehow sum up where we are. Currently, they start out . . .

1016 Mr. Athey: Oh, you mean the very last section. Honestly, we threw that together in about five  
1017 minutes, mostly for like placeholders. We didn't want to forget about this and so . . .

1018 Ms. Huntley: Okay, good.

1019 Mr. Athey: Yeah, we have a lot of work to do on that.

1020 Mr. Fortner: Do you want to continue on this path or maybe we get to the nitty-gritty specifics  
1021 and we do like 15 minutes of each one? Maybe that can wait until the April meeting . . .

1022 Mr. Athey: I think we're good on format at this time.

1023 Ms. Huntley: I wanted it to a summary of what the plan . . .

1024 Ms. van Boekhold: I'm suggesting the sidebar and what to put in the sidebar. The individual  
1025 content. As we develop the plan, there are more things that are going to show up that we may  
1026 have. So, don't fill it up right now. So, we can have suggestions but just let that be the last  
1027 step.

1028 Mr. Athey: I think that's a good idea.

1029 Mr. Anderson: And if we run out of solutions, you could maybe pop some negative quotes in  
1030 there, too, that are of the similar subject.

1031 Ms. van Boekhold: Let's keep it in the background.

1032 Mr. Athey: I think that's a great idea.

1033 Ms. van Boekhold: When we have the final plan, then you can look and judge but right now its .  
1034 ..

1035 Mr. Anderson: What we call that is the gingerbread or the polish at the end.

1036 Mr. Athey: Yeah.

1037 Ms. Huntley: To answer your question, I want a summary and some kind of motivational  
1038 statement that makes people really want to do what they just read about.

1039 Mr. Athey: Yeah, for that section, even the intro . . . oh, we didn't talk about the vision  
1040 statement.

1041 **5. VISION STATEMENT – INITIAL DISCUSSIONS**

1042 Ms. van Boekhold: The vision statement, I assume, and please continue, I think as we are  
1043 defining more the goals and kind of actions, the vision statement, we have a vision. We know  
1044 we want to go but we may be able to better frame it. So, I want you guys to all contribute. I  
1045 think even with what we know in the big picture of what we want to do, the wording may come  
1046 better as we work on our goals and kind of work on this plan. What do you think? Do you want  
1047 to discuss now? I want to actually suggest that we discuss later.

1048 Mr. Athey: I agree.

1049 Ms. van Boekhold: But I want everybody to provide feedback.

1050 Ms. Huntley: I have a proposal for what the vision statement could be, but I haven't shared it  
1051 with the group because I'm not allowed to, so I don't know whether I should send it to Michael  
1052 and he can send it to the group, or . . .

1053 Mr. Fortner: You can say it now if you want.

1054 Ms. van Boekhold: What if we have another meeting and actually Dave can come but we don't  
1055 need to actually ask people from AECOM. So, what if we have another meeting just to talk  
1056 about that as we know more. So, let's do that. Do you think that makes sense to have an  
1057 additional meeting, like maybe an hour or 30 minutes, focused on you bring your idea to the  
1058 table and you share it with people as part of our agenda and we talk about it.

1059 Mr. Fortner: Would we have the consultants there?

1060 Mr. Athey: I said all along that I'm here, so . . .

1061 Ms. van Boekhold: I'm just kind of trying to be conserving the resources. What do you think?  
1062 We have an additional meeting that's planned at 30 minutes or an hour to hash out . . .

1063 Ms. Huntley: For the committee?

1064 Ms. van Boekhold: To share your mission and what you have . . .

1065 Ms. Huntley: I mean we have 40 minutes left so we do not have time to discuss everything in  
1066 the plan and the vision, so I don't really care which part we skip today and which part we  
1067 postpone.

1068 Mr. Fortner: Well, we're still really on format but we're talking about the vision.

1069 Mr. Athey: Actually, I just happened to be looking at the . . .

1070 Ms. Huntley: It was the next thing up on the agenda.

1071 Mr. Fortner: We can either do that and then in the next meeting in April we do the technical  
1072 stuff . . .

1073 Mr. Athey: Honestly, I'd like to find out where everybody is at on really the nitty-gritty content.

1074 Ms. Smith: Right now?

1075 Mr. Athey: Yes.

1076 Ms. van Boekhold: There is still work to be done on the plan and it's important to talk about it  
1077 and let AECOM work on the plan because vision and mission, we wouldn't give them feedback  
1078 and work on this document that they gave us. So, I think I want us to work, so if we can talk  
1079 about the feedback we have on the theme, they have additional work and then we can have  
1080 follow-up, have another meeting just focusing on . . .

1081 Mr. Athey: I think that makes sense.

1082 Ms. Smith: So, we're down in the goals section?

1083 Mr. Anderson: We're on #6.

1084 **6. REVIEW AND DISCUSSION OF LATEST DRAFT OF SUSTAINABILITY PLAN (VERSION OF**  
1085 **VISIONS AND GOALS DOCUMENT) REPORT**

- 1086 **• CLEAN ENERGY**  
1087 **• PLANNING & TRANSPORTATION**  
1088 **• GREEN BUILDINGS**  
1089 **• NATURAL RESOURCES AND REDUCE WASTE**

1090 Mr. Fortner: So, the planning theme, I put the energy theme because I knew that would be the  
1091 most discussion on it, so I thought put it at the end and maybe we'd get through the other ones  
1092 quicker. So, a lot of my comments might have been already incorporated. I know we're doing, I  
1093 mean the objectives and which ones I thought were good. Some of these under objectives I  
1094 thought might be good introductory paragraphs for the goals, but I like the idea of doing a  
1095 narrative and I can help with that. There are a couple of technical things like under where we,  
1096 the Land-Use and Planning division, really, it's just the Planning and Development Department.  
1097 And you use that again in the second paragraph. You can just say Planning and Development  
1098 Department.

1099 Ms. Huntley: I think that whole bullet can go away.

1100 Mr. Fortner: Well, it might be able to, but this is just a technical thing. There were a couple of  
1101 little things like when you say under, this is page 17, issue #2, it says something like sometimes,  
1102 no, bullet #3 where you say extensive research showed suburban development and strip malls,

1103 yada, yada, is detrimental to society. I think that's an overly broad statement. I think you have  
1104 to talk more about how it's detrimental. It just seems like it's detrimental.

1105 Ms. Bennett: There's another point somewhere in here that I recall, and I don't see it  
1106 specifically where it does kind of get into some details about how it fragments, how it requires  
1107 car use, etc., etc. So, it might be captured in another bullet.

1108 Mr. Fortner: It is. The information is in there, there's just some straight bullets and I was going  
1109 to suggest that we eliminate some bullets. Even the first one, the human cost of traffic  
1110 congestion, I don't think it was something that was in the frame. So, I put like little, I was going  
1111 on the model of the three of the green building ones. I thought those four or five points were  
1112 very succinct, so I found like four in the planning that I thought were the most succinct, but it's  
1113 got to be reworked into a narrative and I can work on that.

