PLUS Program Goals: High School Students from throughout Rockland County understand:

- The power of land use planning in shaping a community
- Their role as young adults in planning
- The importance of sustainable planning for our community.

Facilitator Call 3/20/17 3PM
For the Concluding Symposium Event
3/23/17 at HNA Conference Center
Each group will have a non teacher facilitator with teachers serving as support facilitators. The facilitator role is...

- **Guide** your group(s) of young people through the two main activities for the day
- **Encourage** all students to participate in the discussions
- **Provide** an atmosphere where all ideas are respectfully heard and considered
- **Support** an ‘idea incubator’, where creative thought provoking concepts are encouraged – strike a balance between novel and even edgy and realistic
- **Have fun!**
Where we have been, and where we are going...

We have worked with 400 students in 9 high schools for the first 3 stages of this process:
Three Classroom Visits Each With a Theme

With your help 150 will participate in a Concluding Symposium Event
3/23/17 at HNA Conference Center
#1 - We began with considering the type community students would like to live in

Teams consider different ages & stages of life & narrow to 5 features that would enhance a community
Sorting their ideas into the sustainability spheres

Sustainable Community Planning means thinking about a sustainable balance, both locally and regionally.

Social Network  
Economic Stability  
Healthy Environment  
Sustainable
S.E.E. the Community – the Social, Economic, and Environmental aspects of our communities

- Recreation
- Culture
- Safety
- Community Voice

Sustainable Planning

- Water Resources
- Storm Water
- Air Quality
- Open Space & Wildlife

- Housing
- Transportation
- Jobs with career path
- Diversity of Services

Community Voice
We discuss transportation locally and regionally.

82% of Rockland residents live & work in the County. Transportation within the County, transportation to Westchester (7.2%) & to New York City (10.8%) must all be considered.

Considering the importance of walkability and improved transit options for reducing emissions ...

This graph from the Mid-Hudson Regional Sustainability Report shows ~ half of our region’s emissions come from transportation. As a region we need to plan for moving people more efficiently.


http://flowingdata.com/2015/01/20/how-americans-get-to-work/
Emissions Impact Climate

Oil used for transportation and coal used for electricity generation are the largest contributors to the rise in carbon dioxide that is the primary driver of observed changes in climate over recent decades.

©Tom Mihalek/Reuters/Corbis; Phillip J. Redman, U.S. Geological Survey

National Climate Assessment, 2014
What is the impact to us in Rockland?

Our Sea Level has been on the rise ~ 11 inches in last 100 yrs.

...and is accelerating and expected to continue to accelerate
Discuss how that will really affect us...

Rockland is linked by sea level by the tidal Hudson. ~1/3 of our county border on the Hudson.

Several areas along the waterfront have been and will continue to be affected by SLR – Piermont, Nyack, Haverstraw, Stony Point...
Local Impacts of Sea Level Rise

At 1 ft. places like Piermont whose waterfront edges are more developed or developed on fill, begin to see permanent flooding. In fact some areas of Piermont already face flooding regularly at high tide.

At 3 ft. Portions of Metro North are flooded. More than 2000 of Westchester and Rockland residents live in places that would be permanently flooded. Nearly 9% of Piermont’s population today face inundation at 3 ft.

At 6 ft. over 2,500 residents as well as critical infrastructure, railroads east and west, wastewater treatment plants & power generating facilities flooded.
Additionally, storm surge and large rain events are a concern.

Storm Surge:
Super Storm Sandy

Storm impacts August 2014 in Tappan off Route 303 – strip mall behind Wendy’s Sparkill Creek.

We consider ways planning & design can help reduce the causes of climate change.

- Solar to fuel our homes & businesses!
- Daylighting, passive solar, light paint & roofs
- Energy Saving Fixtures and Appliances
- Mass Transit Options
- Spaces that are walkable, bikeable, & encourage fuel conservation
And how to better manage our water

- Pervious Pavers
- Green Roofs
- Rain Gardens
- Water Saving Fixtures
### #2 – Students Focus on strengths & weaknesses of their village/town & the County

**What strengths can we build on? What challenges can we address?**

## Community Assessment Form: Team activity; to complete in small groups in class.

Think about the village/town in which your site is located and consider its strengths and weaknesses. How can your site improve the whole community? You can use your own knowledge of the community or check the County website - https://rocklandgov.com.

Rate the following features of your community. Under **Strengths or Needs/Challenges** using a score of 1 (mainly absent) to 5 (well represented). Support your number choice with a few words of explanation.

<table>
<thead>
<tr>
<th>Community Feature – How does your community rank in these categories?</th>
<th>Strengths Rank: 1 (low) - 5 (high) Community</th>
<th>Comments: Needs/Challenges</th>
<th>Strengths Rank: 1 (low) - 5 (high) County</th>
<th>Comments: Needs/Challenges</th>
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<tbody>
<tr>
<td>Cultural Community Character: Places of Historical Significance* Arts* Theatres</td>
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<td>Demographic Diversity: Diversity of people and backgrounds</td>
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<td>Housing/Affordability/Mix of Housing: Apartments* Condos* Single family homes* Options for Singles* Families* Renters* Owner-occupied</td>
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<tr>
<td>Transportation/Accessibility/Walkability: Public transportation* Sidewalks* Drivable roads* Bike Trails* Crosswalks* Walking Paths</td>
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<td>Health &amp; Wellness: Healthy food options* Exercise opportunities* Preventive treatment* Clinics and hospitals close by</td>
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<tr>
<td>Social/Recreation: Opportunities for various ages: children/teens/adults/seniors?</td>
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<td>Wilderness: Undeveloped areas ranging from open space to parkland</td>
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<td>Climate Smart Community &amp;/or Environmental Awareness: Registered as Climate Smart? Community awareness? Of streams? Recycling? Are people energy conscious?</td>
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**ROCKLAND P.L.U.S.**

**PLANNING LAND USE WITH STUDENTS**

**COMMUNITY ASSESSMENT FORM:** Team activity; to complete in small groups in class.

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http://www.ldeo.columbia.edu/plus
Each class was introduced to a local site to re-envision – 13 in total considering social, economic and environmental issues...

