

RESULTS FROM AGENDA FOR THE 90'S AND BEYOND

Loveland, Colorado

This packet includes a copy of the Visions and Goals, and the Town Image Map that were developed through the Agenda for the 90's and Beyond Process. Thousands of citizens had input into these results and about 350 people worked over the course of six months to actually write the Visions and Goals and prepare the map. The project was completely organized and run by community members.

The Visions and Goals, and Town Image Map form a long range plan for the future of Loveland, Colorado. It is hoped the plan will be used by all the organizations, businesses, clubs, groups, entities, etc. as they decide on future actions and directions.

The Agenda for the 90's and Beyond was a project to involve the community in writing a long range plan for Loveland. That was accomplished. The project has gotten additional support to continue on. The purpose now is to "Activate the community to realize and accomplish the Visions and Goals from the Agenda for the 90's and Beyond process and continue to solicit and integrate ongoing community input." As with the original project, anyone who would like to be involved is welcome.

A COMMUNITY-BASED EFFORT

LOVELAND'S AGENDA FOR THE 90'S AND BEYOND
Visions and Goals written by the community - 1991

CULTURAL VISIONS AND GOALS

Leisure

Vision: Loveland will be a place in which exists a broad mix of opportunities for leisure time activities, including structured and unstructured, physical and non-physical, for all segments of the population. These opportunities, whether they are activities or simply places, will further enhance the sense of community by satisfying recreational needs locally and by fostering casual and informal communications.

Goals:

- C-1) Continue to monitor and meet recreational needs of the community for appropriate facilities.
- C-2) Develop a long range plan for the community that addresses leisure activities, including such things as public meeting places.
- C-3) Encourage continuation and further development of community-oriented events, including concerts, theater, etc.
- C-4) Encourage development of the downtown as a center for leisure activities.
- C-5) Look for ways to combine leisure with economic opportunities.
- C-6) Provide a range of leisure activities for all income levels of the community.
- C-7) Promote volunteerism to develop and maintain leisure activities.
- C-8) Assure that private and public facilities compliment each other.

Education in the Arts and Humanities

Vision: Loveland will continue to be a place where educational opportunities in the Arts and Humanities abound and the community enjoys the benefits of diverse education.

Goals:

- C-9) Arts and humanities resources will be made available to all citizens regardless of age, race, national origin, economic status, etc.
- C-10) Increase emphasis on arts and humanities in the schools.
- C-11) Expand financial base for education in arts and humanities.
- C-12) Expand citizen involvement in and support for education in arts and humanities.

The Arts

Vision: Loveland will be a community respected for an open and generous presentation, exploration, participation, and support of the arts.

Goals:

- C-13) Establish Loveland as a community in which all the arts can thrive. (Arts include visual, performing, literary, architectural, applied, industrial, fine crafts, multi-disciplined, etc.)
- C-14) Encourage better communication and coordination of the arts in the community.
- C-15) Promote preservation of the arts in the public school curriculum.
- C-16) Provide the economic and physical means for the support and expression of the arts.
- C-17) Explore and create new ways to fund the arts.
- C-18) Find ways to broaden public understanding of the functions of art.
- C-19) Emphasize architectural heritage, past and present.

- C-20) Recognize and consider Loveland's unique natural aesthetic and historical resources when planning new development.
- C-21) Take advantage of Loveland's geographic location.
- C-22) Find ways to encourage and honor ethnic diversity in the arts.
- C-23) Encourage volunteerism in support of the arts.
- C-24) Loveland will develop urban design policies to enhance an aesthetically pleasing hometown atmosphere.

History/ Tradition/ Heritage

Vision: Loveland will embrace its heritage and celebrate its past based on a well researched and documented history.

Goals:

- C-25) Encourage research and record keeping that will lead to a well documented historical perspective of Loveland.
- C-26) Provide assistance to those who want to undertake historic preservation.
- C-27) Preserve the historic character of downtown and surrounding neighborhoods.
- C-28) Encourage activities and events which will celebrate diverse cultural heritages of the area.
- C-29) Expand programs which will overcome public apathy and lack of understanding about Loveland's historical and cultural roots.
- C-30) Develop community and neighborhood awareness of and pride in historical, architectural, cultural, and other significant landmarks.
- C-31) Encourage preservation, restoration, and incorporation of significant sites in the future planning and development of Loveland.
- C-32) Seek additional financial support for historical and cultural programs.
- C-33) Recognize and publicize the urgency of historical and cultural preservation.

ECONOMIC VISIONS AND GOALS

Business Climate

Vision: Loveland will be a community that is good for business because it is good for people. Individuals, government and business will support each other and practice resourcefulness, ethical behavior, proactive planning and respect for the physical environment.

Goals:

- Ec-1) Create a climate where community and governmental attitudes are helpful to businesses no matter what size.
- Ec-2) Emphasize Loveland's strengths and create opportunities out of our weaknesses.
- Ec-3) Maintain a physically and socially appealing environment.
- Ec-4) Provide support for individuals so they can become productive members of the workforce.
- Ec-5) Encourage businesses that are concerned about the well being of their employees and their community.
- Ec-6) Support the existing business community and encourage local businesses to remain and expand here.
- Ec-7) Provide services to help businesses plan for the future.
- Ec-8) Encourage a diversity in the community: people, business types, business size, etc.

Employment

Vision Statement: The community will support a climate in which local businesses are able to develop and offer diverse employment opportunities that are attractive to a capable, well prepared work force, which will enable all to satisfy personal goals and economic needs.

Goals:

- Ec-9)** Support the community pursuit of "life long" learning to enhance employability.
- Ec-10)** Encourage businesses to be more customer oriented.
- Ec-11)** Raise community awareness to buy locally.
- Ec-12)** Expand job market that provides for mid and upper range wage scale and benefits.
- Ec-13)** Maintain low unemployment.
- Ec-14)** Develop a local business and employment support network.
- Ec-15)** Eliminate lack of public transportation as a barrier to obtaining employment and training.
- Ec-16)** Better employer utilization of existing agencies specifically relating to economic health and development. (Chamber of Commerce, Job Service etc.)
- Ec-17)** Provide and share information about employment opportunities and shortages, and major trends that will affect the area.

Local Business

Vision: Citizens will create and promote a unique community which will attract desirable businesses, industries and consumers to enhance Loveland's economic, environmental and social strengths, overcome weaknesses, seize opportunities, eliminate threats and complement the products and services of neighboring communities.

Goals:

- Ec-18)** Encourage the use of zoned commercial and industrial centers within the City in environmentally sound ways.
- Ec-19)** Recruit businesses and industries which will achieve a sustainable future (by considering water, air, land, etc.)
- Ec-20)** Develop Loveland as the Gateway to the Rockies and encourage tourists to spend time and money in Loveland.
- Ec-21)** Establish Loveland as cultural center.
- Ec-22)** Develop a market niche unique to Loveland by utilizing its strengths such as the Sweetheart City, arts, and Gateway to the Rockies.
- Ec-23)** Accelerate the beautification of Loveland's entryways.
- Ec-24)** Develop programs which promote and enhance existing small businesses.
- Ec-25)** Promote consistent shopping hours in Loveland which are complementary to the times when people are able to shop.
- Ec-26)** Develop an educational program for the public which demonstrates the benefits of shopping in Loveland.
- Ec-27)** Encourage local business through incentives to incorporate environmentally sound practices into their business, such as conservation of resources, alternative energy usage, handling of waste, and protection of wildlife and their habitat.

Housing

Vision: Individuals and families who have chosen Loveland as their home will be able to choose from a full range of desirable housing.

Goals:

Ec-28) Plan for housing that meets the needs of all economic levels.

Ec-29) Recognize housing as a community concern.

Ec-30) Develop creative, innovative ways to provide housing. (community involvement, coalition planning and building, etc.)

Ec-31) Provide ongoing information and education to the community on current and future housing issues. (vacancy rate, zoning regulations, housing needs, size of lots, etc.)

Ec-32) Futuristic thinking by local government, the community, and the housing industry should create affordable, architecturally attractive housing for a growing community.

Ec-33) Achieve balance between open space preservation and housing development.

Ec-34) Encourage incentives for community participation and pride in areas such as property maintenance, upgrading existing homes, landscaping, etc.

Ec-35) Housing needs should be addressed on a regional basis and match the market needs.

Ec-36) Housing needs of the community will be addressed in any future business expansion and development plans.

Future of Downtown

Vision: The future of downtown lies in broadening and enhancing its economic base, while maintaining the liveability and character of the downtown community with a focus on preserving its historic uniqueness and appreciating its historical importance.

Goals:

Ec-37) Create reasons for people to frequent downtown through activities such as entertainment, recreational activities, and special events, etc.

Ec-38) Strengthen and diversify the retail, economic and employment base in downtown.

Ec-39) Ensure that downtown liveability is enhanced.

Ec-40) Encourage the development of the arts, cultural and educational opportunities.

Ec-41) Provide housing for a diversity of income levels with a sensitivity towards existing downtown residents.

Ec-42) Continued support for infrastructure and parking improvements.

Ec-43) Encourage the preservation of historic buildings and enhance the historic flavor of downtown.

Ec-44) Encourage open-minded community participation in utilization of downtown.

Ec-45) Consider downtown locations for development of regional meeting and events facilities.

Interrelationships

Vision: Loveland will anticipate global, national and regional economic changes in order to take advantage of economic opportunities and to minimize the effect of economic downturns.

Goals:

Ec-46) Acquire cutting edge economic scanning and trend analysis capabilities.

Ec-47) Seek to maintain a balanced and diverse economic base.

Ec-48) Coordinate Loveland's economic development effort whenever feasible and appropriate, with those of other regional entities.

Ec-49) Take into account the impact of non-profit organizations on the local economy.

Ec-50) Have a strong voice in regional decision-making processes that affect our economy.

Ec-51) Loveland will take its place in the global market by such things as exploiting geographic advantage for a global satellite communications base and exploring the cost and benefits of installing high tech communications infrastructure as a utility.

Ec-52) Economic decisions should be environmentally and socially responsible to the interests of the global community.

Ec-53) Pursue educational excellence as a means of assuring economic stability.

ENVIRONMENTAL VISIONS AND GOALS

Beautification

Vision: By improving and maintaining its beauty, Loveland will have an attractive and peaceful environment which is free of noise and visual pollution.

Goals:

- E-1) Develop written commitment to beautification.
- E-2) Have monthly volunteer cleanup drives for different areas.
- E-3) Strengthen and enforce sign control ordinance.
- E-4) Strengthen and enforce site development standards.
- E-5) Strengthen and enforce noise control ordinance.
- E-6) Accelerate utilities undergrounding.
- E-7) Regulate new and existing towers.
- E-8) Preserve mountain views.
- E-9) Recognize and control light pollution.
- E-10) Eliminate and prevent eyesores.
- E-11) Beautify city entryways following existing plans.
- E-12) Promote tree planting, xeriscaping and other landscaping.
- E-13) Maintain open space through acquisition and zoning.
- E-14) Expand these goals to include county enclaves and the Urban Growth Area.

Education

Vision: Residents and businesses will be environmentally aware and educated to take appropriate actions to utilize and care for all resources wisely.

Goals:

- E-15) Develop effective environmental education at all levels.
- E-16) Review all legislation for its environmental impact.
- E-17) Develop public interest and action in conservation through monetary and non-monetary incentives.
- E-18) Develop conservation education programs for developers and builders.
- E-19) Develop education program which will encourage lifestyle changes.
- E-20) Improve public access to environmental information.

Conservation and Recycling

Vision: The community will preserve and protect the quality of life in Loveland by promoting conservation through the cooperative efforts of everyone in the community including business, government, groups and individuals

Goals:

- E-21) Establish a centralized city position and/or commission that focuses their full-time attention to conservation issues.
- E-22) Change transportation and land use policies to reduce automobile use: a.) encourage use of bicycles and walking as transportation alternatives; develop and preserve bicycle/walking routes; b.) Support efficient mass transit development and use, locally and along the Front Range; c.) Reevaluate subsidies for new roads and parking; d.) Encourage car-pooling and telecommuting.
- E-23) Encourage replacement of wood stoves with cleaner appliances.
- E-24) Promote low-flow fixtures.
- E-25) Adopt progressive billing rates.
- E-26) Expand water conservation education.
- E-27) Promote xeriscaping and agricultural conservation.
- E-28) Promote conservation-oriented utility pricing.
- E-29) Amend zoning and building codes to encourage use of natural ventilation and sunlight, and to encourage other energy conservation.
- E-30) Retrofit homes and offices for energy efficiency, including the use of renewable energy sources.
- E-31) Promote the use of solar and passive solar energy.
- E-32) Recycle everything physically possible to remove all recyclables from the waste stream; assure accessible collection points and processes.
- E-33) Through City and State legislation, eliminate purchase and use of non-recyclable/non-reusable materials.
- E-34) Encourage reduction of waste generation by disincentives such as collection fees based on amount of waste.
- E-35A) Adopt procurement policies which give priority to recycled materials.

Parks and Open Space

Vision: Our vision is that the community will view parks and open space as important for humans and all living things, becoming an integral part of the lifestyles of our citizens and visitors. This philosophy will include a balanced approach to planning, seeking ways to conserve natural resources while meeting the needs of a community likely to grow in coming years. We look forward to the day when parcels of varying sizes of developed and undeveloped parks and open space will be located in all parts of the city, becoming part of Loveland's image and identity. Some parcels should be accessible to all people for multiple uses while others should be left relatively undisturbed, preserving their natural values. When appropriate, we believe this space in and around the community will be used for educational purposes as well as places of relaxation, beautification and recreation.

Goals:

- E-35B) Identify and preserve acreages of varying size and significant natural value.
- E-36) All related agencies will strive to attain shared visions, goals and standards for parks and open space. (Note: "Agencies" includes governmental agencies, community organizations, private businesses and interested individuals.)
- E-37) Encourage citizen involvement and support for parks and open space.

- E-38) Maintain a sense of community identity by establishing open space to ensure physical separation from other communities.
- E-39) Continue to maintain our concern for parks and open space. We don't want to lose our strengths and opportunities by neglect.
- E-40) Establish a broad-based community parks and open space educational program that addresses conservation and preservation.
- E-41) Establish a community-based funding and planning program for acquisition, development and maintenance of open space.
- E-42) Investigate alternative and creative ways of acquiring and maintaining both private and public open space.
- E-43) Plan ways to please diverse interest groups with our parks and open spaces.
- E-44) Develop a conflict resolution process to achieve consensus on parks and open space issues.

Growth, Development and Planning

Vision: Through an open, interactive, continuous community planning process, Loveland, including its Urban Growth Area, will become a model for environmentally sound development.

Goals:

- E-45) Fairly assess the actual impacts, costs and benefits of growth with a high level of public input.
- E-46) Encourage representational diversity and provide environmental education to public policy making bodies.
- E-47) Create public awareness of development and planning processes and issues.
- E-48) Encourage and facilitate open and ongoing discussion as to the environmental future of Loveland.
- E-49) Minimize traffic congestion.
- E-50) Promote regional efforts to improve environmental quality.
- E-51) Become a leader in a bio-regional approach to development.
- E-52) Development in Loveland will be compatible with and sympathetic to the natural environment.
- E-53) The planning and development process should encourage citizen participation.
- E-54) Identify and preserve environmentally sensitive areas.
- E-55) City government will incorporate environmental analysis and input in growth, development and planning processes.
- E-56) The planning process will be environmentally proactive.

Natural Resources

Vision Loveland citizens will live in a sustainable, harmonious balance with their natural resources, while understanding the intricate interrelationship with surrounding communities.

Goals:

- E-57) Identify experts in the community and draw on their knowledge to help: a.) identify our natural resources and the natural balance between them; b.) evaluate the impact of the community on that balance and identify key threats to it; c) rank the threats in order of severity.
- E-58) Develop an overall plan that can be understood and used by the community to reach and maintain a balance with our natural resources, and unite the community towards a common goal of continued progress and solutions.

- E-59) Develop a baseline for measuring the future quality and quantity of resources.
- E-60) Recognize existing projects, groups and efforts and integrate them into the overall plan.
- E-61) Educate the community about natural resources with respect to: a.) what the definition is; b.) current status; c.) problems and threats.
- E-62) Obtain a community consensus on expectations regarding the quality and quantity of natural resources.
- E-63) Work with other communities, existing groups, and governments to find solutions to local and regional problems and to contribute to solutions for national and global problems.

Transportation

Vision: Loveland will have an environmentally, socially, and economically balanced transportation system that addresses local and regional needs in a simple, safe and cost effective way, which is accessible to all.