1114 Mr. Athey: Yeah.

1115 Ms. Smith: Are we going around the table and taking turns?

1116 Mr. Fortner: Yeah, I'll let you go . . .

1117 Ms. Smith: No, I don't need to, just curious.

1118 Mr. Fortner: Oh, there were some that I thought were redundant and those are the main  
1119 things I had. I thought it was . . .

1120 Ms. Huntley: I want to ask a procedural question. I see you have a bunch of things we need to  
1121 say there, a bunch of things that are redundant. I have a bunch of things that I find redundant  
1122 or wording that's wrong. How do you want to collect that? I don't think that's the most  
1123 efficient way to use our time.

1124 Mr. Fortner: Well, they're going to do a rework of the narrative and so a lot of that might get  
1125 worked out through there.

1126 Ms. van Boekhold: I actually suggest that people who have feedback, like you and Helga, I  
1127 suggest that you guys connect with them because I find the fact that you are getting and  
1128 working in a vacuum, because there are subject matter experts, so I suggest that, no, have a 10-  
1129 15 phone call and get that information. I think it's more efficient. So, would that be possible to  
1130 have a phone conversation, because I want . . .

1131 Ms. Huntley: I also have a substantive issue that I want to discuss on Theme 2, and I think that  
1132 may be more relevant to discuss with the big group than wording issues.

1133 Ms. van Boekhold: And if you have them in a written format, can you . . .

1134 Mr. Athey: Well, let me ask this, if I may . . .

1135 Ms. Huntley: This is what my written format looks like.

1136 Mr. Athey: I can see Sheila has some comments. Helga, you clearly do. I'm not trying to put  
1137 anybody on the spot, but Bill and Michelle, are you guys kind of generally okay or are you, you  
1138 know . . .

1139 Ms. Bennett: No, I mean, I didn't, the feedback I gave you was the general feedback I had for  
1140 this particular . . .

1141 Mr. Athey: What level of detail . . .

1142 Ms. Bennett: I sat down and read this today between meetings, so I didn't have time to make  
1143 really detailed comments.

1144 Mr. Athey: Or will you? Are you able to project?

1145 Ms. Bennett: It's not, not for the whole document.

1146 Mr. Athey: Okay. Bahareh, you're probably going to have some comments.

1147 Ms. van Boekhold: I have a comment. A bunch of them can be all combined. But I would say  
1148 that for transportation, Mike is the subject matter expert. Sheila, Susan, and Helga can provide  
1149 you with the feedback. But as I went through the different sections, you know, of course I have  
1150 more comment in energy and building, but I have the same thing. There were a lot of overlap.  
1151 Three bullets could have been framed together in two lines. So, it's just the art of how do you  
1152 want to say, be concise.

1153 Mr. Athey: Okay.

1154 Ms. van Boekhold: Rather than kind of saying it three different ways. There are a lot of things  
1155 but that art of being concise and capturing three bullets in two lines, that's what we are looking  
1156 at. Is that correct?

1157 Ms. Smith: You can see here on development, there's three or four related to that [inaudible]  
1158 and density versus sprawl. There's a few where you could just take the ideas and condense  
1159 them.

1160 Mr. Fortner: That might just sort itself out when you rework it though.

1161 Mr. Athey: Well, that's kind of what I'm struggling with.

1162 Mr. Swiatek: What I would suggest is that you do that resorting and we get all the comments  
1163 submitted, you know, before you do the resorting, but then throwing it back to the  
1164 subcommittee for this section and the subcommittees for the other sections, as well, to take a  
1165 look at where you might be stuck or things that you couldn't fit into that resorting to kind of  
1166 work through those issues. I mean, where I am is that I think we're good in terms of where we  
1167 are in the process, but we definitely need to talk this through a little bit more.

1168 Ms. van Boekhold: And if you connect one-to-one, it could be even more effective.

1169 Mr. Athey: Okay, its tough to generalize, and maybe there's somewhere between the two, that  
1170 if we are going to be reworking the way some of these are being approached, if some of the  
1171 comments, these two bullets can be combined, or this word is, you know, a lot of that people  
1172 will hopefully get worked out. If there is a much bigger picture and it sounded like Helga you  
1173 had a, I forget what word you used a moment ago . . .

1174 Ms. Huntley: Substantive.

1175 Mr. Athey: Clearly, we need to know those. So, is that possible to get us those kind of bigger  
1176 picture comments without getting more granular.

1177 Mr. Fortner: Maybe that's what we should focus on in this meeting. Just do the Helga and  
1178 forget about the other bullets.

1179 Mr. Athey: Or, do we meet again . . .

1180 Ms. van Boekhold: So, Helga . . .

1181 Ms. Huntley: Okay, so my big issue with Theme 2 is the discussion of off-street parking with the  
1182 excessive requirement of off-street parking and how that is limiting bicycling . . .

1183 Ms. Smith: What page are you on?

1184 Ms. Huntley: Page 17.

1185 Mr. Anderson: Second to the last bullet.

1186 Ms. Huntley: Second to last bullet, right. Because I think from the whole parking conversation  
1187 in this community, there is certainly a segment of the population that thinks there is too much  
1188 off-street parking and there is a segment of the population that thinks there's not enough off-  
1189 street parking. And I think it's not quite as straightforward to just say the more off-street  
1190 parking there is, the less facilities that, or the less people will bicycle, and I will cite as an  
1191 example here our experience with Casho Mill, where we can't put a bike lane in because people  
1192 don't have enough off-street parking space for their cars. And they say we don't want bike  
1193 lanes on our road because we need that space to park our cars. So, from that perspective,  
1194 right, not enough off-street parking limits the bicycling. So, I would like us to be more careful in  
1195 phrasing this and maybe also discuss whether we want to put a goal in here to reduce the  
1196 parking requirement, or whether we just want to put a goal or action here to study the issue.

1197 Ms. Smith: Each neighborhood would be considered individually, though. I mean you got down  
1198 to where we're going to put a bike lane here and then that would create its own study, right?  
1199 You know, we wouldn't just blanketly say change the parking requirements . . .

1200 Ms. Huntley: That's what it says here. It says there's excessive requirements.

1201 Ms. Bennett: It's not going to be . . . right, right, right . . . then I would agree with you. It's not  
1202 going to be a one size fits all solution, well issue and solution, for the parking versus biking  
1203 issue. Because in some areas like Casho Mill, the lack of parking may be detrimental to biking  
1204 or vice versa. You could say, well, if people are biking, they don't need so much parking, but  
1205 that also depends on where they're going, how far they're traveling, do they have kids, you  
1206 know, that kind of stuff.

1207 Ms. van Boekhold: So, Helga, I have a question. Would that be framed as City investigates and  
1208 promotes biking despite the challenges with off-street parking? Our goal is we investigate and  
1209 promote biking in context of the challenges we have. Would that be the kind of framing that  
1210 gets to the core and then the goal would be include whatever this challenge as part of the  
1211 planning. Would that be correct?