Sites Include:

- Rockland Drive In (Monsey)
- Patrick Farm (Suffern)
- Suffern Quarry (Suffern)
- Riverspace (Nyack)
- Gedney Property (Nyack)
- Sain Building (New City)
- Central Downtown Park (P.R.)
- Cherry Brook Park (P.R.)
- Lot in Front of the Palisades Center Mall (West Nyack)
- Nanuet Train Station (Nanuet)
- Schimpf Farm (West Nyack)
- Barr Laboratories (Pomona)
- Garnerville Arts & Industrial Center (Pomona)
Students used ‘planning cards’ and looked at ‘costs and benefits’ of including these concepts...

Many of the choices that your plan will include are NOT choices that are being made by communities and builders today.

- Why do you think this is?
- Can your group identify ways that will improve our current process?

For your plan complete a quick Cost Benefit Analysis, recording your considerations below. Every decision has a cost that must be weighed against the benefit. Costs are not always monetary, and sometimes even the true monetary cost can be hidden.

Consider the social trade offs, what groups will benefit, how can you gather their support; what groups might lose, and can your plan be adjusted to address this?

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<thead>
<tr>
<th>Selected Item</th>
<th>Cost not specifically $ for this Selection</th>
<th>Actual $ to $$$$$</th>
<th>Benefit of this Selection</th>
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http://www.ldeo.columbia.edu/plus
And mapped out a vision for their redevelopment
They are looking at the S.E.E. criteria, developing plans to fill the weaknesses they perceive & leverage the strengths & community partners for moving their ideas forward.
The Symposium – 1st Morning Session: School Present Poster on Their Local Site

Your Role: Guide and Timekeeper

- Ask mentors introduce & share their own backgrounds
- Ask the students to present their project
- As needed: encourage them to speak up and elaborate
- As needed: ask prompt questions of students and mentors to encourage the conversation (suggested prompts will be provided)
- Encourage all the students to participate in answering questions and discussion with the mentors
- Help the group summarize & record the feedback
Guidance we gave the mentors:

Consider discussing with them:

- What were the strengths you found in it?
- What would you like them to think more about?
- Can you suggest a new community partner group for them?
- Can you suggest something to add a new layer to their plan?

Try to get all students engaged…
“What do the rest of you think?”
The second part of the day is focused on the redevelopment of portions of the IRG or old Pfizer property. They will break out into mixed school groups where students will plan collaboratively with peers from schools across the county. We start with a brief introduction to this new site.
What Is the Focus for This Project?

- Consider ideas for the use ideas of 3 of the buildings - IRG has been shopping for tenants
- Rethinking exterior space - paved areas
- How to build better connections to the community
- Ideas for community partners to engage with on new property usage
Part #2- Collaborative Planning Session

In this session, students use what they have learned to plan for the new location. You are a critical guide to get them launched in this. This part starts slowly – they need room to get comfortable with each other.

- Start them talking - Ice Breaker.
- Review the session goals
- Review project site key elements
- As a group identify what County weakness you might want to address at this site and what strengths you can build on
- Review the supplies available with the group to help them with the planning. (Spelled out on next slide)
- Once you have a plan - what stakeholders can you partner with?
SUPPLIES YOU WILL HAVE

• Large site map to draw on
• Planning cards – these are NOT intended to stifle their thinking but to encourage them to think about the pieces we have discussed in class
• You have sticky notes for ‘parking ideas” just jot them down and put them on the map until ready to be incorporated,
  - Colored marker pens
  - Props as planning tools- Small items to help with visualizing…like small wood buildings, colored poker chips & yard to spatially lay out ideas while planning features like roads, water features, larger green areas.
Part #2- Collaborative Planning Forms

- **FORMS YOU WILL HAVE**
  - Cost/Benefit sheet can be used with planning cards or just with ideas to help them think about trade offs
  - Bulleted summary sheet on the project site
  - A map for the site
  - A guide to jot down wrap up notes for the student presenters
1. Did you think about how to improve people movement/transit?
2. List 3 highlights from your project plan
3. Name one thing your mentor suggested that really enhanced your project
Rockland P.L.U.S.
March 23, 2017
HNA
8:30 a.m. – 1:30 p.m.
Please arrive 8:15 AM – lunch is at noon
Student final presentations 12:45 PM
Dismissal 1:30 PM

Photo by Geraldine Collins
Rockland P.L.U.S. 2017 is a collaborative partnership of

- Lamont-Doherty Earth Observatory of Columbia University
- Keep Rockland Beautiful
- Rockland Conservation & Service Corps, a Program of the Rockland County Youth Bureau

Thank You Sponsors!