Goals:

- E-64) Encourage the use of alternative fuels to provide for clean air and not deplete natural resources.
- E-65) Create an interactive transportation system. (Examples: park car and ride bus or train or a bike rack on a bus)
- E-66) Consolidate management of transportation system at regional and local levels.
- E-67) Develop a transportation system that is compatible with the natural environment.
- E-68) Encourage the use of non-auto modes of travel.
- E-69) Promote people helping people with transportation needs.
- E-70) Develop a balanced, regional transportation system that is user friendly.
- E-71) Develop a user-supported transportation system.
- E-72) Encourage a land use pattern that supports a balanced transportation system.
- E-73) Create a harmony between cars, bikes and pedestrians.
- E-74) Evaluate existing transportation systems and future technologies.
- E-75) Develop an education campaign to increase public awareness of transportation options.

Health and Safety

Vision: Loveland's citizens will live in a safe and healthy environment free from human generated and naturally occurring hazards and threats as much as possible.

Goals:

- E-76) Reduce the potential for fires in residential occupancies that cause injury or death.
- E-77) Develop safe, intelligent, and informed use, transportation, and disposal of hazardous materials.
- E-78) Coordinate educational, disposal, and enforcement programs for handling of hazardous materials on a regional basis.
- E-79) Encourage high air and water quality standards for the City of Loveland.
- E-80) Reduce the risks of hazardous material spills.
- E-81) Reduce the risks of hazardous materials fires in the city limits.
- E-82) Create residential safety buffers along potentially dangerous corridors.
- E-83) Encourage education as a means of greater compliance to existing and new regulations.

GOVERNMENTAL VISIONS AND GOALS

Communication, Participation and Access

Vision: Loveland will become a community where government and citizens, working together, establish common goals for the present and future.

Goals:

- G-1) Involve a wide cross section of the community in all phases of governmental activities.
- G-2) Develop opportunities for leadership training and civic education.
- G-3) Enhance two-way communication between citizens and government which includes: learning, listening, feedback, constructive criticism and results.
- G-4) Dispel citizen misperceptions about government.
- G-5) Develop trust between citizens and their government.
- G-6) Build on our communications successes and learn from our failures.
- G-7) Create a "common language" for communication between citizens and all phases of government.
- G-8) Encourage citizen participation and the exchange of different viewpoints by making people feel safe, and comfortable when they take part in civic activities.
- G-9) Seek innovative solutions to communication, participation and access problems.
- G-10) Provide reliable and honest information so citizens can make informed decisions.

Growth and Planning

Vision Loveland citizens, representing all socio-economic interests, shall openly and cooperatively work with local government representatives to plan for growth (and/or changes) that is of high quality; compatible with existing uses and values; financially viable; and provides a climate that allows business to provide sufficient job opportunities.

Goals:

- G-11) Increase levels of citizen participation.
- G-12) Overall financial impacts on the City should be considered during the planning process.
- G-13) The general public will be well informed about issues in sufficient time to allow them to provide meaningful input.

Regulation and Enforcement

Vision: Regulation and enforcement will provide protection, safety and comfort for the citizens. Common sense, temperance and an understanding of community culture will be used in both developing and enforcing the regulations.

Goals:

- G-14) Provide two-way communication between citizens and government regarding regulation and enforcement. This would include such things as level (quantity), style (how delivered), and cost.
- G-15) Base enforcement upon flexibility in the best interest of all concerned. (Follow the spirit of the law, not the letter of the law.
- G-16) Continue to coordinate regulation and enforcement between various agencies, departments and government entities.
- G-17) Create a user friendly environment of regulation and enforcement, so customers are treated fairly, politely and quickly.

Services

Vision: Government will provide high quality cost effective services based upon citizens' prioritized needs and desires, balanced by the community's ability and willingness to pay.

Goals:

- G-18) Provide services to the public that are cost effective and affordable.
- G-19) Services should be the highest quality attainable with available resources.
- G-20) Services will be customer driven.
- G-21) Various governmental agencies will coordinate services to eliminate duplication, increase public awareness of services, and address existing and potential unmet needs.

Accountability

Vision: We, the people of Loveland, agree to hold ourselves accountable for ensuring government of, by and for the people. Effective, participatory democracy requires a reasonable means by which citizens can hold government responsible for what it does or does not do.

Goals:

- G-22) Government accountability will be an ongoing, community-wide process.
- G-23) The community will develop standards by which all different levels of government can be held accountable.
- G-24) Provide training for public officials, government workers and volunteers in areas of accountability.
- G-25) Provide community education for citizen understanding of accountability.
- G-26) Government goals, actions and results will be clearly communicated.
- G-27) Government will be open and responsive when dealing with citizens.

Organization

Vision: Local government and agencies should be efficient and effective organizations with excellent communication and interaction with other agencies, government bodies and residents.

Goals:

- G-28) Explore the possibility of Loveland becoming a home-rule community.
- G-29) Elected officials should set policy, paid professions should manage within the policy.
- G-30) Have an incentive plan based on reducing costs and improving efficiencies.
- G-31) Address interjurisdictional issues, for example, city/county, school districts and special districts.

Finance

Vision: Through responsible, innovative, dedicated, accountable leadership, and creative financial planning, we will be responsive to the physical and human requirements of citizens and insure access to essential services using appropriate public and private resources to create an exciting and resourceful community.

Goals:

- G-32) Explore ways to further diversify the business and industrial base with particular emphasis on small and medium sized companies.
- G-33) Determine the range and extent of public support for the expenditure of public resources to attract business and industry.
- G-34) Create the capacity to meet community needs through innovation, cooperation, and combining (rather than duplicating) efforts to use appropriate community and regional resources-human and fiscal-wisely and effectively.
- G-35) Explore the possibility of Loveland becoming a home rule community.
- G-36) Determine a balance between the services people want and what they are willing to pay for.
- G-37) Creatively explore, identify and capitalize on recreational and business opportunities to generate more tourist revenue.
- G-38) Develop a strategy to continuously identify potential threats to Loveland's financial well being.
- G-39) Identify needs and wants, form a consensus on community priorities, and marshal appropriate resources (public and private) to meet those priorities in a coordinated manner.
- G-40) Reframe public leadership thinking away from tactical "quick fixes" and annual priorities to a strategic prospective that identifies community goals and initiates those productive changes and long-range strategies essential to the attainment of those goals.
- G-41) Develop creative ways to take advantage of citizen volunteerism and capital, to enhance the sense of community ownership.
- G-42) Continue to find ways to build trust by bringing more informed citizen involvement into the decision making process.

SOCIAL VISIONS AND GOALS

Social Well-being

Vision: In Loveland every citizen will be able to access the social and economic aspects of life for well-being including, but not limited to, affordable housing, transportation, clothing, health care, child care, proper nutrition and needed training.

Goals:

- S-1) Encourage additional financial support for human services.
- S-2) Encourage a quality work-force in all human service agencies.
- S-3) Encourage innovative methods of delivering services to promote self-respect and independence.
- S-4) Have a strong interagency coalition.
- S-5) Encourage the community to show appreciation to human service agencies.
- S-6) Raise community consciousness of human service needs.
- S-7) Promote basic life training skills for all citizens.

Transportation

Vision: Transportation will be accessible to all area citizens.

Goals:

S-8) Enable all citizens to get where they need to go.

S-9) Research, consider and plan for alternative types of transportation.

Safety, Prevention, Proactive Programs (SPPP)

Vision: Loveland will approach safety, prevention and proactivity in a manner which is imaginative, innovative, and accessible, that values diversity, fosters self-sufficiency and self-esteem, allows people to live free from fear, treats people with dignity and respect, and whose citizens are socially educated and socially sensitive.

Goals:

S-10) Develop an understanding of and sensitivity to issues affecting the quality of life in our community.

S-11) Develop imaginative, innovative and accessible programs that result in long term solutions to safety and social issues.

S-12) Encourage personal beliefs that value diversity, raise self-esteem, encourage self-sufficiency, and treat others with dignity and respect.

S-13) Create an environment that encourage empowerment of individuals and families.

S-14) Raise community awareness of needs and services revolving around safety and prevention issues.

S-15) Develop a means to truly understand the needs of the public and a structure that maximizes coordination of resources.

S-16) Encourage all segments of the population to be aware and involved in a way that suits their interests and skills.

S-17) Establish an environment free of crime.

S-18) Continue to provide a short-term, crisis network of assistance.

Housing

Vision: Individuals and families living in Loveland will have access to a full range of quality, affordable housing.

Goals:

S-19) Develop housing that meets the diverse needs of people of all socio-economic levels.

S-20) Recognize housing as a community priority.

S-21) Develop creative, innovative ways to provide quality, safe, affordable and architecturally attractive housing and neighborhoods. (Community involvement, coalition planning and building, local government incentives, lender cooperation, etc.)

S-22) Provide education and centralized information on current and future housing issues and needs of the community and the region.

S-23) Encourage the maintenance and renovation of existing housing and landscaping.

Physical and Mental Health

Vision: All Loveland citizens will have access to resources and care that will enable them to achieve the maximum level of wellness in the physical, emotional, spiritual, mental and social aspects of their lives. Our community will be educated to the acute and chronic needs of all people, from birth to elder years. The community will not only be sensitized to such needs, but will take responsibility to insure that solutions are found.

Goals:

- S-24) Continue to create innovative, preventative programs that will eliminate the need to "band-aid" the problem.
- S-25) Provide more intervention/education about rape, child abuse, elder abuse, domestic violence - prior to an abusive situation occurring.
- S-26) Continue to support programs that are helping families toward wellness and self-sufficiency, i.e. WIC, Project Grow, Women's Center Dental Prevention Program.
- S-27) Establish a physical and mental health system that will help people before they become chronically ill.
- S-28) Educate the community on issues of teen sexuality and pregnancy.

Diversity in the Community

Vision: Loveland will foster and value the cultural uniqueness of all its citizens.

Goals:

- S-29) Develop community leaders with commitment and skills to effectively integrate and utilize Loveland's diverse population.
- S-30) Create an environment that recognizes and builds on individual differences through use of communication and positive relationships.
- S-31) Create an educational system that promotes and fosters cultural diversity.
- S-32) Incorporate an emphasis on diversity in community planning.
- S-33) Increase involvement and develop leadership from minority populations.

Access, Utilization and Coordination of Services and Resources

Vision Statement: The Loveland area will have an organized system effectively providing access to and responsibly delivering a full range of needed human services that promote community well-being.

Goals:

- S-34) Develop a method for making the public aware of the need for human services.
- S-35) Coordinate/network information of human service agencies and resources (to include government and churches).
- S-36) Determine appropriate leadership for the process of delivering and monitoring human services/resources [for example: United Way CPS (Community Problem Solving) Committee].
- S-37) Ensure that all human services/programs are cost-effective, accessible and promote community well being.
- S-38) To monitor legislative process on issues affecting accessibility to human services.
- S-39) Create a "common language" which bridges the gaps of communication (understandable terminology).

Awareness, Involvement and Responsibility

Vision: All individuals are aware of the issues affecting their own life as well as the needs of their neighbors, get involved in the best way possible to solve problems at the level closest to the source, and accept the responsibility to inform, educate and involve people at all levels as to the needs and solutions.

Goals:

- S-40) People learn to communicate.
- S-41) People develop respect for themselves and everyone else.
- S-42) People feel a sense of belonging.
- S-43) The services system is individual-oriented and serves to assist people to reach the highest level of self-sufficiency that they can.
- S-44) People can easily talk to government and government is responsive to social needs.
- S-45) People participate in community problem-solving.
- S-46) People know where to go to get and give help.

EDUCATION VISIONS AND GOALS

Purpose of Education

Vision: Our vision of education in Loveland is a system that will inspire citizens to be creative, critical thinkers, capable of ethical decision making, with an inherent desire to learn, and trained in the life skills needed to be responsible citizens.

Goals:

- Ed-1) Write a new formula for measuring achievement to supplement or replace current test/score based methods.
- Ed-2) Social planning and social change will become the responsibility of an educated citizenry through political action.
- Ed-3) Produce citizenry that can think critically, be creative, and have the flexibility to adjust to vocational and/or avocational changes or opportunities.
- Ed-4) An atmosphere conducive to learning should be established through teacher initiative, student self-discipline, parent responsibility, and community involvement.
- Ed-5) We will capitalize on every child's innate desire to learn by ensuring success in early educational experience.
- Ed-6) Educators will be freed from requirements that prevent the focus on individual plans to meet the needs of each student.

Creative Use of Resources

Vision: We will have an environment that encourages, for our total community, creative use of all resources for educational purposes.

Goals:

- Ed-7) Develop flexible rules, regulations, and laws which encourage innovation.
- Ed-8) Improve coordination of resources both public and private.
- Ed-9) Encourage multiple use of facilities.
- Ed-10) Build joint ventures (partnerships) among post secondary institutions with the schools.
- Ed-11) Promote educators working with business in their respective environments.
- Ed-12) Consider creative allocation of time (i.e. day/year).

Ed-13) Promote use of new/current technology to enhance educational resources for the community (i.e. distance learning, every teacher to have computer - software, cable T.V., library interlinks, interactive video).

Ed-14) Encourage volunteerism.

Lifelong Learning

Vision: Learning opportunities in addition to the traditional kindergarten through high school and college curriculum, will be available to the people of Loveland throughout their lifetime. Life broadening and improvement skills will be taught through a wide variety of methods and applications, will help the individual learner, will engender a general attitude of the worth of education, and in the process, will ultimately benefit the community.

Goals:

Ed-15) Provide mechanisms for individuals to coordinate their lifelong learning effort with providers.

Ed-16) Promote the intrinsic worth and benefit of lifelong learning.

Ed-17) Use all available technology and resources to make lifelong learning convenient and affordable.

Ed-18) Provide resources (building, staff, etc.) to stimulate curiosity through hands-on exhibits, tours, etc. (e.g. nature walk, local history site exhibits, sculpture foundry exhibit, science center, etc.)

Financing of Education

Vision: The Loveland community will financially support education and become a leader in the development and implementation of comprehensive education support strategies.

Goals:

Ed-19) Assure funding at 100% of state entitlement amount.

Ed-20) Establish school/community partnerships to achieve education/experience in alternative ways. (Potential areas are drama, art, music, sports, computer literacy, etc.)

Ed-21) Create alternate funding for education (Lottery, Lotto, Keno).

Ed-22) Inform the community as to its role in school support and show community members how they can assist in education for our future.

Ed-23) Let people know where and how to get involved and what their value in the education process might be.

Ed-24) Assure efficient and effective district management through the use of community resources.

Community Responsibility for Education

Vision: Every member of the Loveland Community will recognize that education is essential to maintain our common values and continued prosperity; and all will willingly accept and exercise their responsibilities for supporting and nurturing learning.

Goals:

Ed-25) Create and take advantage of all available resources that would supplement educational opportunities that exist in the community.

Ed-26) The citizens of our community will express their value of education by defining and accepting the responsibility for educational excellence.

- Ed-27)** The community and the educational system will accept the responsibility for communicating with and understanding each other.
- Ed-28)** The community will accept the responsibility for developing the means by which each child will arrive at school ready to learn.
- Ed-29)** Schools will be used as community and neighborhood centers.
- Ed-30)** The citizens will recognize and accept the reality of the social conditions and problems that affect education and take the necessary steps to correct them.
- Ed-31)** All students will feel comfortable and ready to learn, and can communicate effectively.

TOWN IMAGE VISION AND GOALS

Vision: To inspire in future Loveland a diverse and attractive community planned to enhance its historical and rural references, its natural beauty, and its economic vitality, and to protect its friendly, comfortable, small town atmosphere.

Goals:

- T-1)** Maintain a balance between open space and development.
- T-2)** Protect Loveland's unique natural features such as, Big Thompson River Corridor, mountain views, lake shores, bluffs, and environmentally sensitive open space.
- T-3)** Ensure future development maintains sympathy of character with historic and natural references.
- T-4)** Maintain and enhance recreation opportunities.
- T-5)** Capitalize on the "arts" blending the City's image as an art center.
- T-6)** Establish citizen based planning and design to create pride and sense of neighborhood and community.
- T-7)** Preserve Loveland's small town character through elements such as:
Tree lined streets, identifiable neighborhoods, small scale, knowing your neighbors, access to rural areas, narrow streets, few signals, lack of traffic congestion, low density (housing to open space), people - individuals - count and make a difference, keeping cultural activities accessible to all, respecting existing values, helping each other - volunteerism, supporting small business, pedestrian friendly, safe, and clean.
- T-8)** Preserve, enhance and develop a diverse system of accessibility for all citizens regardless of age or handicaps.
- T-9)** Explore alternatives to traditional single family housing.