1212 Ms. Huntley: That's a completely different aspect by promoting biking. That's also in here.

1213 Ms. van Boekhold: So, what I'm saying is that . . .

1214 Ms. Huntley: We can either take out any discussion of the excessive parking requirement or we  
1215 can say that the City should investigate ideal or optimal parking requirements without judging,  
1216 at this point, whether they are excessive or insufficient.

1217 Mr. Filasky: I think you would get more support for that . . .

1218 Mr. Anderson: What she said.

1219 Ms. Smith: So, a lot, we already talked about taking some of what looks negative and making it  
1220 more aspirational in tone.

1221 Mr. Anderson: Yeah, and I think this is one of those subjects that is a very contentious subject  
1222 in this particular city.

1223 Ms. Bennett: Well, you're never going to have a situation where people agree on anything  
1224 about parking, ever.

1225 Mr. Anderson: Yeah.

1226 Ms. Smith: And the Planning Department is modifying, you're changing the parking codes while  
1227 we speak. That's in the works.

1228 Mr. Fortner: Next Tuesday is the meeting.

1229 Mr. Anderson: Is this a good section where we talk where we are.

1230 Mr. Athey: I was about to, yeah, did you add, I don't recall Mike, you wrote a great deal of this,  
1231 was there anything about modifying the parking regs in the where we are now?

1232 Mr. Fortner: Where we are now?

1233 Ms. Huntley: I don't think it was in the where we are now.

1234 Mr. Fortner: I didn't see anything in there.

1235 Ms. Huntley: On Page 19 in the last action bullet, it talks about the oversupply of parking lots.

1236 Ms. Smith: What page are you on/

1237 Ms. Huntley: Page 19.

1238 Mr. Fortner: So, that goes into the community design and so it's a part of the goal. So, it's part  
1239 of that.

1240 Mr. Anderson: Yeah, that's part of like making the right situation for the right neighborhood.

1241 Mr. Athey: Okay, we'll take a bigger . . .

1242 Mr. Anderson: Should it be an action item?

1243 Ms. Huntley: I think, so the action item is periodically evaluate parking management practices  
1244 to improve the use of existing resources and zoning code requirements. If we have a period  
1245 right there, that's fine. But to say, to reduce the oversupply of parking lots, private parking lots,  
1246 that makes it contentious.

1247 Mr. Athey: Right.

1248 Mr. Anderson: Very good point.

1249 Ms. Huntley: And then one other . . . sorry, I forgot that I had a second point in this theme for  
1250 Goal 2.4, that the City will provide a continuum of housing types and sizes and . . .

1251 Mr. Athey: Oh, yes. Thank you for bringing that up.

1252 Ms. Huntley: That' doesn't work because the City will not be providing housing.

1253 Mr. Fortner: That's true. I suggest we take that out.

1254 Mr. Athey: Yeah, and I added it back in. I'm trying to remember, was it anybody in this room?

1255 Ms. van Boekhold: It was Susan that thought that . . .



1256 Mr. Athey: Thank you. I thought somebody on the Steering Committee was pretty passionate  
1257 about it.

1258 Ms. van Boekhold: Susan was part of the conversation when we all decided to take it out.

1259 Mr. Athey: Okay, because I remember that, yeah, I added it back in, Mike. That was one of the  
1260 edits . . .

1261 Ms. Huntley: I have a suggestion for how you can rephrase it but if you want to just take it out,  
1262 that's fine.

1263 Mr. Athey: Does it belong in a sustainability plan?

1264 Ms. Smith: Can I just say what I was thinking? Could we say the City recognizes the need for  
1265 diversity in housing types and sizes?

1266 Mr. Athey: How do you measure it?

1267 Ms. Bennett: Because that gets into people aging, it gets into student versus . . .

1268 Mr. Athey: It doesn't really fit into a sustainability plan. I have zero problem taking it out. I just  
1269 didn't want to be dissing anybody on the committee.

1270 Mr. Anderson: It seems like an equity thing.

1271 Ms. van Boekhold: It is an equity thing and it could be sustainability but when we discussed it  
1272 with the subcommittee, the Comprehensive Plan [inaudible] and has a goal for it. So, we  
1273 thought as we were trying to kind of make it concise, at least our first version of the plan, let's  
1274 take it out and focus on other things.

1275 Mr. Athey: Agreed.

1276 Mr. Swiatek: Is it something that can be slid into the sidebar to at least keep it somewhere as a  
1277 discussion?

1278 Ms. Bennett: Recognize it as an issue?

1279 Mr. Anderson: That's a great . . .

1280 Mr. Athey: Okay, let's talk about food sustainability for a second because we all kind of  
1281 thought, it would be nice to not exclude this, but we couldn't really figure out where to include  
1282 it. Should we have a handful of issues that don't really quite fit in on this, that we somehow . . .

1283 Ms. van Boekhold: I say no.

1284 Mr. Athey: Okay.

1285 Ms. van Boekhold: I say no because it will make it, we want to try to make it straightforward  
1286 and clear and that will make it a little convoluted.

1287 Mr. Athey: Okay.

1288 Ms. van Boekhold: I actually suggested that at the end, like it could be an appendix, or we can  
1289 say this was also something we wanted to discuss and in the next, I mean, whatever we want to  
1290 . . .

1291 Ms. Ennis: It's back there, though.

1292 Ms. Huntley: It's under related actions.

1293 Ms. Ennis: Where you have that related actions and you already have that section in there as  
1294 part of . . .

1295 Mr. Athey: Oh, right. Thank you.

1296 Ms. Ennis: You could add that to that section instead.

1297 Ms. Huntley: But if that stays . . .

1298 Mr. Fortner: We're getting rid of it, yeah.

1299 Ms. Huntley: Are we removing the related action section?

1300 Mr. Anderson: It's completely out of this version, yeah.

1301 Ms. Huntley: But wait, the related actions are going away?

1302 Ms. Ennis: Which one are we removing? The 2.4 or the related actions is what she's asking.

1303 Mr. Athey: No, the 2.4

1304 Ms. Ennis: The 2.4, not the related actions.

1305 Ms. Huntley: Okay, if the related actions stay, we have to take out that the City should obtain a  
1306 seat on the Board of Directors of the Co-op. It's a private entity. The City should not have as a  
1307 goal to take it over.

1308 Mr. Athey: Actually, this one was mine. So, I'm sorry, which page was that?

1309 Ms. Huntley: Page 35.

1310 Ms. Ennis: It's the second bullet under . . . there it is.

1311 Mr. Athey: Actually, just very briefly, I did talk with, I don't know if any of you are members of  
1312 the Co-op, Ethan, the real tall guy who is the general manager, and I told him, this is like in  
1313 October or something, and I told him this plan was going on and he might want to engage in  
1314 this and that. And I just asked, is anybody from the City on your Board and he said no, but we  
1315 really should have somebody here. I mean, I can take it out, but I thought it was a neat little . . .  
1316 so what's your concern with that?

1317 Ms. Bennett: It could just say like . . .

1318 Ms. Huntley: It's a private entity. I mean we're not suggesting we should sit on the Board of  
1319 Directors of Toyota because we have an interest in what the Toyota dealership does, right?

1320 Mr. Anderson: No, but Bloom Energy.

1321 Ms. Bennett: I mean it's not super uncommon when the organization welcomes that kind of  
1322 engagement because it gives them influence into the City, as well, when they have an issue  
1323 they want to bring in. But the question is, does that board welcome that or not?

1324 Mr. Fortner: It sounds like they do.

1325 Mr. Athey: Well, the board I have spoken to. I don't even know who is on the board. This was  
1326 the general manager.

1327 Ms. Bennett: Well and you can bring it up, but you can say, you know, is there, instead of  
1328 explicitly saying board of directors, you can say, you know, work with the Co-op and other local  
1329 groups to identify ways to improve coordination with the City.

1330 Ms. Ennis: Or representative.

1331 Ms. Bennett: Or representative, yeah. How can we increase representation from this  
1332 organization or vice versa?

1333 Mr. Fortner: We're not going to do the food, though, are we?

1334 Ms. Ennis: It's just a related action.

1335 Mr. Athey: Well, it's a related, yeah, I mean I can eliminate it.

1336 Ms. Bennett: I would just rephrase it and you don't even have to explicitly mention board of  
1337 directors, just ways for the City to engage because food is important.

1338 Mr. Anderson: Food is important.

1339 Ms. Bennett: I like it a couple times a day.

1340 Mr. Athey: Okay.

1341 Mr. Fortner: Are we on Theme 4 now?

1342 Mr. Athey: We're kind of bouncing around.

1343 Ms. Ennis: We're bouncing around.

1344 Mr. Anderson: Can we help, I mean, interaction between the University's food system and the  
1345 City's food system? I mean local . . .

1346 Ms. Bennett: We can track most of our food services up to Aramark, but they actually source as  
1347 much as they can with . . .

1348 Ms. van Boekhold: Let's put the food subject on a parking lot.

1349 Mr. Anderson: Alright.

1350 Mr. Athey: Yes.

1351 Mr. Fortner: We're on Theme 4. Question about water usage and . . .

1352 Ms. Huntley: Sheila, did you have comments on Theme 2 before we move on?

1353 Ms. Smith: Unfortunately, I was working from [inaudible] and I spent most of my time looking  
1354 at development because that's my subcommittee, so there were a couple of terms that popped  
1355 out and I didn't develop fully my full response to a healthy lifestyle. It was said numerous  
1356 times. Is there a way to clarify what you're talking about with a healthy lifestyle? Does it  
1357 matter? It's just something that popped in my head and it is referred to numerous times, along  
1358 with quality of life There was somewhere I read the phrase sustainability standards related to  
1359 something. Does anybody recall sustainability standards?

1360 Ms. Huntley: Yeah, I remember that.

1361 Ms. Smith: This was in . . .

1362 Mr. Fortner: In Goal 1.2.1, there sustainability standards for all [inaudible] to minimize . . . it'  
1363 son page 19.

1364 Ms. Smith: What is it?

1365 Mr. Fortner: What does that mean?

1366 Ms. Smith: I don't know and I didn't know what was trying to be said that and is that something  
1367 that can be clarified?

1368 Ms. van Boekhold: And actually related to that, can I add one more thought?

1369 Ms. Bennett: [inaudible]

1370 Ms. van Boekhold: If you look at the last two bullets under where we are, developers adding  
1371 EV-charging stations to their plans and the City provide [inaudible] like requirement. Actually,  
1372 developers are putting EV because it's one of the credits that they get on their LEED. So, again,  
1373 a couple of overlapping things, combine it. So, they put the EV to kind of say that charging  
1374 stations, so they said they are getting that LEED point. You see that on Page 19.

1375 Mr. Athey: Right, you're on the second to the last bullet under . . .

1376 Ms. van Boekhold: Before bullet 2.1.

1377 Mr. Athey: Right. Okay.

1378 Ms. van Boekhold: So, you see the last two bullets are, in reality, the same thing because  
1379 developers are putting EV to get the LEED points.

1380 Ms. Huntley: But that's also not universally true. So, not all developers put EV stations in, so  
1381 we can't just say developers are including EV charging stations.

1382 Ms. Bennett: Well, if you require them to do LEED, EV may or may not be an easy point that  
1383 they go for. It depends on what, it depends on the specific of the site because if they don't  
1384 want to put in the electrical for it, or they don't have a convenient spot for it, or they don't  
1385 want to restrict the parking because they feel like parking is already too tight, they'll . . .

1386 Ms. van Boekhold: Based on what I know, Mary Ellen, I'm bringing this point up. Please check  
1387 it out. But my understanding is developers are putting EV to get the LEED. The ones that are  
1388 putting it in their plan is to get that LEED point, which is part of this.

1389 Ms. Huntley: I'm sure that's true. But I just don't think that all developers are doing it.

1390 Ms. Bennett: It's an easy point . . .

1391 Ms. van Boekhold: No, no, not all, there's other contextual issue with here but I'm saying that  
1392 those two bullets are the same so as we are kind of adding bullets or seeing where we have  
1393 overlap, this is a consequence of that one.

1394 Mr. Anderson: This is a where we are thing.

1395 Ms. van Boekhold: I know but I'm saying that where we are, so we are kind of getting at two  
1396 different things. Because we have the LEED requirement, developers are putting in . . .

1397 Mr. Athey: Oh, an example is developers are . . .

1398 Ms. van Boekhold: So, we don't have two bullets. It's one bullets. I was trying to say being  
1399 concise and categorizing things as they relate to each other. The last bullet is the City requires

1400 LEED like points for developers. They have to get 20 points. As an example of that, now  
1401 developers are putting EV to get some of their LEED requirements. Some developers. And to  
1402 the point of Helga, again, kind of making the language precise and the ones that are connected .  
1403 ..

1404 Mr. Athey: Okay.

1405 Mr. Filasky: We should verify. I don't know that it's actually a requirement because I don't  
1406 think it gets . . .

1407 Ms. Smith: It's not a requirement?

1408 Mr. Filasky: I believe someone from the Planning Commission asked for it and then it was like a  
1409 lightbulb and now everybody asks for it or includes it because it got something passed. It's a  
1410 great idea so . . .

1411 Mr. Fortner: Yeah, they're trying to show they're going above and beyond and they've been  
1412 putting those in.

1413 Mr. Anderson: Correct.

1414 Mr. Fortner: And it seems like . . .

1415 Mr. Filasky: And sometimes they're not even putting that in, they're just wiring it for 220 so  
1416 that it can go in.

1417 Mr. Anderson: EV-ready.

1418 Mr. Filasky: Yeah.

1419 Ms. Smith: Yeah. So, another thing that I noticed in looking through here, for me, missing  
1420 almost completely was mention of the parks open space. Green infrastructure as in how do we  
1421 build in open space and green areas for tree planting . . . I mean, not completely.