CITY OF LOVELAND TOWN IMAGE MAP

ADOPTED NOVEMBER 17, 1992

LONG RANGE PLAN



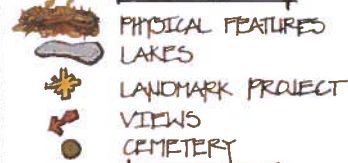
CITY OF LOVELAND PLANNING DEPARTMENT
500 east third street • Loveland, Colorado 80537 • (303) 962-2523

LEGEND

BOUNDARIES



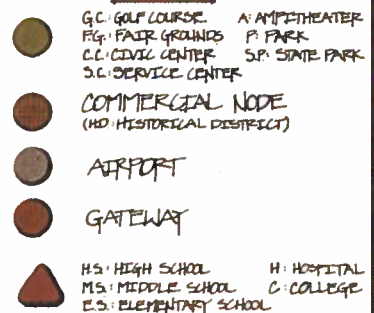
LANDMARKS



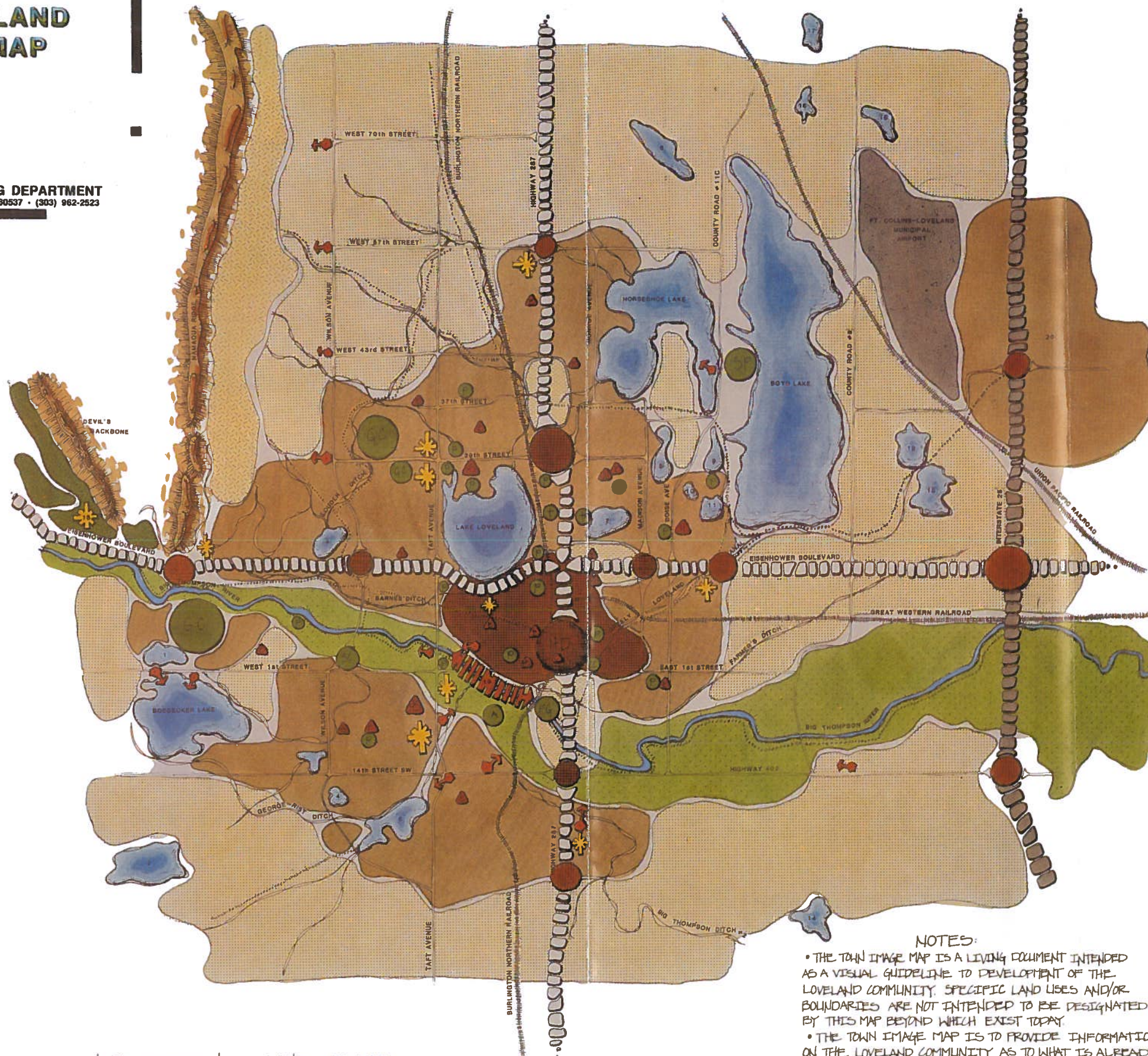
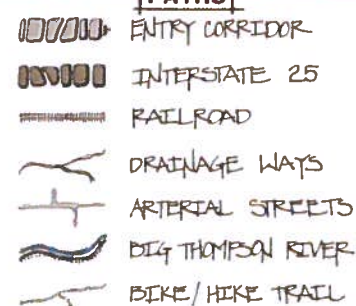
DISTRICTS



NODES



PATHS



NOTE: THIS IS NOT A LAND USE MAP

NOTES:
 • THE TOWN IMAGE MAP IS A LIVING DOCUMENT INTENDED AS A VISUAL GUIDELINE TO DEVELOPMENT OF THE LOVELAND COMMUNITY. SPECIFIC LAND USES AND/OR BOUNDARIES ARE NOT INTENDED TO BE DESIGNATED BY THIS MAP BEYOND WHICH EXIST TODAY
 • THE TOWN IMAGE MAP IS TO PROVIDE INFORMATION ON THE LOVELAND COMMUNITY AS TO WHAT IS ALREADY IN PLACE AND WHAT IS PROJECTED VIA THE AGENDA FOR THE 90'S VISIONS AND GOALS WHICH SPEAK TO THE QUALITIES DESIRED BY THE COMMUNITY.

GENERAL NOTES

- GENERAL NOTES ARE NOT PROJECT SPECIFIC THE PURPOSE OF GENERAL NOTES IS TO PROVIDE GUIDANCE DURING SUBSEQUENT SPECIFIC PLANNING ACTIVITIES.
- DEVELOP ROADS AS ALL PURPOSE PATHS TO ACCOMMODATE AUTOMOBILES, BICYCLES AND PEDESTRIANS.
- PRESERVE NATURAL DRAINAGE WAYS FOR OPEN SPACE, STORM WATER, WILDLIFE AND RECREATION.
- PROTECT BIG THOMPSON FLOODWAY FROM DEVELOPMENT.
- PRESERVE BIG THOMPSON FLOODWAY AS CONTINUOUS OPEN SPACE WITH THE FLOODPLAIN FRINGE ALLOWING DEVELOPMENT SENSITIVE TO THE OPEN SPACE FUNCTION OF THE BIG THOMPSON RIVER CORRIDOR.
- PROTECT EXISTING WILD-LIFE HABITAT AND PRIVACY OF EXISTING RESIDENTIAL DEVELOPMENT IN THE BIG THOMPSON RIVER CORRIDOR.
- PROTECT NAMAQUA RIDGE AND DEVIL'S BACKBONE AS WELL AS ADJACENT AREAS DESIGNATED FOR OPEN SPACE.
- URBAN DEVELOPMENT WITHIN EXISTING SERVICE AREA.
- PROTECT PUBLIC ACCESS TO LAKES AND KEEP A PORTION OF SHORELINE FREE FROM DEVELOPMENT EXCLUDING WATER SURFACE RIGHTS.
- WHERE PRIVATE PROPERTY EXISTS IN AREAS WITH SPECIAL INTEREST PROPERTY RIGHTS WILL BE RESPECTED.

KEY

- | | |
|-------------------------|----------------------------|
| 1. Buckingham Lake | 11. Lower Hoffman Lake |
| 2. Lon Maglar Reservoir | 12. Houts Reservoir |
| 3. Riad Benson Lake | 13. Equalizer Lake |
| 4. Cattail Pond | 14. Chapman Reservoir |
| 5. Ryan Gulch Lake | 15. Nelson Reservoir |
| 6. Donath Lake | 16. Mud Lake |
| 7. Silver Lake | 17. Duck Lake |
| 8. Westerdall Lake | 18. Nature Center |
| 9. Heinrich Lake | 19. Entertainment Corridor |
| 10. Upper Hoffman Lake | 20. Employment Center |

INTERPRETATION OF THE TOWN IMAGE MAP LEGEND

The following is meant to act as a guide in the interpretation of the town image map symbols.

BOUNDARIES

Boundaries are linear elements not used or considered as paths by the observer. They are the edge between two areas which form or create linear breaks in continuity. Examples include - where development and permanent open space meet, the boundary of a Specific Planning Area, walls surrounding a development, railroad cuts, or other areas where physical features, either natural or man-made break the continuity of movement or development.

LANDMARKS

Landmarks are a point-reference, but the observer does not enter within them, they are external. Examples include a building, sign, store, mountain, or sculpture. The use of landmarks involves the singling out of one element from a host of possibilities.



Physical Features - This designation represents existing natural landforms which are felt to be important assets to the community.



Lakes - This designation represents existing man-made irrigation reservoirs which are felt to be important assets to the community.



Landmark Projects - This designation represents a location where a project should have special qualities to further enhance an important place in the community.



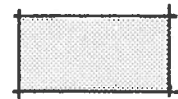
Views - This designation represents existing locations where there are significant views of the community, lakes and mountains that act as reference points to the community.



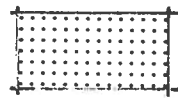
Cemeteries - This designation represents the location of community burial grounds.

DISTRICTS

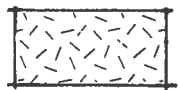
Districts are the medium-to-large sections of the city, conceived of as having two-dimensional extent, which the observer mentally enters "inside of", and which are recognizable as having some common identifying character. Examples include - downtown, old town, flood plain and Specific Planning Area's.



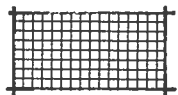
Urban - This designation represents the geographic area where existing municipal utilities are available. It is anticipated that these areas would develop at intensities permitted by the current municipal zoning ordinance. Where large undeveloped parcels exist within this designation, an area plan may be prepared.



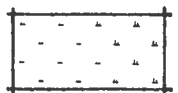
Area Plans - This designation represents the geographic area where existing municipal utilities are not provided. It is anticipated that this area would develop at intensities compatible to the provision of urban levels of service. Area plans will further define the implementation of the visions and goals from the Agenda for the 90's, as well as define the development goals and objectives for the planning area. The intent is to allow a variety of solutions to development issues, creating the opportunity for the development of unique districts within the city. However, in order to provide open space which will define the edge of Loveland, the area plan will have to address the issue of open space preservation.



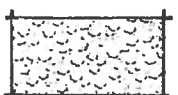
Sensitive Development - This designation represents the geographic area along the slope of Namaqua Hill where sensitive development techniques, minimal earth work, and/or grading, should occur. The level of development intensity will be established during the area planning process.



Old Town - This designation represents the geographic area annexed to the City prior to 1930.



River Corridor - This designation represents the geographic area contained within the Big Thompson River 100 year Flood Plain which will be subject to the preparation of an area plan.



Open Space - This designation represents the geographic area, which because of its location and value to the community should remain undeveloped. The type of uses envisioned in these areas include, but are not limited to agricultural, including crops and livestock, parks, or natural upland.



Redevelopment - This designation represents the geographic area where development has occurred which presents a negative image of the community. In these areas, plans should be made indicating how the area could be developed in the future which could create a more positive image.

NODES

Nodes are points, the strategic spots in a city into which the observer can enter, and which are the intense foci to and from which the observer is traveling. Examples include junctions of two arterial streets, brakes in transportation (railroad station or airport), a convergence of paths (e.g. Bike Trail joins an arterial street), or simply concentrations of a particular activity, such as a shopping center, schools, or parks. Nodes can be the foci of a district.



Civic/Recreational - This designation represents those locations of community-wide importance in the city where recreation and civic activities take place which bring the community together.



Commercial - This designation represents those locations of community-wide importance where retail activity takes place.



Airport - This designation represents the property presently owned by the cities of Fort Collins and Loveland as a regional airport.



Gateway - This designation represents the point where future development should create a sense of arrival into Loveland through their design. Development at this point should create a sense of "here" (Loveland) and a "there" (undeveloped Larimer County).



Institutional - This designation represents those properties owned by McKee Hospital, Thompson School District, and Aims Community College where medical and educational services are provided.

PATHS

Paths are channels along which the observer customarily, occasionally, or potentially moves. In the context of the Comprehensive Framework Plan, these would be paths which have continuity across town or between Specific Planning Area's. Examples include - arterial streets, community bike paths, ditches, rivers and streams, and railroad lines.



Entry Corridor - This designation represents U.S. Highways 34 and 287 which form the principal routes of travel through and within the community.



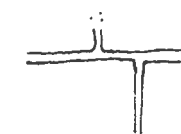
Interstate 25 - This designation represents I-25 which is a major regional freeway which crosses Loveland's urban growth area.



Railroad - This designation represents the locations of existing rail facilities within the community.



Drainage Ways - This designation represents the locations of existing natural drainage ways and irrigation ditches of community-wide significance.



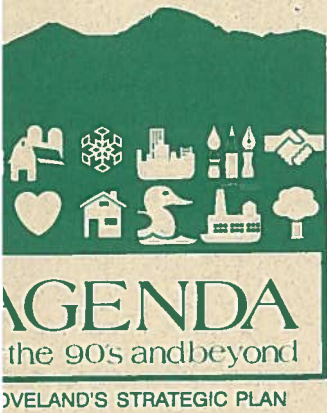
Arterial Streets - This designation represents the locations of existing and proposed streets within the community that are of community-wide significance and from which people obtain their image of the City.



Big Thompson River - This designation shows the present location of the river.



Bike/Hike Trail - This designation represents the locations of existing and proposed public bike/hike trails that are of community-wide significance. Additional bike/hike trails may be designated as part of the area planning process.



SUMMARY REPORT AND RECOMMENDATIONS MAY 1992

Agenda for the 90's and Beyond
Loveland, Colorado

Thank you for your interest in the Agenda for the 90's and Beyond. This has been a stimulating and rewarding project. We are excited about sharing the results and would be glad to provide further information from the full report if you are interested. If you have any questions please call the Community Development Services - Planning Division at the City of Loveland, (303) 962-2523.

A COMMUNITY-BASED EFFORT

SPECIAL RECOGNITION GOES TO:

Agenda for the 90's and Beyond Steering Committee

Tom Bandaries**
Kim Bernhardt**
Mike Bonafede
David Brandon
Dave Disney
Jim Disney
Paula Edwards**
Treva Edwards
Steve Farnham
Kathy Gilliland
Dick Greenberg**
James Higerd
Al Hoak**
Roger Hoffmann
Mike Iacoboni
Liz Jackson
Bill Koons
Ralph Lange**
Ron Linville**
Karla Loken**
Allison Lockwood
Rich Marsh
Dan Merrell**
Barbara Miller
Frances Moore
Lynda Nielsen
Jim Ormsby**
Dave Schneider
Hank Solano**
Leslye Trope
Kay von Metzger
Owen Walters
Lori Hvizda Ward
Sara Weir
Bill Woods
Leo Wotan
Len Yotko**

(**Were not able to serve the
full time)

Project Manager

Edwin Moore AICP, Chief Planner

Project Facilitator

Margaret P. Schmatz, Ph.D.

Loveland Colorado City Councilors

Roger Bates (Mayor)
Conrad Budde
Treva Edwards
Ray Emerson
Ivan Englehardt*
Patricia A. Farnham*
Bev Hall*
Gary L. Hausman
Kevin Hill*
Lynda Nielsen
Jeff Peterson
Herm Smith *

Walter Walkowicz*
Patrick Williams
(*Past City Councilors)

Loveland City Manager Mike Rock

Assistant City Manager Javonni Hill

Community Development Services Director

Jeff Miller

Outreach Group

Greg Piburn
Anamaria Rohas-Rymes
Owen Walters
Colleen Johnson
Veronica Garrison
Hank Solano
Lynda Nielsen

Life in Loveland Expo Organizing Committee

Mary Dwyer
Treva Edwards
Marcie Erion
Kathy Hartman
Mary Lou Leenerts
Jo Matoon
Diana McKinney
Barbara Miller
Travis Reeves
Kathi Wright
Sue Wall

Special Contributions

Local Buisnesses

Local Groups and Organizations

Thompson R2-J School Board

Larimer County Commissioners

Loveland Chamber of Commerce

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AGENDA FOR THE 90'S AND BEYOND
Loveland, Colorado

SUMMARY REPORT
AND RECOMMENDATIONS
May 2, 1992

I. GENERAL INTRODUCTION

Loveland, Colorado is a community of about 38,000 people nestled where the plains meet the mountains, just 50 minutes north of Denver and 45 minutes east of Rocky Mountain National Park. There is a large group of artists residing in town and Loveland has the largest sculpture show in the country every August. There is a new civic center complex including a recreation center, library and municipal buildings, placed in a campus setting surrounding a beautiful lagoon. With all this, however, there was concern about what the citizens were thinking and what directions they wanted the community to take in the future. Based on these concerns, an effort called "Agenda for the 90's and Beyond" was started in order to involve the entire community in long range planning for Loveland.

This project was managed and coordinated out of the City of Loveland Planning Division. It was recognized from the beginning, that although the Planning Division acted as project manager and coordinator, this would have to be a "citizen" project with the citizens making the decisions and setting direction. Therefore, the entire project was designed by the Agenda for the 90's and Beyond Steering Committee. Membership on the Steering Committee was completely open to any person wanting to take part.