1422 Mr. Athey: Okay.

1423 Ms. Smith: But it's not well-defined what our value might be around that.

1424 Ms. Huntley: Did you cross-reference with Theme 4 because there's an open space goal in  
1425 Theme 4.

1426 Ms. Smith: But it is a planning issue.

1427 Ms. Huntley: It is.

1428 Ms. Smith: So, I was looking at planning, primarily. So, I could be wrong and forest protection .  
1429 ..

1430 Ms. Bennett: I mean it wouldn't hurt saying see Theme 4 for discussions on parks and open  
1431 space.

1432 Mr. Athey: Thank you. And that's something else I've omitted saying throughout this meeting.  
1433 We still recognize and I guess initially I'm, and I think Greenworks had some sort of table of all  
1434 the action items or all the goals and where they are, so we know we need that whole cross-  
1435 reference because there are things all over this document. But I guess I'm not . . .

1436 Ms. Smith: But is there a place for it anywhere in here?

1437 Mr. Athey: We do talk about increasing the tree canopy. It's Goal 4.3 . . .

1438 Ms. Huntley: But the next goal, 4.4 . . .

1439 Mr. Athey: And 4.4 hits it even maybe slightly stronger.

1440 Ms. Huntley: And then the first action under Goal 4.4 is to review the Zoning Code to ensure  
1441 that appropriate open space requirements are in place for new developments.

1442 Mr. Athey: Where it's cross-referenced . . .

1443 Ms. Huntley: On the top of Page 31.

1444 Ms. Ennis: With planning, correct.

1445 Ms. Smith: Thirty-one, okay . . .

1446 Mr. Athey: At the very top.

1447 Ms. Smith: And I'll be very honest, I didn't get there.

1448 Mr. Athey: That's okay.

1449 Ms. Smith: So, anyway, I guess I was thinking within this I just wanted to bring it up, one piece  
1450 of this is carbon sequestration is another piece [inaudible]. Somehow, I just feel like trees are  
1451 getting a little [inaudible].

1452 Mr. Athey: So, the open space and the carbon sequestration . . .

1453 Ms. Smith: New building codes to-date, what does open space even mean in new building  
1454 codes? Does it mean anything?

1455 Ms. Bennett: It doesn't get to mean a little grassy bit between the building and the sidewalk.

1456 Mr. Athey: Yeah, Mike, I'll probably ask your help a little bit on the cross . . .

1457 Ms. Smith: Yeah, if there's any way it can be integrated somehow and as we talked about, it's  
1458 something we need to be putting forth. We put a lot of value on clean water and clean air and  
1459 we completely skipped the step that without trees we don't have either. So, it needs to be a  
1460 really important . . .

1461 Ms. Bennett: Most of the air quality issues come from other states. So, it's not something  
1462 locally we can control. We're just downwind so having local things like trees that play a role in  
1463 cleaning the air are key because you're going to have days in the summer where the air flow is  
1464 quite poor and there's nothing we can, you know, locally do about it.

1465 Mr. Athey: Right. Let's go back real quick. Scott got in my ear, the vision . . .

1466 Mr. Anderson: Yeah.

1467 Mr. Athey: That might have, quite honestly, I really lost track of a lot of the edits and who  
1468 wanted to do what in this, so we had that initially and then it was dropped.

1469 Mr. Fortner: You just wanted to streamline. You wanted us to focus on the things, right? You  
1470 didn't drop it, you just took it out of the document so that you could give us the issues and  
1471 goals because that's what the little subcommittees were going to focus on. But you do have  
1472 some text about a vision that it's like sample text.

1473 Mr. Athey: Okay.

1474 Mr. Fortner: Different kind of proposals and . . .

1475 Mr. Athey: Alright, why don't you and I talk because maybe I inadvertently deleted more than I  
1476 wanted to.

1477 Ms. Huntley: I wanted to follow up on Sheila's point about the open space. We do have  
1478 specifically the goal in Theme 4, but I think her point is well taken and maybe we can  
1479 incorporate at least a mention of open space and trees as a part of sustainable development  
1480 under Goal 2.1.

1481 Mr. Anderson: Okay.

1482 Mr. Athey: Right, yeah.

1483 Mr. Swiatek: And just to talk about that, that was part of the whole idea for 2.1 anyway so I  
1484 think it's easy enough to put it there. I mean we talked a lot about how the City of Newark was  
1485 already kind of developed. There wasn't a huge amount of opportunities for open space here.  
1486 We did have the opportunity for incentivizing development and, you know, promoting that to  
1487 protect the areas outside of the City. So, that could definitely be better reflected.

1488 Mr. Athey: Okay.

1489 Ms. Bennett: I mean the truth of buying up and demolishing existing developments, there's  
1490 only going to be so much space available for additional parks and I'm sure the City has their eye  
1491 on opportunities there, as well. Especially in some of these neighborhoods and things where  
1492 there's already quite a lot of homes or whatever. It's usually not very popular to buy a couple  
1493 and tear them down. I'm from Baltimore, so it's very popular there.

1494 Mr. Fortner: We're into about the last ten minutes.

1495 Mr. Athey: Mike's beating me to the punch.

1496 Mr. Fortner: So, there were a couple of things you wanted to come back to.

1497 Mr. Athey: Well, let me ask this, clearly, I'm guessing, because Bahareh, we really haven't  
1498 gotten to any of the things you wanted to comment on. I'm guessing Helga probably has a few  
1499 more things. So, this conversation could probably go on for a little bit longer. I'm not really  
1500 sure of the best way to approach it. But, again, I'm optimistic that some of the, I'll call it the  
1501 more really fine . . .

1502 Ms. Smith: Granular

1503 Mr. Athey: Granular . . . yeah, I was trying to come up with a different word . . . will hopefully  
1504 kind of go away as we keep working through it. But I think it's pretty obvious there are also  
1505 some bigger issues here.

1506 Ms. Bennett: Well, this is an iterative process, right?

1507 Mr. Athey: Right.

1508 **7. MEETING RECAP AND NEXT MEETING DATE**

1509 Mr. Athey: So, to make Mike's timeline, if we came back and continued this discussion at an  
1510 April meeting, I don't . . .

1511 Ms. van Boekhold: I actually think some of the comments we wanted to make, we want to  
1512 address that as you are working on the plan. So, I want them to address them sooner than  
1513 later. So, I want to propose one thing. I want to actually encourage, give everybody on the  
1514 Steering Committee one more week to review and provide comments. Then you have  
1515 subcommittees in charge of working with you to transfer the comments. So, everybody reviews  
1516 all the themes but then for example if Helga has a comment on the energy and building theme  
1517 that was our theme, communicate that to us. We talk, we decide, and then we communicate  
1518 that to you. Does it make sense? Because I'm trying to identify what is the best way to still  
1519 have subject matter experts kind of lead the conversation and be the channel to kind of  
1520 transfer information. So, everybody should read, everybody should provide comment on all the  
1521 document, but the subcommittees are in charge of communicating that to AECOM. Sitting with  
1522 them, have a 30-minute conversation that says this is what we want. Does it make sense or  
1523 not? Because I think actually as part of submitting in a written format, some of the nuances  
1524 and things that were discussed was lost, so a conversation is needed. What do you think?