The results formed a Comprehensive Framework Plan, which will be used as a long range planning tool. This is not a traditional comprehensive plan or policy plan, which are customarily used for long range planning in a city. The Comprehensive Framework Plan does, however, include written Visions and Goals for the community and a Town Image Map. The Town Image map replaces the traditional comprehensive plan land use map and forms the policy level, physical planning core for the community.

II. COMPREHENSIVE FRAMEWORK PLAN FOR LOVELAND

A. Definition - A Comprehensive Framework Plan (CFP) is a citizen based planning effort which replaces the traditional comprehensive plan and policy plan model prepared solely by professionals with limited citizen involvement. The Comprehensive Framework Plan is, in fact, the result of a co-production process, with citizens and professional staff working together cooperatively. The CFP is used to identify the qualities or elements of the community which are important in establishing, preserving and enhancing the collective well-being of the citizens. These could include tangible elements such as "greenways connecting parks, schools, and residential neighborhoods", or intangible qualities such as "home town atmosphere". (For Loveland, these elements were considered in depth, by studying the areas of, environment, economics, social issues, culture, government, town image, and education.)

The Comprehensive Framework Plan identifies Visions and Goals which will promote the quality of life that residents agree they not only need, but want. And finally, the Comprehensive Framework Plan establishes a process for further detailed planning and policy development on an community-wide and neighborhood basis.

B. Purpose - The Comprehensive Framework Plan will:

1. Identify issues and specific elements the residents perceive as important in preserving and enhancing the town's quality of life.
2. Identify the community's existing strengths and weaknesses, as well as future opportunities and threats in order to formulate a comprehensive community strategy for dealing with change.
3. Establish how the City and other service providers can best meet quality of life expectations. This is done on a general level in the form of written Visions and Goals which will apply to elements of the physical environment or issues which are of "community-wide" significance.
4. Identify and describe, using a map, the physical characteristics of the community. (For Loveland, these physical attributes were identified through the analysis of over 400

cognitive, mental maps drawn by citizens. The analysis of these cognitive maps, along with other information gathered as part of the Agenda for the 90's process, were incorporated into the Town Image Map. This map identified existing and future paths, edges, nodes, districts and landmarks which were of community-wide significance, and important to the preservation and enhancement of Loveland's economic, social and environmental character, or qualities.)

5. The second phase of the Comprehensive Framework Plan process involves the development of Functional Plans (eg. Utility Master Plans, Master Street Plans, Master Parks Plan, etc.). The second phase will also include identifying and preparing detailed Specific Area Plans for homogeneous neighborhoods in the community. The specific plans will expand upon the recommendations of the Comprehensive Framework Plan and will be tailored to the needs of each specific neighborhood. They will be developed with the cooperation of residents and property owners in each area.

The CFP project also includes a process for monitoring, evaluating, and updating implementation of the Comprehensive Framework and Specific Plans.

C. Organization of the Comprehensive Framework Plan - The CFP for Loveland, is organized into seven major categories, or elements. These seven components of the Framework Plan are environment, economics, town image, culture, social issues, government, and education. For each of these areas the first step was to identify the major issues within each element. After that was accomplished, a strength-weakness-opportunity-threat (SWOT) analysis for each issue was prepared. Lastly, based on the information collected from numerous sources during the Agenda for the 90's process, and the issues and SWOT analysis, Visions and Goals were written for each of the Comprehensive Framework Plan elements listed above.

In order to have the participants in the Agenda for the 90's process write Visions and Goals for the community, certain requirements, or rules had to be applied. The rules were that the visions and goals had to be generic; could be applied city-wide; not have any numerical values; would articulate desired qualities, not quantities; and each vision had to be supported by one or more goals.

Future policies to implement the Comprehensive Framework Plan, will be written in the form of Performance Standards and Guidelines for each Functional Plan or Specific Area Plan (SAP)

In order to evaluate progress it is important to understand the status of the community when the project starts. To do this, Loveland requested that City Departments, and other groups and organizations list existing plans, programs, projects and regulations. They then checked these for congruence with the proposed Visions and Goals

Once the Visions and Goals had been evaluated for congruence with existing plans, programs, projects and regulations, the next step was to pull everything together into a coherent and comprehensive plan.

The results and recommendations of the Agenda for the 90's process and the Comprehensive Framework Plan will be shared at a general town meeting to disseminate the results and receive comment. Once that is accomplished and any changes or corrections made, the Comprehensive Framework Plan will be presented to the various governing bodies who will play a part in implementing the Plan.

A major activity, to follow up the Agenda for the 90's process and the Comprehensive Framework Plan, will be the drafting of specific action plans (e.g. modify existing programs, develop new programs, develop a city-wide capital improvement program, etc.) which will be the ultimate vehicle through which the Visions and Goals will be realized. Also, as part of a continued community interaction process, to provide feedback to those in-charge of implementing the visions, goals and action plans, there will be an annual review and update program keyed to the annual budget cycle.

III. ORGANIZATION OF THE AGENDA FOR THE 90'S PROCESS

A. Introduction - The citizens of Loveland, Colorado worked over 24 months to help develop a strategic, long range plan for the community. The idea of involving citizens in long range planning was initiated by the City Manager, City Council and Chief Planner for the City. Funding was provided by the City, with additional support in the form of donations by the Reporter-Herald (the local newspaper), KLOV-1570AM (the local radio station), and many area businesses and organizations. The major contributions, however, were the citizens' ideas and time.

The citizens on the Steering Committee put in the most volunteer hours. The committee was composed of an average of 25 people. To prevent the concern that a certain clique or group could take over, membership was always open to anyone who wanted to join. The Steering Committee designed the entire community involvement process, did the facilitating, and made all the final decisions. Their dedication over the two year period was remarkable and was the reason for the success of the project.

The Steering Committee, however, just designed the process for getting citizen involvement. This was truly a community project. "Everyone is welcome!", "Please take part.", "Help direct the future." and "Speak out!" are some of the many phrases that were part of the publicity for the project. The community responded to the opportunity. Thousands of people gave input during the first phase and about 350 people worked over the course of 6 months to pull all of the information together into Visions and Goals. The citizens responded positively not only by participating but also by comments such as one Muriel Felker (owner of a local welding company) made to the newspaper. "I am very pleased to be part of the Agenda of the 90's and Beyond project. The participants are all working together and getting things done. If someone lives or works in Loveland, they should get involved to help plan Loveland's future."

The project was organized into 3 phases. The first phase was to gather general input and comments. Phase II involved incorporating the comments collected from the citizens into Visions and Goals for the community. The last phase was to involve the community in making sure the Visions and Goals became a reality.

There were some interesting points that set our process apart from other communities' strategic planning processes.

1. All meetings, including the steering committee meetings, were open to everyone interested in the future of Loveland.
2. We used a process called "informed consent," which meant there was no voting, and if one person couldn't live with something, then it did not become a group recommendation. There was no majority rule, because of the belief that once a group in the minority "loses" they will no longer feel part of the process.

3. The process focused on governance, putting the responsibility for the future on the whole community. The citizens recognized that government can no longer be expected to solve all of the community's problems.

Therefore, the information and recommendations that came out of this project are for the use of everyone in the community including the City Council, the County, the School District's strategic planning team, the Economic Development Council, the Chamber of Commerce, various other organizations and groups in the community, and individual citizens. Effectively directing Loveland's future must and will be an entire community effort.

B. Formative Stage - Two years prior to initiating the Agenda for the 90's and Beyond strategic, long range planning process, the Loveland City Council adopted a vision statement and goals at their annual retreat. This vision statement along with the goals were adopted by the Council and put on permanent display in the City Council Chambers.

After using this vision and goals for establishing City Council priorities, it was decided that greater public involvement was desired in establishing an "agenda" for Loveland's future. To explore this possibility, the City contacted two organizations which specialize in these matters - The National Civic League and the University of Colorado-Denver, School of Public Administration. After considerable review, the City Manager decided to develop an "AGENDA" for the community of Loveland using the resources of the Community Development Services Department - Planning Division. Planning staff would provide project management and coordination of the Agenda process. This proposal was endorsed by the City's management team and the City Council.

In July of 1990, the Planning Division met with representatives of the National Civic League to discuss the City's approach to a "citizens based" strategic planning process eventually called "Agenda for the 90's and Beyond." During this meeting, it was agreed that the City should incorporate a "Civic Index" component into the Agenda. This element would be facilitated by the Civic League. The concept of a Civic Index was presented to and endorsed by the Management Team and City Council.

C. Steering Committee - Also, in July, the Planning Staff met with a group of citizens which represented a cross-section of the community, to explore whether the City should pursue doing the project, Agenda for the 90's and Beyond. At the first meetings with this group there were some serious concerns. The citizens were not sure that government really wanted to hear what they had to say. The group did not want to waste their time on a project that would just be put on a shelf. After several months of deliberation, and a discussion with the City Council, it was the consensus of the group that the project could be worthwhile, and was needed.

However, the group (now called the initiating committee) felt there were some specific requirements that must be met for the project to be effective. They felt the City should be the lead agency, but the City should also include the School District, the County, and all community organizations which provide services to the Loveland community in the project. In addition it was the consensus of the group that a non-traditional method called "informed consent" should be used. The informed consent decision-making process would allow for greater participation by those individuals and organizations which were outside of the mainstream decision-making process used in the community, or who had been disenfranchised from the decision-making process in the past. (For a further description of the informed consent process, see the appendices.) The Initiating Committee felt strongly that the entire community needed to be involved if the project was going to be successful.

After receiving support from the City Council, the Initiating Committee invited everyone in the community to come to an organizational meeting for purposes of forming the official Steering Committee. Anyone in the community who was interested in volunteering their time was welcome as part of the committee. There was no selection process! (All the Steering Committee members are listed in the front of this report.) With the formation of an official Steering Committee the group grew to about 25 members. This group put in at least two nights per month for the next 18 months to plan the process for citizen involvement in Loveland.

D. Process - The process was divided into three phases. Phase I, which took from December, 1990 to March, 1991, was the information collecting phase. A variety of methods were used and information was collected from several thousand citizens. The input collected focused on the hopes and concerns for Loveland. It was

totally open ended and covered every possible subject. In addition, great effort was made to make sure information was collected from all ages, economic backgrounds, and interests.

Phase II lasted from April, 1991 to November, 1991. During this time citizens worked to write specific Visions and Goals based on the input that was obtained during Phase I. The information seemed to divide into seven general categories, which were Environment, Economics, Government, Culture, Social, Education, and Town Image. After the Visions and Goals were written for each of these areas a compatibility check was done to make sure the goals were not contradictory. Almost everything was compatible.

Phase III involved ways to make sure the Visions and Goals would be achieved. The original plan was to write specific action plans to accomplish the goals. The Steering Committee really struggled with this idea. The concept was a good one but after consideration, the needs seemed much more complicated. Some of the issues included:

1. The potentially large number of groups that could be involved in implementing actions,
2. The differences in methods and styles of the entities that could make things happen,
3. The need to incorporate the large number of ways that citizens, other than Agenda for the 90's participants, could be involved in the community, and
4. The importance of having enough time to really do a good job.

Based on a consideration of all these factors, the Steering Committee decided to use a new process for the "Action Plans". They decided the best way to accomplish the goals was to help and encourage citizens to work within established community groups. This seemed a way to insure things happened on an ongoing basis with a long range commitment to accomplishing the Visions and Goals. A request was made to all groups, clubs, City Departments, the School District, and the County to send in information about what they were already doing that related to the Visions and Goals and how other citizens could get involved with their group.

Information came in from every City Department, from the County, from the Chamber of Commerce, from the Economic Development Council and from numerous clubs and organizations. This was all categorized by subject area and was available to citizens so they could find out what was already happening and how to get involved.

The process focused not only on scheduling and outcomes, but also specific techniques. These included:

1. Always using "informed consent" (see the appendices for details on informed consent),
2. Usually collecting input in small groups so there was time to hear from everyone, and
3. Making sure everyone had the opportunity to speak and be heard.

Because of these techniques, the Agenda for the 90's and Beyond developed a reputation as a group willing to listen to everyone equally. This reputation was critical to the success of the project.

E. Getting Support - From the beginning, the project has had the strong support of City Council and the City Manager. City Council signed a letter outlining their expectations and stating, "We are committed to the Agenda for the 90's process." In addition, the City Manager, Mike Rock stated at a City Council meeting, "(Agenda for the 90's) is the most important thing the City is doing right now."

The Steering Committee addressed the City Council periodically during the project to inform them and to continue to assess their support. The Council was always very positive.

There was also an ongoing effort to get the support of the City Departments, the Chamber of Commerce, the Economic Development Council, the School District, the County, and other community organizations. The City Departments met many times to discuss and work out how they could best interact with the project. They were all very helpful and contributed time and energy to support what was happening. The Chamber of Commerce and the Economic Development Council each had a representative on the Steering Committee for at least part of the time. The School District had already written their own strategic plan and worked closely with the

Steering Committee to define their place in the process. The Steering Committee formed a Speakers Bureau to go out to various organizations to explain what was happening and get their support.

Although there were a few individuals who were skeptical about the process, most people were very positive. The people who had concerns, were able to voice them and changes were made in the process based on their suggestions. Both positive and negative comments were viewed as support because many changes were made in response to constructive criticism.

The local newspaper (The Reporter-Herald) and the local radio station (KLOV-1570AM) were both also very supportive of Agenda for the 90's and Beyond. They donated news space, advertising, and moral support. They were always available and open minded.

The general public was of course the most supportive of all. Several thousand people provided input for the first phase, and by the end almost everyone in the community seemed to have at least heard of the project. A newsletter was sent out every month to a mailing list of over 700 people. This list was composed of people who either came to a meeting or specifically requested to be on the list. Over 350 people put in at least one month (as many as 7 meetings during the month) to help write the Visions and Goals.

The entire community showed support for this project in differing ways. Individuals and organizations contributed according to their schedules and means. The idea of a neutral entity that would listen to what everyone had to say was very positively received throughout the community.

IV. LOVELAND CIVIC INDEX

The Loveland Agenda for the 90's Civic Index addressed how the community should move forward to strengthen its capacity to confront and solve the pressing and complex community issues Loveland could face in the 1990's.

This Civic Index was intended to put the civic infrastructure in place that could assist the citizens of Loveland in developing both the tools and leadership capacity necessary to act decisively. The Civic Index Task Force wanted to ensure that the Agenda for the 90's Comprehensive Framework Plan was neither "just another plan" nor

"just their plan."

The report was organized around The National Civic League's 10 Civic Index Components.

1. Citizen Participation
2. Community Leadership
3. Government Performance
4. Volunteerism and Philanthropy
5. Intergroup Relations
6. Civic Education
7. Community Information Sharing
8. Capacity for Cooperation and Consensus Building
9. Community Vision and Pride
10. Intercommunity Cooperation

It was a synthesis of common themes that Civic Index participants put forth during the series of workshops held in early 1991.

The National Civic League's 10-point Civic Index was a critical component of the Agenda for the 90's process. The Civic Index is premised on the belief that communities do not lack the resources--either human, financial, or material--to solve the problems they face. Communities frequently do lack, however, the skills needed to fully realize their considerable potential. These skills include communication, negotiation, facilitation, understanding, and the ability to form a shared vision. In some communities consensus-based decision making is challenged not only by the lack of skills but also by a culture of misunderstanding and antagonism among groups.

A review of the work done by the Civic Index Task Force clearly points to some areas in the community that will require additional attention. There were 10 common themes that were apparent in all Civic Index components. Some of the recommendations regarding how to proceed were:

1. Skill Building in all areas of Leadership and Governance is desired by the Civic Index Task Force.
2. Participation and volunteerism are among Loveland's strengths. Effectiveness could be improved by better cooperation and communication.

3. There is a great deal of information, perhaps too much--the "message" is not getting out. The community needs to look at new ways of communication. More one on one, in person communication will help to ensure that everyone is getting the same information in the same form.

4. As in many Colorado communities, intergroup relations is a taboo subject. Loveland's citizens need to investigate new forums for openly discussing issues of color, religion and different values.

5. Celebrate your Successes

- * high level of philanthropy
- * good volunteers
- * leaders with new skills

6. A resource bank or skills bank is a high priority of the Civic Index Task Force. The Loveland community seems to want to make better use of its fine human resources.

7. "Centralized information" is a critical need. There are a number of suggestions that the Civic Index Task Force came up with. Who controls this central repository of information is a critical decision. As many Loveland citizens pointed out: custodians of information are powerful.

8. Loveland schools will need to play a major role in cultivating the involvement of youth in the civic arena.

9. There is still an overwhelming focus on government--there needs to be greater appreciation of what the people of Loveland can do, with or without government.

10. The Civic Index Task Force would like a greater diversity of people, particularly the disenfranchised to become involved. The task force would like to groom new leaders that understand collaboration and consensus building.