1525 Mr. Athey: Could I propose this as an alternative, maybe, and I'll kind of leave it up to Scott and  
1526 Jen. We just reconvene another meeting of this group in a couple of weeks, you know, and just  
1527 kind of keep going through. The last half-hour or whatever we're getting some good  
1528 comments. I think this is a good, at least for me, this is a good way to understand and, you  
1529 know, I'd certainly be willing to do that. And then maybe get with you guys or we meet, you  
1530 know, obviously we were going to . . . that might, at the end of the day, that might be a more  
1531 expedient way to go through it.

1532 Ms. Ennis: Well, like, your concern is that hypothetically if Helga passes on her comments to a  
1533 subcommittee, then the subcommittee might then try to translate and miss something that  
1534 Helga was trying to, in that conversation, transfer. I just don't know if it's all here . . .

1535 Mr. Fortner: And the subcommittee could get a little disjointed, too.

1536 Ms. Ennis: I mean rather than bringing us all here, it might be easier just to shoot it out and  
1537 have free discussion.

1538 Ms. van Boekhold: Let's have a conversation soon. Let's schedule something quickly.

1539 Ms. Keller: We can get started in the meantime. I mean I think there's enough . . .

1540 Mr. Athey: There is some stuff . . .

1541 Mr. Anderson: There's some preliminary feedback we're definitely responding to, right?

1542 Ms. Keller: I think there's a lot that you could do right out of the gate. Starting tomorrow we  
1543 can start to work on the recategorization of the existing content and starting to tighten existing  
1544 things up, and then simultaneously you guys can be continuing to review this current version,  
1545 recognizing that that's happening.

1546 Ms. Bennett: And we can restrict the conversation to sections that aren't being significantly  
1547 revised. So, we can say okay, let's look at the bullet points under the goals and the actions and  
1548 say that's what we want to focus on in the next meeting.

1549 Ms. Ennis: But we know they're formatting the first part and that's what they're going to be  
1550 working on.

1551 Ms. Bennett: Right.

1552 Ms. Ennis: They don't necessarily, specifically have to . . .

1553 Mr. Athey: None of us have time to be going down parallel paths.



1554 Mr. Anderson: Right, right, right.

1555 Ms. Huntley: There are also all these holes, right, for the introductory material that's not there  
1556 yet. So, you can work on that. We won't be commenting on that.

1557 Ms. van Boekhold: I have on the building and energy one, the subcommittee had some  
1558 recommendations and I don't want you to spend time working on it until we address that kind  
1559 of structure. We suggested that we move the building, energy efficiency to the building . . .

1560 Mr. Athey: Oh, yeah, that . . .

1561 Ms. van Boekhold: So, let's touch, I want at least on that one to touch base with you definitely  
1562 because as you're defining your background, you don't want to have energy efficiency and you  
1563 want to split it. There are two other conversations that, as we talked, I believe I mentioned it at  
1564 the subcommittee meeting. Budget diversification or revenue diversification was this  
1565 overarching theme that I really like and actually I want to compliment you on the way that you  
1566 addressed only the rate part on the energy . . .

1567 Mr. Athey: Right.

1568 Ms. van Boekhold: So, that was good because it's a small one that we can talk about it. But  
1569 there is this big elephant on revenue diversification and there are two, I look at this plan and I  
1570 say there are two overarching issues that we want to kind of just mention it. Issue is a bad  
1571 word. I'm not sure what is a good word. One if revenue diversification requirement to be able  
1572 for this thing to be sustainable on the long term. And the other one is greenhouse gas emission.  
1573 We are tackling it in the first theme. We say [inaudible] when in reality everything we do in the  
1574 four themes is reducing our greenhouse gas emissions. So, again, I mean we don't need to kind  
1575 of work on it right now but . . .

1576 Ms. Huntley: I don't think those two are at all on the same footing. I wouldn't put them in the  
1577 same basket.

1578 Ms. van Boekhold: They're not but they're overarching kind of across everything. If we want to  
1579 achieve this . . . yeah, they're different . . .

1580 Ms. Huntley: One of the, I mean, the revenue diversification is sort of a requirement in order  
1581 for us to be able to do all this. Whereas the greenhouse gas emission reduction is on the other  
1582 side where we do all this and we achieve the greenhouse gas emission reduction.

1583 Ms. van Boekhold: Maybe we can have greenhouse gas emission at the end to say, yes, we put  
1584 it on our Theme 1 but in reality, everything that we do . . .

1585 Ms. Huntley: But I don't think we have to phrase everything . . .

1586 Ms. Bennett: Because greenhouse gas emissions do tend to be overarching because they touch  
1587 on so many topics, that usually why they have their own section, and you can cross-reference  
1588 the hell out of it, that's fine. But also, if you put it at the end, it is such a big elephant in the  
1589 room, I'm afraid it gets lost at the end.

1590 Ms. van Boekhold: My bad, scrap that. I just wanted to kind of highlight that and kind of say all  
1591 these themes do support that even though we only kind of named it [inaudible]. So, forget the  
1592 greenhouse gas emissions one, but I think, again, not the immediate things that need to  
1593 happen, but I think it's worth mentioning the overarching revenue diversification is important.  
1594 And I like the part of it that you put under the goal. Kind of, hey, look at . . . but in reality, we  
1595 have to look at the whole theme.

1596 Ms. Huntley: Alright. It's on page 34 in the conclusions under steps for implementation, which  
1597 is sort of a weird place to find it, but there is a paragraph or a bullet where, the one right in the  
1598 middle, the big paragraph there, is about the need for revenue diversification. So, I think to  
1599 Bahareh's point, that needs to be somehow places in a better place.

1600 Mr. Anderson: Well, that's exactly, well, we decided to put it into a separate area.

1601 Ms. Huntley: I think it makes sense in the conclusion.

1602 Ms. van Boekhold: It is a separate area. I agree. Just where to put it in the document, I mean .  
1603 ..

1604 Mr. Athey: Yeah.

1605 Mr. Anderson: Challenges to implementation is what we called it, but it's not called that  
1606 anymore.

1607 Mr. Athey: What I recall about some of the discussions is because it is the big elephant in the  
1608 room, to put it too close to the front with too much visibility, we could lose some support . . .

1609 Ms. Bennett: People won't read after that.

1610 Mr. Athey: You know, it's so . . .

1611 Ms. Bennett: It could be a very brief sentence touching on it in a box on a sidebar. I mean we  
1612 could highlight in a way without making it big and scary right in the beginning because the  
1613 concern with the diversification, you're absolutely right, without it, this plan, especially the  
1614 energy part, can't proceed because if you're generating revenue in a way that is  
1615 counterproductive of the goals of this plan, your money is counterproductive to what you need  
1616 to change. So, it's absolutely key but it's also a very political, sticky, and difficult issue. So, one  
1617 of the concerns we had in subcommittee was that if it is the big hairy, scary thing right at the  
1618 beginning, all the political support is going to scurry under rocks the very minute you're like, oh  
1619 gosh, that's going to take, you know, it's a big push, a big ask. Whereas if you ease them into it  
1620 and also highlight benefits, the goal is not to reduce revenue, it's just to find new ways to  
1621 support it. Because where does that revenue go? It goes into public safety and other  
1622 important things right now. But it shouldn't be undermining the goal of transforming the  
1623 electric grid with renewable energy and energy efficiency, etc., etc., etc. There are other towns  
1624 and cities that have addressed that issue. It's not a new problem and it's not one that's never  
1625 been solved. It's just easing people into it in a way that they don't get so scare they scurry  
1626 under their rocks. This coming from a rock dweller.