In summation, the following were some observations made by two Agenda for the 90's Steering Committee members who participated in the Civic Index process.

Those individuals involved in the Civic Index process spent many hours investigating different aspects of our community and presenting their findings to the whole group involved in the Civic Index. Numbers at meetings have varied, but a core group of about sixty Loveland residents were involved. Each group's presentation was different--we had several skits, a mock knowledge bowl, mock broadcasts and plenty of audience participation. We laughed a lot and learned a lot. Everyone's ideas were recorded to be included in the Agenda data base.

---Liz Jackson

During the month of February nearly 60 citizens contributed over 20 hours each, examining the civic infrastructure of the city of Loveland and addressing how the community should move forward into the 90's and Beyond. The Civic Index Task Force developed performance guidelines, critical actions to take now and "big ideas" for each of the 10 civic index components. Although much valuable data was gathered, it was the common themes apparent in all of the components that proved most revealing. Some of these are:

- * Rates of philanthropy and volunteerism are high, but not necessarily effective.
- * Lots of information is available, but the "message" is not getting out and centralized information is a critical need.
- * Intergroup relations is a taboo subject.
- * A greater diversity of people, particularly the disenfranchised, needs to become involved.

--- Lori Hvizda Ward

(To review a complete copy of the Civic Index, see the appendices.)

V. UNDERSTANDING THE ISSUES: PHASE I (DATA COLLECTION)

A. Introduction - The Steering Committee realized the first thing that needed to be done was to listen to the community. With the exception of the initial community survey, the information gathered focused on the hopes and concerns for Loveland. The input was gathered from several thousand people with different ages, backgrounds, economic status and interests. This initial information gathering phase took about 4 months and involved many different activities, projects, and techniques.

B. Cognitive (Mental) Mapping of Loveland - Beginning back in 1988, two years prior to the initiation of the Agenda for the 90's process, the Planning Division began having various groups prepare cognitive maps. The way these were prepared by the participants was as follows. Each individual was given a blank sheet of paper and a pencil. The only instruction the participants were given was that they had ten minutes to draw a map of Loveland. These maps were then collected and the information recorded on each map was put into a computer data base for further analysis. By the end of the kick-off meeting for the Agenda for the 90's, the Planning Division had collected and recorded over 400 cognitive maps. This information collected through maps was used later in the process to develop the Town Image Map and its associated Vision and Goals.

C. Community Development Resident Survey Report - Back in September 1990, the Agenda for the 90's Steering Committee commissioned ReNet Market Research of Loveland, Colorado, to conduct a random survey of Loveland residents to obtain their opinion, community perceptions and values. This community survey provided meaningful insight into the hopes and needs, attitudes and opinions, perceptions and suggestions which area residents had regarding their community. Much of this information was useful as a foundation of discussions to set a direction for Loveland into the next decade. The following are the summary observations and conclusions from this research.

- One of the most striking results in the entire research process was the discovery of the extreme diversity of opinions which exist within the community. This means that any planning process will find it difficult to understand let alone resolve the differences of such a diverse population. This is a diversity which has been rightly valued by the City Council in the

current Vision Statement for Loveland. Diversity such as this can be stimulating and enhance the vitality of a community, if that diversity is manifested in ways other than merely an expression of opinions. As people come together to share ideas they can't help but find a broader understanding than that which they bring to the discussion themselves.

- Another striking result of the study was that those respondents who participated in community meetings, civic organizations and the like, were much more understanding and positive toward existing community resources, city services, and the like, than those residents who did not become involved or participate.

- When discussing those things respondents wanted to see preserved about Loveland, the "feel," "atmosphere," and benefits of a small town environment" were most often mentioned. This did not appear to be a demand for Loveland not to grow, especially considering the agreement among respondents regarding the economic benefits they saw in growth. Instead, these comments appeared to be a definition of a community value. In making comments of this nature respondents appeared to be giving direction to those who control development in Loveland, to maintain the "feel" and "atmosphere" that make small towns appealing, regardless of the actual size of Loveland. The lack of traffic congestion demands thoughtful insight into street design and construction. A respect for open space calls attention to land use and open space guidelines. The peacefulness of residential neighborhoods focuses on the compatibility and design of new development. All these planning areas were viewed relatively positive in the minds of respondents at the time. Respondents wished to drive home the value they placed on maintaining these aspects of their community and in so doing, remind those participants in development to remain committed to these values.

- Schools and education were foremost in the minds of many respondents. The quality of education as well as assuring adequate funds for education were concerns expressed by respondents. There was general support for the schools and education children receive in our area, and a large concern for the future well-being of Loveland's young people. Continued support and increased involvement of residents in education

issues will be a vital element in residents maintaining a positive attitude toward school policies and officials.

- One obvious void in the comments of respondents was a concerted demand for improved municipal services. These types of issues have dominated some research of the past and yet were conspicuously missing from these results. Absence of issues such as this leads one to believe that streets, safety, basic utilities, and even the cleanliness of Loveland were not issues foremost on the minds of residents. If services were deficient in some way, history has proven there would be no stopping residents from pointing that deficiency out in a forum such as this.

- One issue which was timely, due to its national and regional focus, and received much attention after being mentioned in the course of the interview was resident's interest in participating in some form of recycling program. The disturbing part of this was the fact that very few respondents identified this as a potential problem for the future of Loveland. In other words, the issue was again not foremost on the minds of residents. The expressed support fell close to "motherhood and apple pie" but did point out the support for efforts in this area available from local residents.

- Respondents were concerned with the health and vitality of their downtown area. Downtown has always been a focus of concern for area residents in past research. Whether this concern is strong enough to cause positive steps to be taken by residents in support of downtown is still a question.

- Results from the data analysis for this study have indicated a strong correlation between those who find Loveland's local newspaper sensitive to community values, and non-judgmental in reporting, and those who are involved participants in Loveland's civic activities. The same correlation holds for those who viewed municipal services most positively and were in greatest agreement with the quality of education available in Loveland.

- Respondent's appreciation for the many, well kept parks in Loveland and the diversity of recreation opportunities was prevalent in open-ended comments. This love of open areas

and parks, which lend themselves to family activities, may be one more component in the "feel" and "small town atmosphere" respondents associate so closely with Loveland. Planning for the future should include these features and communicate this intent to the community.

- A number of issues did not surface to any great degree in the course of this research. Human services and provisions for the needy were not issues foremost on the minds of respondents. The environment and the ramification of abuse of that environment were not prevalent issues. One must question whether Loveland residents were not aware, or if they just didn't care on issues such as these. The Agenda process was set up to handle issues of this caliber, but the lack of reaction on the part of survey respondents certainly makes attention in these areas all the more difficult.

- The economic health and vitality of Loveland has been and will remain a concern of residents. Whether this concern is manifested in the difficulty residents have in finding jobs capable of sustaining a family, whether it is present in residents concerns over increasing taxes which they would like to see spread over a greater commercial and industrial base, or whether it is merely an unhappiness over the perceived lack of selection in Loveland's retail offerings, residents seem to have many reasons for being concerned about the local economy. Growth in business and industry was supported by respondents and should probably remain a focus in the years ahead. A focus tempered and governed, of course, by sound planning and design.

(A copy of the Summary Survey Report and the Complete Report can be found in the appendices.)

D. Kick-Off Meeting - The first community meeting of the project took place on December 8, 1990. It lasted from 8 a.m. - 12 noon and had about 250 people in attendance. The project was introduced to the community and every person there was given the opportunity to express their hopes and concerns for the future of Loveland. This was done by breaking into small groups of no more than 10 and recording every statement exactly as the person said it. These comments became the first of a long list of comments collected over the next several months.

E. General Input Meetings by Ward - In order to make it as easy as possible for people to attend a general input meeting, four of them were scheduled. The meetings were on different days, at different times, in different parts of town. All meetings for the entire project were scheduled at times other than regular work hours so that people would not have to take off work to come. These meetings were each three hours and involved citizens in a cognitive mapping exercise, a presentation on town image, and small group discussions of comments received at previous meetings. Questions related to the prior comments and included, "What is missing?" and "What are some possible conclusions that could be drawn from the information already collected?" These meetings had attendance that varied from 25 people to 55 people.

F. Utility Bill Surveys - Over 20,000 surveys were sent out in the utility bills. The survey questions were totally open ended asking for concerns and possible solutions, and hopes and possible implementation. The person responding could also sign up to be on the mailing list. We only received about 120 of these back so it was not a very effective method of information collection. It was, however, good publicity and made the statement to the public that we did indeed want input from everyone.

G. Input from the Youth - It was recognized very early in the process, that young people are an integral part of the community. Although this seems obvious, it was felt that a special effort needed to be made to reach out to the youth in the community. Their concerns and interests needed to be heard and addressed. The first effort was to get a student to be on the Steering Committee. Once that was accomplished, a task force was formed from the Steering Committee to make other special efforts to reach the students.

Through the efforts of this task force, surveys were taken to each of the High Schools in town (including the Alternative High School). A Steering Committee member spoke to the students. The importance of their input into helping to plan Loveland's future was stressed. We got survey responses back from 244 students. There were many different comments and suggestions that showed the students' concerns.

Representatives of the Agenda process also went to four of the elementary schools in town. They spent about one hour with all of

the third graders in each of these schools. (The third graders study Loveland so it seemed most appropriate to talk to them.) There were several activities that got the students very involved. The first was a cognitive mapping exercise which allowed the students to spend 8 minutes in complete silence drawing a map of Loveland. (This same exercise was also done with adults with very interesting results.) These maps showed what the third graders knew about and noticed most in the community. All of this was compiled to see what the students found to be important. Next the students were broken into small groups to do collages. Each group was randomly given a piece of poster board to illustrate either "what they would want for Loveland" in the future or "what they would not want" for the future. The only rule was that everyone in the group had to agree before something could go on the poster. (This idea came from the informed consent process we used with the adults. With this process everyone had to be able to live with something before it could be passed on.) Each group then presented their posters to the class and there was a discussion of their general hopes and fears for the future.

After looking over the results of the activities with the elementary students, an Elementary School Principal made these comments.

The dominant themes of the children's maps were streets, homes, school, stores and Lake Loveland. It is not surprising that 9-year-olds would mention such landmarks as the streets they travel, their homes which are the focus of their family lives, their schools where they learn and socialize, the stores where they get the necessities of life and Lake Loveland which is the visible "heart" of the community.

The picture collages completed by the children displayed some recurring and powerful messages. Their "hopes" included more attention to the environment, clean water/air/land, open spaces and protecting wildlife. The family, through pictures of caring and happy people were also evident in their work. Their "fears" were shown through pictures of wars, violence and crime as well as concerns related to drugs, smoking and alcohol. The same issues expressed by adults

were remarkably mirrored by the children.

---Barbara Miller

These meetings with the elementary students were seemingly fun for the students and gave the Agenda for the 90's additional input to use when writing the Visions and Goals.

Through a community project called Bridges, an opportunity came up for the Agenda for the 90's to work with a 9th grade civics class. The Bridges project matches classroom teachers with community members to plan special student activities. In this case the students were given the opportunity to choose what they wanted to do. After much discussion of over 75 ideas, the students decided they wanted to do a student radio call-in talk show. (This was a great way for the Agenda project to learn more about what young people thought about issues.) The local radio station agreed and the students designed a weekly talk show for teens. The students selected the topics, contacted the guests, wrote and distributed the publicity, and hosted the show. The Agenda for the 90's and the School System acted as the advisors and co-sponsors. The students, at first, were surprised that anyone cared or even wanted to hear what they thought. As one student said, "What we say doesn't matter anyway. Nobody wants to hear it." The Agenda for the 90's did want to listen. Eventually students showed their excitement about the show. One of the students commented "You know, it is great to get the chance to really talk about things." After the Bridges project ended, students continued on with the show on their own. The radio station was supportive, the kids got to voice their opinion, and the Agenda was able to hear what the students thought. This was a great project for everyone!

These various student activities were fun and productive learning experiences. The Agenda for the 90's and Beyond was pleased that the future plans for Loveland included a important perspective from the youth.

H. Radio Talk Shows - In addition to all the printed material and the public meetings, the Agenda for the 90's also worked closely with the local radio station KLOV-1570AM. KLOV donated time and organizational help to put on two talk shows per month. The topics ranged from "Shopping in Loveland" to "Child and Spouse Abuse" to "Placement of Art". As one of the Owners of KLOV and a Steering Committee Member said,

Response to the programs was excellent. We allowed call-ins during the shows and heard some input from citizens who had not been involved to that point.

We experimented with times and found that although we're sure there was excellent listenership in the mornings, we got more phone calls with the early evening shows. We surmised that during the day, people were listening at work and could not access the phone as easily as they could at home in the evenings.

---Sara Weir

The talk shows were fun and got many additional people involved both as guests on the shows and as listeners.

I. Forums - It became apparent that in order to make wise decisions, everyone needed to be much better informed on several issues in particular. Therefore, community forums were organized for three different areas. The topics were "Growth", "The Effects of Poverty" and "Education". The main criteria for all the forums was:

1. They would inform people about all sides of the issue, and
2. They would not be divisive within the community.

The forums were all scheduled for the month prior to writing visions and goals for that area so that the information would be fresh and relevant.

The first forum was the Growth Symposium. Over 80 people came to hear experts from outside of Loveland discuss how growth related to the areas of community economics, environment, culture, government, and social issues. There was also an opportunity for the citizens attending the forum to give their thoughts on growth in Loveland. This was a highly charged issue for the community and provided an opportunity for the strong supporters of economic development to work with the local environmentalists.

The second forum was titled "The Effects of Poverty" and was sponsored jointly by the Women's Center and the Agenda for the 90's. Seven speakers from the area gave presentations. They were Jo

Yaromy on "Poverty and Youth", Pam Howard on "Prenatal, Medical and Infant Care", Marge Ramirez on "Minorities", Carol Plock on "Low Income Families", and Rhonda Williams on "The Effects of Poverty on Single Parents". Greg Piburn was the moderator and Lynda Nielsen was the facilitator who organized the entire effort. It was a very informative and moving experience. Rhonda Williams, who was the final speaker for the program, gave an extremely articulate and stirring description of the human realities of poverty. Everyone, even the people who worked in this area for years, seemed to have a new perspective when the evening was over.

The last forum was on Education. A School Board and Steering Committee member described the evening this way:

"Between forty and fifty people turned out for the August 27th Education Forum that kicked off our focus month on education. Despite the heat in the Walt Clark auditorium, they listened attentively to the first speaker, K. Jenkins of IBM, who shared some of his insights and ideas on education and the needs of the future.

The group then broke up into smaller groups who listened to and shared their ideas with our other five speakers. Depending on their interests, they attended sessions on the purpose of education, local demographic and social developments affecting education, financing education, responsibilities for education, and adult educational needs. There was a lot of interaction, and the participants were generally enthusiastic, though several wished they had more time."---Frances Moore

J. Speaker's Bureau - The Steering Committee formed a Speakers Bureau section at the very beginning of the project. Various members of the Steering Committee spoke to groups and organizations throughout the entire two year period. For certain special meetings like the kick-off meeting they called and made arrangements to talk to as many organizations as possible. At other times groups would call the office to arrange for a speaker. Steering Committee members also met with members of the two Toastmasters

clubs in Loveland so that they could help with the presentations. After this meeting some of Toastmaster's members also gave presentations to other groups and organizations.

In addition to speaking to the clubs and organizations, the City Manager and City Council helped facilitate a meeting with area business people to make sure they knew about the project and to solicit their support. The City Manager and members of the Speakers Bureau made a presentation to this group and several businesses signed up to help in various ways.

There were also groups that made special arrangements for presentations. The Economic Development Council asked for the Agenda for the 90's and Beyond to be a major part of their quarterly membership meeting. Several members of the Steering Committee helped to facilitate small group discussions of "What is a viable healthy economy and how do we combine this with community concerns about growth and maintaining a good quality of life?" Dick Greenberg, the Executive Director of the Economic Development Council, said, "Everyone found the meeting very interesting and actually quite fun." About 60 people took part and gave their input.

K. Community Outreach - The City Council had sponsored a lunch for the business community to stress the importance of the project, so it seemed appropriate that the people interested in social issues receive the same treatment. Therefore, the city Council also sponsored a luncheon for the providers of social services to let them know what the Agenda for the 90's was all about and the need to get involved. This lunch showed there was support, not only for economic interests, but also for human and social needs.

The Steering Committee and individuals in the community also recognized that there were certain groups of citizens that may not have had their ideas represented in the information gathered during Phase I. Because of this a subcommittee, called the Outreach Group, put in a tremendous amount of time and energy to reach out to these groups. The specific groups that they went out and listened to were: the Hispanic community, including a special visit with elderly Hispanics, single parents, low income/working poor, and other ethnic minorities employed in the community. The outreach group did everything possible to get input from the citizens including offering free swimming for the children while single parents were talking about their concerns and hopes. This group went well beyond the

bounds of what is normally done to get involvement.