1627 Mr. Anderson: I think there's also some other issues you can put in there to sort of future-cast  
1628 something that's not as bad because the electrification of transportation is going to make up all  
1629 the revenues that you're scare of losing.

1630 Ms. Bennett: Yeah, absolutely. That's another great thing that could turn into a box or a  
1631 sidebar in the appropriate section and bring that in. But even just switching to renewables,  
1632 there's a lot of technical issues with the technology and there's also a lot of misinformation and  
1633 I still have people telling me it's so expensive that it's impossible. And I'm, like, honey bear,  
1634 let's update that information. And that information is in this report. So, some of it is just an  
1635 educational role so that you don't scare people too much with such big change. You go from  
1636 change fatigue to change terror.

1637 Mr. Anderson: Side box it. That's a good idea.

1638 Ms. van Boekhold: [inaudible]

1639 Mr. Athey: You mean just you and me, offline?

1640 Ms. van Boekhold: Yes.

1641 Mr. Athey: Sure.

1642 Ms. van Boekhold: So, we can schedule a call and talk about it.

1643 Mr. Athey: Okay. Alright, so Jen had a good point, I think Helga reiterated it, and I admit the  
1644 intro and conclusions were literally thrown together at the last minute, just to make sure we  
1645 didn't lose sight of some things. Clearly, they need a lot more work.

1646 Ms. Bennett: And if you solidify those too much at this stage, you have to redo them anyway.

1647 Mr. Athey: Right. And we've been tasked with the opening introductory section, the  
1648 objectives, issues, kind of reframing all that. Kind of what I believe I heard is we can be working  
1649 on those components of it and I guess if anybody has any huge comments on either, let us  
1650 know, but it sounds like at this point you all, and I think Bahareh's request was to focus mostly  
1651 on the goals and the action items, which we'll pretty much stay out of for the time being. Is  
1652 that kind of where everybody is in agreement that that's a good way to proceed?

1653 Ms. Smith: And also condensing like your long list of bullet points that overlap. Did you say  
1654 that?

1655 Mr. Athey: Yeah, well so long as they're not action items. And I don't think the action items  
1656 hopefully aren't that overlapping.

1657 Ms. Smith: I don't think these are action items.

1658 Mr. Athey: And, again, this is still kind of . . .

1659 Ms. Ennis: They were under the issues and objectives section is what she's referring to.

1660 Mr. Athey: Yeah, my approach is what I like to call brain dumps. Just get everything out there  
1661 and little-by-little starting sifting through it and . . .

1662 Mr. Anderson: Yeah, start big and whittle it down.

1663 Mr. Athey: So, we still need to do all that. So, okay, then . . .

1664 Ms. Bennett: We really haven't identified too many things that we're missing, so it's working.

1665 Mr. Athey: Good. So, back to Mike's schedule. If we were to meet again as the Steering  
1666 Committee, today is what, the 18<sup>th</sup>, the middle of April, again I proposed a moment ago or  
1667 volunteered, does this group have a meeting in between? Do we have two more meetings or  
1668 one more meeting before we try to get the draft put together? I guess that's really where this .  
1669 ..

1670 Ms. van Boekhold: We definitely need to have a meeting for what was that, the vision?

1671 Ms. Ennis: Vision.

1672 Ms. Bennett: The vision statement.

1673 Mr. Athey: The vision stuff, yeah.

1674 Ms. van Boekhold: And that one, I think we should schedule it during the daytime and we can  
1675 have Jen on the call to be more efficient. And we can get it done in hopefully in 45 minutes or  
1676 an hour meeting. What do you think?

1677 Ms. Smith: That's not the whole committee, is what you're saying?

1678 Ms. van Boekhold: It probably could, yes.

1679 Mr. Athey: Yeah.

1680 Ms. Bennett: The vision statement should be.

1681 Mr. Athey: Yeah, I think . . .

1682 Ms. van Boekhold: How about we share hers before that? What I'm saying is, everybody  
1683 comes prepared and we only focus on that.

1684 Ms. Bennett: Can we know what her vision statement is?

1685 Mr. Anderson: Yeah.

1686 Ms. Huntley: It's the highlighted sentence.

1687 Ms. Smith: Are you giving this to me or did you want me to read it right now?

1688 Mr. Fortner: Do you want me to email it?

1689 Ms. Huntley: I mean you have that. I printed out this email that I sent to you.

1690 Ms. Ennis: Look at the date, Mike.

1691 Mr. Fortner: Mine doesn't have gmail on the top though.

1692 Ms. van Boekhold: The benefit of that is we can talk about all the goals and objectives, it's fresh  
1693 in everybody's . . . everybody is forced to read it.

1694 Mr. Athey: Right.

1695 Ms. van Boekhold: You have all those intros ready to go. So, I propose that three weeks from  
1696 now, in April, if we can, we meet for the next meeting that we are providing feedback and  
1697 review the document, and a week or two weeks after that, we do that one other vision  
1698 statement.

1699 Mr. Athey: I'm not sure that's all going to fit into the . . . okay, let's maybe start at the end  
1700 game and come back. How committed is everybody and how important is it that we make the  
1701 May 14 Planning Commission meeting? Because to do that, back to Mike's schedule, he put  
1702 May 10, and I crossed it out and put May 3 is when we really have to have the plan to the  
1703 Department Directors . . .

1704 Ms. Bennett: So, they can review it.

1705 Mr. Athey: Oh, and let's circle back to that. I said earlier, and again it was Scott's suggestion,  
1706 that we pretty much lift out all the information requests. Maybe we should do that now.

1707 Mr. Anderson: I think we should do that now.

1708 Mr. Athey: You know, I'm not really hearing any . . .

1709 Mr. Anderson: The only thing is if it's a bullet that they don't want us to have and we end up  
1710 throwing it out, it would just be exercising for one or two things, but I think it might be  
1711 valuable.

1712 Mr. Athey: Yeah.

1713 Ms. Smith: What are you suggesting we do now?

1714 Mr. Athey: There's multiple places in the plan that are highlighted in yellow where we are  
1715 trying to get information from the statistics, background, whatever . . .

1716 Mr. Anderson: Numbers, basically.

1717 Mr. Athey: I think it's probably appropriate at this point, albeit there might be one or two  
1718 things added or subtracted but . . .

1719 Ms. van Boekhold: Most of this information, Scott, is actually what we requested and are kind  
1720 of related to things we . . .