L. Understanding the Needs of the Disabled - A questionnaire was developed to collect input from and about disabled individuals. The survey was written so that the information could be used by the Agenda for the 90's, the City of Loveland's Parks and Recreation Department, the Handicapped Advisory Commission, and Thompson School District. A member of the Handicapped Advisory Commission organized the distribution of about 1,500 of the questionnaires. They were distributed through the school system, Disabled Resource Services, and the M.S. Society. (For a copy of the results see the appendices at the end of the Full Report.)

One member of the Steering Committee, Len Yotko, also took part in Barrier Awareness Day by being confined to a wheelchair for several hours. Although obviously nothing close to reality, the experience did give him some insights which he shared with the Agenda for the 90's project. Len said, "Having used a wheelchair for 3 hours on Barrier Awareness Day makes me cognizant indeed of the determination required by the handicapped to move about in our society. Accessibility to many public areas and buildings is difficult and requires a high resolve to achieve mobility. It clearly emphasizes the necessity for a concerted effort to eliminate existing handicap barriers and to set and enforce compliance for eliminating handicap barriers for new projects."

Through the Agenda for the 90's and Beyond project Loveland citizens have begun to discover the tremendous number and quality of ideas out in the community. Both students and adults can make major contributions when someone listens to what they have to say.

VI. OTHER COMMUNITY ACTIVITIES

A. Introduction - In addition to the many other activities that were going on during the project, several activities happened that were not directly part of one of the phases. These activities definitely added to the community and the success of the project.

B. Facilitator Training - The City of Loveland Employee Relations Department worked with the Steering Committee to provide training on facilitation skills for the general public. The Agenda process used citizen facilitators for almost all of its activities and this training was requested by several people who felt they needed some additional

help in knowing what to do. The training was free. It was intended to help people who were already facilitating and to start to build a group of citizens who could facilitate other activities in the community. About 10 people attended the class.

C. Public Exhibits - As part of keeping the public aware and informed, Agenda for the 90's had booths and or exhibits at several community events including the Business and Education Expo put on by the Chamber of Commerce, the Corn Roast, the County Fair, and the Earth Day Celebrations in both 1991 and 1992. Several names were added to the mailing list from these activities and many people were able to get a better understanding of what Agenda for the 90's and Beyond was all about.

D. Tree Planting - Because of the fairly uniform agreement that adding trees and shrubs to the Loveland public streets would be a worthwhile effort, the Agenda for the 90's jointly sponsored a tree planting effort with the Linde Division of Union Carbide in the spring of 1991. During this project over 2,000 trees and 4,000 shrubs were planted by community volunteers for a cost of less than \$3,000. This project was continued again in 1992 by the Planning Division and the Parks and Recreation Department. In 1992 a total of over 3,000 trees and 8,000 shrubs were planted by community volunteers.

E. Life in Loveland Expo - The Life in Loveland Expo was an event to let the community find out about all the things going on in town, to build community spirit, and to let citizens have a fun time. The day was a GREAT success. There were performances, tours and 134 booths representing clubs, organizations, businesses, churches, city departments, social services, health care and schools. Over 4000 people came to get informed and have fun.

VII. ESTABLISHING A VISION - PHASE II (Visions and Goals)

A. Introduction - In April, 1991, after the collection of data (Phase I), seven main topical areas were identified for further in depth study. These were in order Environmental, Town Image, Government, Economic, Cultural, Social, and Education. One month, beginning in April, 1991 and ending in September, 1991, was spent on each of the topical areas. The only exception was the Town Image Element, which was prepared concurrently during the Environmental month. During this period, those individuals involved in each of the topical areas were assigned the responsibility to come up with a draft of the

visions and goals. Each group was required to use the process of informed consent. All of Phase II, took until November, 1991, to arrive at final product.

B. Organization - Framework for Monthly Meetings - For each of the topical areas discussed each month (e.g. Environmental, Economic, etc.), the same organizational framework was used. This consisted of two fixed (date) general meetings and a series of subgroup meetings. The first meeting of each month was spent introducing the citizen participants to the issues that were uncovered during Phase I (data collection) of the Agenda for the 90's process.

After going over the background data, a preliminary set of potential vision areas under the main topical area was presented by a facilitator for the meeting. The facilitator was usually a member of the Steering Committee. This initial list was used as a springboard to develop a more complete and comprehensive list of vision areas. Only those vision areas for which there was informed consent during this meeting, would be considered for further work. If consensus was not reached on including a particular vision area, that area was not studied.

Once informed consent had been reached on the vision areas, the citizen participants were allowed to select from one or more of the vision areas to participate in. They would then gather at a designated table where they would sign-up for the vision area subgroup, select a facilitator from amongst themselves, and establish future meeting dates. These subgroup meetings would be used to actually write the vision statement, do a strength-weakness-opportunity-threat (SWOT) analysis, write goals, and identify potential action plans the group would like to have considered at the appropriate time in the process.

At the pre-established meeting at the end of the month, a facilitator, who was a steering committee member, would ask each vision area subgroup to make a report to the general citizen participants in attendance. During this time, through lengthy debate, informed consent would be reached for all vision areas. Those visions or goals where consensus could not be reached during the meeting, were forwarded on in the final report as in need further discussion.

C. Compatibility Check - As part of understanding where Loveland was when the Visions and Goals were written, a compatibility check was done. All the City departments and several

other groups in the community, described their existing programs and recorded to which Visions and Goals they related. They also noted if their current programs were compatible with the Visions and Goals. The general direction of all the groups seemed in line with what the Visions and Goals recommended, although there were many areas that needed adjustment if they were to strictly follow the Agenda's plan.

D. Final Meeting - On November 16, 1991, a meeting was held to celebrate the completion of the Visions and Goals. Over 70 people came on a snowy Saturday morning to give the Visions and Goals one final nod of approval and to celebrate all the work and energy that went into them.

E. Areas for Further Consideration (No Informed Consent) - In spite of the large numbers of citizens who took part in the Agenda for the 90's and Beyond effort, there were surprisingly few areas where informed consent could not be reached. The only two were both in the Government area. The goals read:

Organization Goal - Cost per capita of local government should be less than other cities of comparable size, services, and tax base.

Finance Goal - Join revenue and resource consciousness with cost consciousness so that local governments emphasize revenue and resource availability even more that they do management of costs.

Because no informed consent could be reached on these, they seem to be areas where further consideration might be needed. We do know that there was at least one person in the community who could not live with these statements.

F. Visions and Goals - The Visions and Goals that were agreed upon, are the result of all the time, effort, understanding, frustration, excitement, and willingness that has been described in this Summary Report and the full report. The Visions and Goals are both general and specific. They cover almost every subject. Some are "visionary" and idealistic. Others are very straightforward and practical. The main point is that they were developed by the a large part of the community working together and coming to agreement. Hopefully they will set the direction that all the citizens of Loveland can use as a guide to help the community move into the future in a unified way.

The Following are the

Visions and Goals

**Developed by
Agenda for the 90's and Beyond
(A Community Long Range Planning Process)**

**for Loveland Colorado
1991 - 1992**

LOVELAND'S AGENDA FOR THE 90'S AND BEYOND

Visions and Goals written by the community - 1991

CULTURAL VISIONS AND GOALS

Leisure

Vision: Loveland will be a place in which exists a broad mix of opportunities for leisure time activities, including structured and unstructured, physical and non-physical, for all segments of the population. These opportunities, whether they are activities or simply places, will further enhance the sense of community by satisfying recreational needs locally and by fostering casual and informal communications.

Goals:

- C-1) Continue to monitor and meet recreational needs of the community for appropriate facilities.
- C-2) Develop a long range plan for the community that addresses leisure activities, including such things as public meeting places.
- C-3) Encourage continuation and further development of community-oriented events, including concerts, theater, etc.
- C-4) Encourage development of the downtown as a center for leisure activities.
- C-5) Look for ways to combine leisure with economic opportunities.
- C-6) Provide a range of leisure activities for all income levels of the community.
- C-7) Promote volunteerism to develop and maintain leisure activities.
- C-8) Assure that private and public facilities compliment each other.

Education in the Arts and Humanities

Vision: Loveland will continue to be a place where educational opportunities in the Arts and Humanities abound and the community enjoys the benefits of diverse education.

Goals:

- C-9) Arts and humanities resources will be made available to all citizens regardless of age, race, national origin, economic status, etc.
- C-10) Increase emphasis on arts and humanities in the schools.
- C-11) Expand financial base for education in arts and humanities.
- C-12) Expand citizen involvement in and support for education in arts and humanities.

The Arts

Vision: Loveland will be a community respected for an open and generous presentation, exploration, participation, and support of the arts.

Goals:

- C-13) Establish Loveland as a community in which all the arts can thrive. (Arts include visual, performing, literary, architectural, applied, industrial, fine crafts, multi-

disciplined, etc.)

C-14) Encourage better communication and coordination of the arts in the community.

C-15) Promote preservation of the arts in the public school curriculum.

C-16) Provide the economic and physical means for the support and expression of the arts.

C-17) Explore and create new ways to fund the arts.

C-18) Find ways to broaden public understanding of the functions of art.

C-19) Emphasize architectural heritage, past and present.

C-20) Recognize and consider Loveland's unique natural aesthetic and historical resources when planning new development.

C-21) Take advantage of Loveland's geographic location.

C-22) Find ways to encourage and honor ethnic diversity in the arts.

C-23) Encourage volunteerism in support of the arts.

C-24) Loveland will develop urban design policies to enhance an aesthetically pleasing hometown atmosphere.

History/ Tradition/ Heritage

Vision: Loveland will embrace its heritage and celebrate its past based on a well researched and documented history.

Goals:

C-25) Encourage research and record keeping that will lead to a well documented historical perspective of Loveland.

C-26) Provide assistance to those who want to undertake historic preservation.

C-27) Preserve the historic character of downtown and surrounding neighborhoods.

C-28) Encourage activities and events which will celebrate diverse cultural heritages of the area.

C-29) Expand programs which will overcome public apathy and lack of understanding about Loveland's historical and cultural roots.

C-30) Develop community and neighborhood awareness of and pride in historical, architectural, cultural, and other significant landmarks.

C-31) Encourage preservation, restoration, and incorporation of significant sites in the future planning and development of Loveland.

C-32) Seek additional financial support for historical and cultural programs.

C-33) Recognize and publicize the urgency of historical and cultural preservation.

LOVELAND'S AGENDA FOR THE 90'S AND BEYOND

Visions and Goals written by the community - 1991

ECONOMIC VISIONS AND GOALS

Business Climate

Vision: Loveland will be a community that is good for business because it is good for people. Individuals, government and business will support each other and practice resourcefulness, ethical behavior, proactive planning and respect for the physical environment.

Goals:

- Ec-1)** Create a climate where community and governmental attitudes are helpful to businesses no matter what size.
- Ec-2)** Emphasize Loveland's strengths and create opportunities out of our weaknesses.
- Ec-3)** Maintain a physically and socially appealing environment.
- Ec-4)** Provide support for individuals so they can become productive members of the workforce.
- Ec-5)** Encourage businesses that are concerned about the well being of their employees and their community.
- Ec-6)** Support the existing business community and encourage local businesses to remain and expand here.
- Ec-7)** Provide services to help businesses plan for the future.
- Ec-8)** Encourage a diversity in the community: people, business types, business size, etc.

Employment

Vision Statement: The community will support a climate in which local businesses are able to develop and offer diverse employment opportunities that are attractive to a capable, well prepared work force, which will enable all to satisfy personal goals and economic needs.

Goals:

- Ec-9)** Support the community pursuit of "life long" learning to enhance employability.
- Ec-10)** Encourage businesses to be more customer oriented.
- Ec-11)** Raise community awareness to buy locally.
- Ec-12)** Expand job market that provides for mid and upper range wage scale and benefits.
- Ec-13)** Maintain low unemployment.
- Ec-14)** Develop a local business and employment support network.
- Ec-15)** Eliminate lack of public transportation as a barrier to obtaining employment and training.
- Ec-16)** Better employer utilization of existing agencies specifically relating to economic health and development. (Chamber of Commerce, Job Service etc.)
- Ec-17)** Provide and share information about employment opportunities and shortages, and major trends that will affect the area.

Local Business

Vision: Citizens will create and promote a unique community which will attract desirable businesses, industries and consumers to enhance Loveland's economic, environmental and social strengths, overcome weaknesses, seize opportunities, eliminate threats and complement the products and services of neighboring communities.

Goals:

- Ec-18)** Encourage the use of zoned commercial and industrial centers within the City in environmentally sound ways.
- Ec-19)** Recruit businesses and industries which will achieve a sustainable future (by considering water, air, land, etc.)
- Ec-20)** Develop Loveland as the Gateway to the Rockies and encourage tourists to spend time and money in Loveland.
- Ec-21)** Establish Loveland as cultural center.
- Ec-22)** Develop a market niche unique to Loveland by utilizing its strengths such as the Sweetheart City, arts, and Gateway to the Rockies.
- Ec-23)** Accelerate the beautification of Loveland's entryways.
- Ec-24)** Develop programs which promote and enhance existing small businesses.
- Ec-25)** Promote consistent shopping hours in Loveland which are complementary to the times when people are able to shop.
- Ec-26)** Develop an educational program for the public which demonstrates the benefits of shopping in Loveland.
- Ec-27)** Encourage local business through incentives to incorporate environmentally sound practices into their business, such as conservation of resources, alternative energy usage, handling of waste, and protection of wildlife and their habitat.

Housing

Vision: Individuals and families who have chosen Loveland as their home will be able to choose from a full range of desirable housing.

Goals:

- Ec-28)** Plan for housing that meets the needs of all economic levels.
- Ec-29)** Recognize housing as a community concern.
- Ec-30)** Develop creative, innovative ways to provide housing. (community involvement, coalition planning and building, etc.)
- Ec-31)** Provide ongoing information and education to the community on current and future housing issues. (vacancy rate, zoning regulations, housing needs, size of lots, etc.)
- Ec-32)** Futuristic thinking by local government, the community, and the housing industry should create affordable, architecturally attractive housing for a growing community.
- Ec-33)** Achieve balance between open space preservation and housing development.
- Ec-34)** Encourage incentives for community participation and pride in areas such as property maintenance, upgrading existing homes, landscaping, etc.

Ec-35) Housing needs should be addressed on a regional basis and match the market needs.

Ec-36) Housing needs of the community will be addressed in any future business expansion and development plans.

Future of Downtown

Vision: The future of downtown lies in broadening and enhancing its economic base, while maintaining the liveability and character of the downtown community with a focus on preserving its historic uniqueness and appreciating its historical importance.

Goals:

Ec-37) Create reasons for people to frequent downtown through activities such as entertainment, recreational activities, and special events, etc.

Ec-38) Strengthen and diversify the retail, economic and employment base in downtown.

Ec-39) Ensure that downtown liveability is enhanced.

Ec-40) Encourage the development of the arts, cultural and educational opportunities.

Ec-41) Provide housing for a diversity of income levels with a sensitivity towards existing downtown residents.

Ec-42) Continued support for infrastructure and parking improvements.

Ec-43) Encourage the preservation of historic buildings and enhance the historic flavor of downtown.

Ec-44) Encourage open-minded community participation in utilization of downtown.

Ec-45) Consider downtown locations for development of regional meeting and events facilities.

Interrelationships

Vision: Loveland will anticipate global, national and regional economic changes in order to take advantage of economic opportunities and to minimize the effect of economic downturns.

Goals:

Ec-46) Acquire cutting edge economic scanning and trend analysis capabilities.

Ec-47) Seek to maintain a balanced and diverse economic base.

Ec-48) Coordinate Loveland's economic development effort whenever feasible and appropriate, with those of other regional entities.

Ec-49) Take into account the impact of non-profit organizations on the local economy.

Ec-50) Have a strong voice in regional decision-making processes that affect our economy.

Ec-51) Loveland will take its place in the global market by such things as exploiting geographic advantage for a global satellite communications base and exploring the cost and benefits of installing high tech communications infrastructure as a utility.

Ec-52) Economic decisions should be environmentally and socially responsible to the

interests of the global community.

Ec-53) Pursue educational excellence as a means of assuring economic stability.

LOVELAND'S AGENDA FOR THE 90'S AND BEYOND
Visions and Goals written by the community - 1991

ENVIRONMENTAL VISIONS AND GOALS

Beautification

Vision: By improving and maintaining its beauty, Loveland will have an attractive and peaceful environment which is free of noise and visual pollution.

Goals:

- E-1) Develop written commitment to beautification.
- E-2) Have monthly volunteer cleanup drives for different areas.
- E-3) Strengthen and enforce sign control ordinance.
- E-4) Strengthen and enforce site development standards.
- E-5) Strengthen and enforce noise control ordinance.
- E-6) Accelerate utilities undergrounding.
- E-7) Regulate new and existing towers.
- E-8) Preserve mountain views.
- E-9) Recognize and control light pollution.
- E-10) Eliminate and prevent eyesores.
- E-11) Beautify city entryways following existing plans.
- E-12) Promote tree planting, xeriscaping and other landscaping.
- E-13) Maintain open space through acquisition and zoning.
- E-14) Expand these goals to include county enclaves and the Urban Growth Area.