1721 Mr. Athey: So, why don't we go ahead and get that in motion and then all we're asking the City  
1722 staff to do in the future is review the plan, not help us collect a bunch of data and things like  
1723 that. So, we can go ahead and do that. But back to what Bahareh suggested a moment ago, I  
1724 don't know how we would meet in three weeks to go over the remainder of the comments and  
1725 then meet a couple of weeks after that provisioning. Then, it seems like there still has to be  
1726 one more meeting before we hand things over to the City and get ready for Planning  
1727 Commission.

1728 Ms. Huntley: So, hold on. There are a lot of things that are still wrong with this that we all have  
1729 comments on . . .

1730 Mr. Athey: Okay.

1731 Ms. Huntley: That you need to address before you have a version that you can present to the  
1732 public.

1733 Mr. Athey: Agreed.

1734 Ms. Huntley: So, do we want to wait a month to give them to you?

1735 Ms. van Boekhold: That's why I was saying let's do, so you want to have a meeting? And  
1736 everybody wants to be there, so maybe we can have a meeting in a week or two. Would that  
1737 work?

1738 Ms. Ennis: I don't think you need to go longer than two weeks. I think it's shortening the  
1739 timeline.

1740 Ms. van Boekhold: So, we can have a meeting in two weeks.

1741 Mr. Fortner: We need seven days. It takes me seven days to post. If we can decide on a date  
1742 and time, and we can also do it at WILMAPCO . . .

1743 Ms. Huntley: There was also this suggestion that we should do this in subgroups. I'm confused.

1744 Mr. Athey: Yeah, we're not doing the subgroup thing.

1745 Ms. Ennis: Yeah, we got rid of that. We said we were going to do it here in a large committee.

1746 Ms. Huntley: Okay.

1747 Mr. Anderson: Vision, right?

1748 Ms. Huntley: Including all the . . . no, not the vision, the goals and action comments.

1749 Ms. Ennis: The goals and actions.

1750 Ms. Huntley: And you want all the detail comments on wording and all that at a committee  
1751 meeting?

1752 Ms. Smith: That seems kind of inefficient.

1753 Mr. Fortner: Yeah, you don't have to do the wording thing because they have editors and  
1754 things like that.

1755 Mr. Athey: Yeah, I guess I'm trying to avoid the wording thing.

1756 Mr. Fortner: We just want content.

1757 Ms. Bennett: We're not at a point where we're getting into like . . . yeah, now if there's like a  
1758 term where it's like that term, that's different. But like some of the feedback in our  
1759 subcommittee we were getting into some grammar and stuff, and that's too much in the weeds  
1760 at this point. These guys have folk with English degrees and things that can clean up grammar  
1761 and language. But if there's a term that is incorrect and is like a big red flag, flag it.

1762 Mr. Anderson: Or a message that is not being transmitted the way you want. The message is  
1763 the key. The exact wording is not.

1764 Mr. Swiatek: At one point we were talking about having an editable document. I mean is that  
1765 still something that we could have?

1766 Mr. Athey: Like Google Docs or something? No.

1767 Mr. Fortner: Yeah, we can't do that. The earliest we can meet is March 28 if WILMAPCO is  
1768 open.

1769 Mr. Athey: Well, that's the other thing. Now Susan isn't here and Jeremy left early, so you've  
1770 got one-third of the Steering Committee citizen members . . .

1771 Mr. Fortner: Otherwise, I can do a Doodle Poll and I can try to shoot for something in this first  
1772 week in April. There's Planning Commission, but maybe something on the 3<sup>rd</sup> or the 4<sup>th</sup>. Do  
1773 you usually do anything on the first Wednesday or Thursday at WILMAPCO?

1774 Mr. Swiatek: I'm not sure. I'd have to go back and . . .

1775 Mr. Fortner: Okay, I'll follow up with you and put out a Doodle Poll for like early April.

1776 Ms. van Boekhold: I still, I don't know, I'm trying to see how can we be more efficient because  
1777 if, like for example, Helga, Susan, Bill, and I all have the same comment, I mean what one  
1778 person said we can say yes, that was my comment too, but I'm trying to see if we can have the  
1779 committee chairs again being the lead to initiate those conversations so that we come here and  
1780 we don't need to . . .

1781 Ms. Smith: Come prepared.

1782 Ms. van Boekhold: Like for example the conversation we had about trees, so if we had that  
1783 internally, we could have said actually that was a conversation . . . so, I'm trying to see what  
1784 would be the efficient way. Because I can't come up with anything else, what if we have the  
1785 28<sup>th</sup> as a placeholder that we come back, and everybody should have comments ready. It's

1786 ideal that they send it to the head of the committees for them to know what is everybody in  
1787 that section. I think it's ideal. If nobody can, you know, if they don't have time to look at it,  
1788 that's another issue, but it would be more efficient that head of the committees actually do  
1789 some [inaudible] and look at the context of the comments. Are there like five of them that are  
1790 getting at the same thing, then it would be presented more effectively.

1791 Mr. Anderson: To collate and condense the group thought.

1792 Ms. Huntley: So, I'm going to point out that on the 26<sup>th</sup> is the City Council workshop on parking  
1793 if anybody is interested in parking issues that touch on sustainability. On the 27<sup>th</sup> is the City  
1794 Council workshop on student housing which touches on sustainability issues. I would suggest  
1795 that we don't have a third meeting the same week. Personally, I can't commit four nights a  
1796 week to City business.

1797 Mr. Fortner: Well, if we had a meeting, we could do little break-out sessions and little tables  
1798 over there and then we come back and in a half-hour we sort this stuff out, come back, and  
1799 present it.

1800 Ms. van Boekhold: We can do that.

1801 Mr. Fortner: Okay, I'm going to Doodle Poll sometime for the first week in April.

1802 Mr. Athey: Yeah, I'm actually fairly open that first week.

1803 Ms. Bennett: For now.

1804 Mr. Anderson: First week in May?

1805 Ms. Huntley: April.

1806 Mr. Athey: So, is that meeting intended to be the continuation of comments, the visioning, or  
1807 both?

1808 Ms. van Boekhold: If we get the chance, all of it. If we get a chance, we do the visioning. If not,  
1809 we'll follow-up with another . . . no, you don't want to have another meeting?

1810 Ms. Huntley: No, I mean, I think we need to do both.

1811 Mr. Fortner: We'll do the comments and then if we have time, we'll do the visioning.

1812 Mr. Athey: Is there a way since Helga has already kind of taken the initiative, is there a way  
1813 that, I'd like to kind of see if we can get to both at the same meeting.

1814 Ms. Ennis: Mike, you were going to send it out, right?

1815 Mr. Fortner: I'm going to send it out.

1816 Ms. Ennis: And Helga's statement, I thought, right?

1817 Mr. Athey: And that can just be within the limitations of FOIA. If that discussion can at least be  
1818 started by email.

1819 There being no further business, the Newark Community Sustainability Plan Steering  
1820 Committee meeting adjourned at 6:10 p.m.

1821 As transcribed by Michelle Vispi

1822 Planning and Development Department Secretary