Education

Vision: Residents and businesses will be environmentally aware and educated to take appropriate actions to utilize and care for all resources wisely.

Goals:

- E-15) Develop effective environmental education at all levels.
- E-16) Review all legislation for its environmental impact.
- E-17) Develop public interest and action in conservation through monetary and non-monetary incentives.
- E-18) Develop conservation education programs for developers and builders.
- E-19) Develop education program which will encourage lifestyle changes.
- E-20) Improve public access to environmental information.

Conservation and Recycling

Vision: The community will preserve and protect the quality of life in Loveland by promoting conservation through the cooperative efforts of everyone in the community including business, government, groups and individuals

Goals:

- E-21) Establish a centralized city position and/or commission that focuses their full-time attention to conservation issues.

- E-22) Change transportation and land use policies to reduce automobile use: a.) encourage use of bicycles and walking as transportation alternatives; develop and preserve bicycle/walking routes; b.) Support efficient mass transit development and use, locally and along the Front Range; c.) Reevaluate subsidies for new roads and parking; d.) Encourage car-pooling and telecommuting.
- E-23) Encourage replacement of wood stoves with cleaner appliances.
- E-24) Promote low-flow fixtures.
- E-25) Adopt progressive billing rates.
- E-26) Expand water conservation education.
- E-27) Promote xeriscaping and agricultural conservation.
- E-28) Promote conservation-oriented utility pricing.
- E-29) Amend zoning and building codes to encourage use of natural ventilation and sunlight, and to encourage other energy conservation.
- E-30) Retrofit homes and offices for energy efficiency, including the use of renewable energy sources.
- E-31) Promote the use of solar and passive solar energy.
- E-32) Recycle everything physically possible to remove all recyclables from the waste stream; assure accessible collection points and processes.
- E-33) Through City and State legislation, eliminate purchase and use of non-recyclable/non-reusable materials.
- E-34) Encourage reduction of waste generation by disincentives such as collection fees based on amount of waste.
- E-35A) Adopt procurement policies which give priority to recycled materials.

Parks and Open Space

Vision: Our vision is that the community will view parks and open space as important for humans and all living things, becoming an integral part of the lifestyles of our citizens and visitors. This philosophy will include a balanced approach to planning, seeking ways to conserve natural resources while meeting the needs of a community likely to grow in coming years. We look forward to the day when parcels of varying sizes of developed and undeveloped parks and open space will be located in all parts of the city, becoming part of Loveland's image and identity. Some parcels should be accessible to all people for multiple uses while others should be left relatively undisturbed, preserving their natural values. When appropriate, we believe this space in and around the community will be used for educational purposes as well as places of relaxation, beautification and recreation.

Goals:

- E-35B) Identify and preserve acreages of varying size and significant natural value.
- E-36) All related agencies will strive to attain shared visions, goals and standards for parks and open space. (Note: "Agencies" includes governmental agencies, community organizations, private businesses and interested individuals.)
- E-37) Encourage citizen involvement and support for parks and open space.
- E-38) Maintain a sense of community identity by establishing open space to ensure physical separation from other communities.
- E-39) Continue to maintain our concern for parks and open space. We don't want to lose our strengths and opportunities by neglect.

- E-40)** Establish a broad-based community parks and open space educational program that addresses conservation and preservation.
- E-41)** Establish a community-based funding and planning program for acquisition, development and maintenance of open space.
- E-42)** Investigate alternative and creative ways of acquiring and maintaining both private and public open space.
- E-43)** Plan ways to please diverse interest groups with our parks and open spaces.
- E-44)** Develop a conflict resolution process to achieve consensus on parks and open space issues.

Growth, Development and Planning

Vision: Through an open, interactive, continuous community planning process, Loveland, including its Urban Growth Area, will become a model for environmentally sound development.

Goals:

- E-45)** Fairly assess the actual impacts, costs and benefits of growth with a high level of public input.
- E-46)** Encourage representational diversity and provide environmental education to public policy making bodies.
- E-47)** Create public awareness of development and planning processes and issues.
- E-48)** Encourage and facilitate open and ongoing discussion as to the environmental future of Loveland.
- E-49)** Minimize traffic congestion.
- E-50)** Promote regional efforts to improve environmental quality.
- E-51)** Become a leader in a bio-regional approach to development.
- E-52)** Development in Loveland will be compatible with and sympathetic to the natural environment.
- E-53)** The planning and development process should encourage citizen participation.
- E-54)** Identify and preserve environmentally sensitive areas.
- E-55)** City government will incorporate environmental analysis and input in growth, development and planning processes.
- E-56)** The planning process will be environmentally proactive.

Natural Resources

Vision Loveland citizens will live in a sustainable, harmonious balance with their natural resources, while understanding the intricate interrelationship with surrounding communities.

Goals:

- E-57)** Identify experts in the community and draw on their knowledge to help: a.) identify our natural resources and the natural balance between them; b.) evaluate the impact of the community on that balance and identify key threats to it; c) rank the threats in order of severity.
- E-58)** Develop an overall plan that can be understood and used by the community to reach and maintain a balance with our natural resources, and unite the community

towards a common goal of continued progress and solutions.

E-59) Develop a baseline for measuring the future quality and quantity of resources.

E-60) Recognize existing projects, groups and efforts and integrate them into the overall plan.

E-61) Educate the community about natural resources with respect to: a.) what the definition is; b.) current status; c.) problems and threats.

E-62) Obtain a community consensus on expectations regarding the quality and quantity of natural resources.

E-63) Work with other communities, existing groups, and governments to find solutions to local and regional problems and to contribute to solutions for national and global problems.

Transportation

Vision: Loveland will have an environmentally, socially, and economically balanced transportation system that addresses local and regional needs in a simple, safe and cost effective way, which is accessible to all.

Goals:

E-64) Encourage the use of alternative fuels to provide for clean air and not deplete natural resources.

E-65) Create an interactive transportation system. (Examples: park car and ride bus or train or a bike rack on a bus)

E-66) Consolidate management of transportation system at regional and local levels.

E-67) Develop a transportation system that is compatible with the natural environment.

E-68) Encourage the use of non-auto modes of travel.

E-69) Promote people helping people with transportation needs.

E-70) Develop a balanced, regional transportation system that is user friendly.

E-71) Develop a user-supported transportation system.

E-72) Encourage a land use pattern that supports a balanced transportation system.

E-73) Create a harmony between cars, bikes and pedestrians.

E-74) Evaluate existing transportation systems and future technologies.

E-75) Develop an education campaign to increase public awareness of transportation options.

Health and Safety

Vision: Loveland's citizens will live in a safe and healthy environment free from human generated and naturally occurring hazards and threats as much as possible.

Goals:

E-76) Reduce the potential for fires in residential occupancies that cause injury or death.

E-77) Develop safe, intelligent, and informed use, transportation, and disposal of hazardous materials.

E-78) Coordinate educational, disposal, and enforcement programs for handling of hazardous materials on a regional basis.

E-79) Encourage high air and water quality standards for the City of Loveland.

- E-80) Reduce the risks of hazardous material spills.**
- E-81) Reduce the risks of hazardous materials fires in the city limits.**
- E-82) Create residential safety buffers along potentially dangerous corridors.**
- E-83) Encourage education as a means of greater compliance to existing and new regulations.**

GOVERNMENTAL VISIONS AND GOALS

Communication, Participation and Access

Vision: Loveland will become a community where government and citizens, working together, establish common goals for the present and future.

Goals:

- G-1) Involve a wide cross section of the community in all phases of governmental activities.
- G-2) Develop opportunities for leadership training and civic education.
- G-3) Enhance two-way communication between citizens and government which includes: learning, listening, feedback, constructive criticism and results.
- G-4) Dispel citizen misperceptions about government.
- G-5) Develop trust between citizens and their government.
- G-6) Build on our communications successes and learn from our failures.
- G-7) Create a "common language" for communication between citizens and all phases of government.
- G-8) Encourage citizen participation and the exchange of different viewpoints by making people feel safe, and comfortable when they take part in civic activities.
- G-9) Seek innovative solutions to communication, participation and access problems.
- G-10) Provide reliable and honest information so citizens can make informed decisions.

Growth and Planning

Vision Loveland citizens, representing all socio-economic interests, shall openly and cooperatively work with local government representatives to plan for growth (and/or changes) that is of high quality; compatible with existing uses and values; financially viable; and provides a climate that allows business to provide sufficient job opportunities.

Goals:

- G-11) Increase levels of citizen participation.
- G-12) Overall financial impacts on the City should be considered during the planning process.
- G-13) The general public will be well informed about issues in sufficient time to allow them to provide meaningful input.

Regulation and Enforcement

Vision: Regulation and enforcement will provide protection, safety and comfort for the citizens. Common sense, temperance and an understanding of community culture will be used in both developing and enforcing the regulations.

Goals:

- G-14) Provide two-way communication between citizens and government regarding regulation and enforcement. This would include such things as level (quantity), style (how delivered), and cost.
- G-15) Base enforcement upon flexibility in the best interest of all concerned. (Follow

the spirit of the law, not the letter of the law.

G-16) Continue to coordinate regulation and enforcement between various agencies, departments and government entities.

G-17) Create a user friendly environment of regulation and enforcement, so customers are treated fairly, politely and quickly.

Services

Vision: Government will provide high quality cost effective services based upon citizens' prioritized needs and desires, balanced by the community's ability and willingness to pay.

Goals:

G-18) Provide services to the public that are cost effective and affordable.

G-19) Services should be the highest quality attainable with available resources.

G-20) Services will be customer driven.

G-21) Various governmental agencies will coordinate services to eliminate duplication, increase public awareness of services, and address existing and potential unmet needs.

Accountability

Vision: We, the people of Loveland, agree to hold ourselves accountable for ensuring government of, by and for the people. Effective, participatory democracy requires a reasonable means by which citizens can hold government responsible for what it does or does not do.

Goals:

G-22) Government accountability will be an ongoing, community-wide process.

G-23) The community will develop standards by which all different levels of government can be held accountable.

G-24) Provide training for public officials, government workers and volunteers in areas of accountability.

G-25) Provide community education for citizen understanding of accountability.

G-26) Government goals, actions and results will be clearly communicated.

G-27) Government will be open and responsive when dealing with citizens.

Organization

Vision: Local government and agencies should be efficient and effective organizations with excellent communication and interaction with other agencies, government bodies and residents.

Goals:

G-28) Explore the possibility of Loveland becoming a home-rule community.

G-29) Elected officials should set policy, paid professions should manage within the policy.

G-30) Have an incentive plan based on reducing costs and improving efficiencies.

G-31) Address interjurisdictional issues, for example, city/county, school districts and

special districts.

Finance

Vision: Through responsible, innovative, dedicated, accountable leadership, and creative financial planning, we will be responsive to the physical and human requirements of citizens and insure access to essential services using appropriate public and private resources to create an exciting and resourceful community.

Goals:

- G-32)** Explore ways to further diversify the business and industrial base with particular emphasis on small and medium sized companies.
- G-33)** Determine the range and extent of public support for the expenditure of public resources to attract business and industry.
- G-34)** Create the capacity to meet community needs through innovation, cooperation, and combining (rather than duplicating) efforts to use appropriate community and regional resources-human and fiscal-wisely and effectively.
- G-35)** Explore the possibility of Loveland becoming a home rule community.
- G-36)** Determine a balance between the services people want and what they are willing to pay for.
- G-37)** Creatively explore, identify and capitalize on recreational and business opportunities to generate more tourist revenue.
- G-38)** Develop a strategy to continuously identify potential threats to Loveland's financial well being.
- G-39)** Identify needs and wants, form a consensus on community priorities, and marshal appropriate resources (public and private) to meet those priorities in a coordinated manner.
- G-40)** Reframe public leadership thinking away from tactical "quick fixes" and annual priorities to a strategic prospective that identifies community goals and initiates those productive changes and long-range strategies essential to the attainment of those goals.
- G-41)** Develop creative ways to take advantage of citizen volunteerism and capital, to enhance the sense of community ownership.
- G-42)** Continue to find ways to build trust by bringing more informed citizen involvement into the decision making process.

LOVELAND'S AGENDA FOR THE 90'S AND BEYOND
Visions and Goals written by the community - 1991

SOCIAL VISIONS AND GOALS

Social Well-being

Vision: In Loveland every citizen will be able to access the social and economic aspects of life for well-being including, but not limited to, affordable housing, transportation, clothing, health care, child care, proper nutrition and needed training.

Goals:

- S-1)** Encourage additional financial support for human services.
- S-2)** Encourage a quality work-force in all human service agencies.
- S-3)** Encourage innovative methods of delivering services to promote self-respect and independence.
- S-4)** Have a strong interagency coalition.
- S-5)** Encourage the community to show appreciation to human service agencies.
- S-6)** Raise community consciousness of human service needs.
- S-7)** Promote basic life training skills for all citizens.

Transportation

Vision: Transportation will be accessible to all area citizens.

Goals:

- S-8)** Enable all citizens to get where they need to go.
- S-9)** Research, consider and plan for alternative types of transportation.

Safety, Prevention, Proactive Programs (SPPP)

Vision: Loveland will approach safety, prevention and proactivity in a manner which is imaginative, innovative, and accessible, that values diversity, fosters self-sufficiency and self-esteem, allows people to live free from fear, treats people with dignity and respect, and whose citizens are socially educated and socially sensitive.

Goals:

- S-10)** Develop an understanding of and sensitivity to issues affecting the quality of life in our community.
- S-11)** Develop imaginative, innovative and accessible programs that result in long term solutions to safety and social issues.
- S-12)** Encourage personal beliefs that value diversity, raise self-esteem, encourage self-sufficiency, and treat others with dignity and respect.
- S-13)** Create an environment that encourage empowerment of individuals and families.
- S-14)** Raise community awareness of needs and services revolving around safety and prevention issues.
- S-15)** Develop a means to truly understand the needs of the public and a structure

that maximizes coordination of resources.

S-16) Encourage all segments of the population to be aware and involved in a way that suits their interests and skills.

S-17) Establish an environment free of crime.

S-18) Continue to provide a short-term, crisis network of assistance.

Housing

Vision: Individuals and families living in Loveland will have access to a full range of quality, affordable housing.

Goals:

S-19) Develop housing that meets the diverse needs of people of all socio-economic levels.

S-20) Recognize housing as a community priority.

S-21) Develop creative, innovative ways to provide quality, safe, affordable and architecturally attractive housing and neighborhoods. (Community involvement, coalition planning and building, local government incentives, lender cooperation, etc.)

S-22) Provide education and centralized information on current and future housing issues and needs of the community and the region.

S-23) Encourage the maintenance and renovation of existing housing and landscaping.

Physical and Mental Health

Vision: All Loveland citizens will have access to resources and care that will enable them to achieve the maximum level of wellness in the physical, emotional, spiritual, mental and social aspects of their lives. Our community will be educated to the acute and chronic needs of all people, from birth to elder years. The community will not only be sensitized to such needs, but will take responsibility to insure that solutions are found.

Goals:

S-24) Continue to create innovative, preventative programs that will eliminate the need to "band-aid" the problem.

S-25) Provide more intervention/education about rape, child abuse, elder abuse, domestic violence - prior to an abusive situation occurring.

S-26) Continue to support programs that are helping families toward wellness and self-sufficiency, i.e. WIC, Project Grow, Women's Center Dental Prevention Program.

S-27) Establish a physical and mental health system that will help people before they become chronically ill.

S-28) Educate the community on issues of teen sexuality and pregnancy.

Diversity in the Community

Vision: Loveland will foster and value the cultural uniqueness of all its citizens.

Goals:

S-29) Develop community leaders with commitment and skills to effectively integrate

and utilize Loveland's diverse population.

S-30) Create an environment that recognizes and builds on individual differences through use of communication and positive relationships.

S-31) Create an educational system that promotes and fosters cultural diversity.

S-32) Incorporate an emphasis on diversity in community planning.

S-33) Increase involvement and develop leadership from minority populations.

Access, Utilization and Coordination of Services and Resources

Vision Statement: The Loveland area will have an organized system effectively providing access to and responsibly delivering a full range of needed human services that promote community well-being.

Goals:

S-34) Develop a method for making the public aware of the need for human services.

S-35) Coordinate/network information of human service agencies and resources (to include government and churches).

S-36) Determine appropriate leadership for the process of delivering and monitoring human services/resources [for example: United Way CPS (Community Problem Solving) Committee].

S-37) Ensure that all human services/programs are cost-effective, accessible and promote community well being.

S-38) To monitor legislative process on issues affecting accessibility to human services.

S-39) Create a "common language" which bridges the gaps of communication (understandable terminology).

Awareness, Involvement and Responsibility

Vision: All individuals are aware of the issues affecting their own life as well as the needs of their neighbors, get involved in the best way possible to solve problems at the level closest to the source, and accept the responsibility to inform, educate and involve people at all levels as to the needs and solutions.

Goals:

S-40) People learn to communicate.

S-41) People develop respect for themselves and everyone else.

S-42) People feel a sense of belonging.

S-43) The services system is individual-oriented and serves to assist people to reach the highest level of self-sufficiency that they can.

S-44) People can easily talk to government and government is responsive to social needs.

S-45) People participate in community problem-solving.

S-46) People know where to go to get and give help.

LOVELAND'S AGENDA FOR THE 90'S AND BEYOND

Visions and Goals written by the community - 1991

EDUCATION VISIONS AND GOALS

Purpose of Education

Vision: Our vision of education in Loveland is a system that will inspire citizens to be creative, critical thinkers, capable of ethical decision making, with an inherent desire to learn, and trained in the life skills needed to be responsible citizens.

Goals:

Ed-1) Write a new formula for measuring achievement to supplement or replace current test/score based methods.

Ed-2) Social planning and social change will become the responsibility of an educated citizenry through political action.

Ed-3) Produce citizenry that can think critically, be creative, and have the flexibility to adjust to vocational and/or avocational changes or opportunities.

Ed-4) An atmosphere conducive to learning should be established through teacher initiative, student self-discipline, parent responsibility, and community involvement.

Ed-5) We will capitalize on every child's innate desire to learn by ensuring success in early educational experience.

Ed-6) Educators will be freed from requirements that prevent the focus on individual plans to meet the needs of each student.

Creative Use of Resources

Vision: We will have an environment that encourages, for our total community, creative use of all resources for educational purposes.

Goals:

Ed-7) Develop flexible rules, regulations, and laws which encourage innovation.

Ed-8) Improve coordination of resources both public and private.

Ed-9) Encourage multiple use of facilities.

Ed-10) Build joint ventures (partnerships) among post secondary institutions with the schools.

Ed-11) Promote educators working with business in their respective environments.

Ed-12) Consider creative allocation of time (i.e. day/year).

Ed-13) Promote use of new/current technology to enhance educational resources for the community (i.e. distance learning, every teacher to have computer - software, cable T.V., library interlinks, interactive video).

Ed-14) Encourage volunteerism.

Lifelong Learning

Vision: Learning opportunities in addition to the traditional kindergarten through high school and college curriculum, will be available to the people of Loveland throughout their lifetime. Life broadening and improvement skills will be taught through a wide variety of methods and applications, will help the individual learner, will engender a

general attitude of the worth of education, and in the process, will ultimately benefit the community.

Goals:

Ed-15) Provide mechanisms for individuals to coordinate their lifelong learning effort with providers.

Ed-16) Promote the intrinsic worth and benefit of lifelong learning.

Ed-17) Use all available technology and resources to make lifelong learning convenient and affordable.

Ed-18) Provide resources (building, staff, etc.) to stimulate curiosity through hands-on exhibits, tours, etc. (e.g. nature walk, local history site exhibits, sculpture foundry exhibit, science center, etc.)

Financing of Education

Vision: The Loveland community will financially support education and become a leader in the development and implementation of comprehensive education support strategies.

Goals:

Ed-19) Assure funding at 100% of state entitlement amount.

Ed-20) Establish school/community partnerships to achieve education/experience in alternative ways. (Potential areas are drama, art, music, sports, computer literacy, etc.)

Ed-21) Create alternate funding for education (Lottery, Lotto, Keno).

Ed-22) Inform the community as to its role in school support and show community members how they can assist in education for our future.

Ed-23) Let people know where and how to get involved and what their value in the education process might be.

Ed-24) Assure efficient and effective district management through the use of community resources.

Community Responsibility for Education

Vision: Every member of the Loveland Community will recognize that education is essential to maintain our common values and continued prosperity; and all will willingly accept and exercise their responsibilities for supporting and nurturing learning.

Goals:

Ed-25) Create and take advantage of all available resources that would supplement educational opportunities that exist in the community.

Ed-26) The citizens of our community will express their value of education by defining and accepting the responsibility for educational excellence.

Ed-27) The community and the educational system will accept the responsibility for communicating with and understanding each other.

Ed-28) The community will accept the responsibility for developing the means by which each child will arrive at school ready to learn.

Ed-29) Schools will be used as community and neighborhood centers.

Ed-30) The citizens will recognize and accept the reality of the social conditions and

problems that affect education and take the necessary steps to correct them.
Ed-31) All students will feel comfortable and ready to learn, and can communicate effectively.

LOVELAND'S AGENDA FOR THE 90'S AND BEYOND
Visions and Goals written by the community - 1991

TOWN IMAGE VISION AND GOALS

Vision: To inspire in future Loveland a diverse and attractive community planned to enhance its historical and rural references, its natural beauty, and its economic vitality, and to protect its friendly, comfortable, small town atmosphere.

Goals:

T-1) Maintain a balance between open space and development.

T-2) Protect Loveland's unique natural features such as, Big Thompson River Corridor, mountain views, lake shores, bluffs, and environmentally sensitive open space.

T-3) Ensure future development maintains sympathy of character with historic and natural references.

T-4) Maintain and enhance recreation opportunities.

T-5) Capitalize on the "arts" blending the City's image as an art center.

T-6) Establish citizen based planning and design to create pride and sense of neighborhood and community.

T-7) Preserve Loveland's small town character through elements such as:
Tree lined streets, identifiable neighborhoods, small scale, knowing your neighbors, access to rural areas, narrow streets, few signals, lack of traffic congestion, low density (housing to open space), people - individuals - count and make a difference, keeping cultural activities accessible to all, respecting existing values, helping each other - volunteerism, supporting small business, pedestrian friendly, safe, and clean.

T-8) Preserve, enhance and develop a diverse system of accessibility for all citizens regardless of age or handicaps.

T-9) Explore alternatives to traditional single family housing.

LOVELAND AGENDA FOR THE 90s

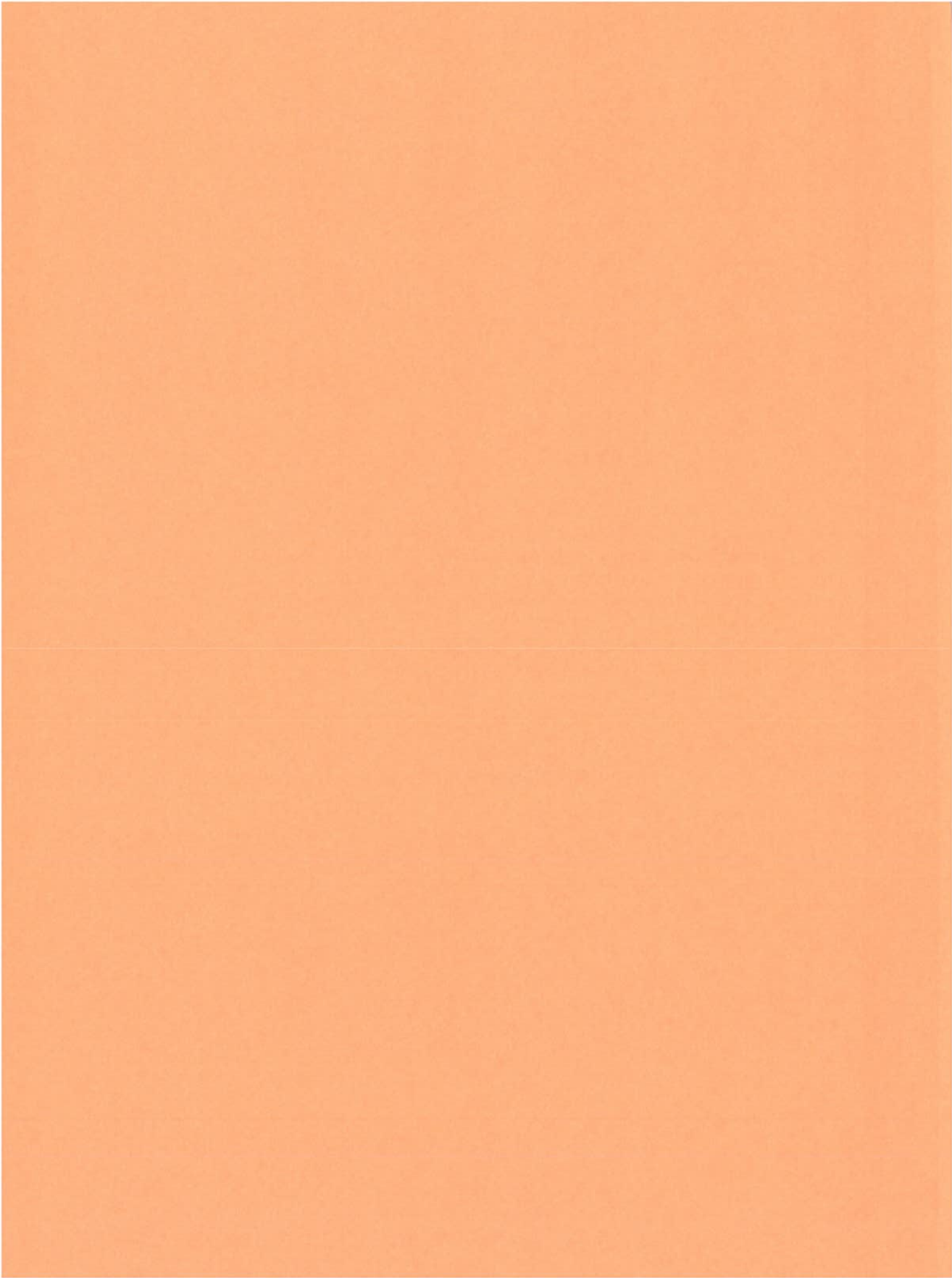
Civic Action Plan

MARCH 1991

A Report of the National Civic League
and
The Loveland Civic Index Task Force

written and compiled by

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NCL Associate



LOVELAND AGENDA FOR THE 90s CIVIC ACTION PLAN

The Loveland Agenda for the 90s Civic Action Plan addresses how the community should move forward to strengthen its capacity to confront and solve the pressing and complex community issues Loveland will face in the 1990's.

If implemented, the recommendations emerging from the Civic Index self-evaluation process (described in this action plan) will ensure that the priority issues identified through the Agenda for the 90s Process will be acted upon.

This action plan is intended to put the civic infrastructure in place that can assist the citizens of Loveland in developing both the tools and leadership capacity necessary to act decisively. The motivation shared by all members of the Civic Index Task Force is to ensure that the Agenda for the 90s Community Plan is neither "just another plan" nor "just their plan."

The report is organized around The National Civic League's 10 Civic Index Components. It is a synthesis of common themes that civic index participants put forth during the series of workshops held in early 1991. The National Civic League's 10-point Civic Index was a critical component of the Agenda for the 90s process for two principal reasons. First, the community's elected leadership had come to the conclusion that Loveland needed to "change the way it conducts business." Second, the planning department had recognized the need to update Loveland's comprehensive plan. The Civic Index is premised on the belief that communities do not lack the resources—either human, financial, or material—to solve the problems they face. Communities frequently do lack, however, the skills needed to fully realize their considerable potential. These skills include communication, negotiation, facilitation, understanding, and the ability to form a shared vision. In some communities consensus-based decision making is challenged not only by the lack of skills but also by a culture of misunderstanding and antagonism among groups.

Designed to involve diverse community representatives in cooperative decision making, the Civic Index was uniquely suited to the kind of strategic planning process Loveland wished to undertake. The City Manager, Mike Rock, stated that his administration is committed to "changing the way we do business." Loveland's specific concerns regarding the city organization was a perception that "it was closed and bureaucratized and that its problem-solving capacity was weak and its various sectors untrusting and uncommunicative." These issues lent themselves to the "civic infrastructure" analogy of how communities confront and solve problems. Civic infrastructure consists of pivotal skills, where the more familiar conception of infrastructure embraces necessary physical features. Both categories are equally vital to community success.

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE '90'S PROCESS--

definition: these are standards that deal with how the current Agenda for the '90s project being undertaken. The guidelines are "process" recommendations that should be practiced rather than talked about as "something we should do."

B.. CRITICAL ACTIONS TO TAKE NOW

definition: these are action items that address what the Loveland community can do now strengthen and improve its capacity for confronting and solving complex issues. These are actions that can be implemented now if some group takes responsibility.

C. BIG IDEAS

definition: these are actions that the Civic Index task force would like to see implemented. They are important concepts that were discussed by more than one index group and will require the coordinated effort and commitment of many different interests.

This report begins with observations of Loveland's problem-solving practices made by the National Civic League. The observations are followed by a component-by-component summary of findings emerging from the process. The findings recommend specific actions to be undertaken by the Loveland community, and are intended to provide an overview of where the Agenda for the 90s process might wish to focus its efforts.

NCL OBSERVATIONS and RECOMMENDATIONS

Our review of all of the work the Civic Index Task Force completed over the last two months clearly points to some areas that will require additional attention. There were 10 common themes that were apparent in all Civic Index components. Our recommendations regarding how to proceed from here are:

- 1) Skill Building in all areas of Leadership and Governance is desired by the Civic Index Task Force.**
- 2) Participation and volunteerism are among Loveland's strengths. Effectiveness could be improved by better cooperation and communication.**
- 3) There is a great deal of information, perhaps too much--the "message" is not getting out. The community needs to look at new ways of communication. More one on one in person communication will help to ensure that everyone is getting the same information in the same form.**
- 4) As in many Colorado communities, intergroup relations is a taboo subject. Loveland's citizens need to investigate new forums for openly discussing issues of color, religion and different values.**
- 5) Celebrate your Successes**
 - * high level of philanthropy**
 - * good volunteers**
 - * leaders with new skills**
- 6) A resource bank or skills bank is a high priority of the Civic Index Task Force. The Loveland community seems to want to make better use of its fine human resources.**
- 7) "Centralized information" is a critical need. There are a number of suggestions that the Civic Index Task Force came up with. Who controls this central repository of information is a critical decision. As many Loveland citizens pointed out: custodians of information are powerful.**
- 8) Loveland schools will need to play a major role in cultivating the involvement of youth in the civic arena.**

- 9) There is still an overwhelming focus on government --there needs to be greater appreciation of what the people of Loveland can do,*with* or *without* government.
- 10) The Civic Index task force would like a greater diversity of people, particularly the disenfranchised to become involved. The task force would like to groom new leaders that understand collaboration and consensus building.

I. CITIZEN PARTICIPATION

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE 90s PROCESS--The Agenda for the 90s process shall:

1. Broaden the existing involvement of people in the community. The steering committee, with assistance from the Civic Index Task Force, shall personally invite more children, members of single-income families and minorities to participate.
2. Develop a meeting schedule or opportunities for citizen input that allows the "have nots" and those with little or no power to participate in a meaningful way.
3. Get a list of Leadership Loveland graduates and use them in the Agenda process. Ask this year's class to take on a specific Agenda for the 90s project.
4. Initiate a mechanism to ensure that the current process continues. The Civic Index Task Force should utilize NCL case studies for sound ideas regarding how other communities across the country have done this.
5. Publicize the results of the Agenda for the 90s process as well as opportunities for participation through regional company newsletters.

B. CRITICAL ACTIONS TO TAKE NOW

1. City Council should appoint an existing staff person to serve as a ombudsman for the community. This person would be able to help different interests in the community understand how existing institutions work, make decisions and get through the system (see Civic Education for related action)
2. The City of Loveland should develop a concise brochure educating citizens about government and how to participate effectively in the governance of Loveland.
3. Leadership Loveland should look at ways to ensure that its participants are reflective of citizens within the community.
4. City council members should make themselves available to neighborhood groups to discuss issues of interest or for assistance on moving forward with a particular concept.

C. BIG IDEAS

1. The ombudsman program is envisioned as having a more comprehensive purpose than sharing information about government. The concept should be coordinated with the index component on Community Information Sharing - the concept of a "Kommunity Shack."
2. Develop an ongoing Citizens Forum (refer to index component on Community Information Sharing).

II. COMMUNITY LEADERSHIP

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE 90s PROCESS--The Agenda for the 90s process shall:

1. Celebrate individuals who have exhibited the skills of the new type of civic leader.
2. Utilize a consensus based process to reach decisions.
3. Ensure that those who have ownership in the Agenda process are representative of the citizens of Loveland.
4. Work toward involving those that have been disenfranchised--the youth, the elderly and those who are "too busy."
5. Utilize cable T.V., utility bills and company paychecks as a means of keeping people informed (refer to citizen participation and community information sharing).
6. Ask existing community groups to consider wider issues during the month of March-- these discussions and feedback should be brought back to the Agenda steering committee in early spring.

B. CRITICAL ACTIONS TO TAKE NOW

1. Ask the school board to develop new ways of getting information to the community.
2. Community service requirements should include civic duty and work in civic organizations.

C. BIG IDEAS

1. A group of representative interests including decision makers, parents, youth, educators, and employers should initiate an effort to develop a community leadership curriculum in the schools. The NCL has helped initiate these activities in other areas and can provide case studies as well as skill areas for consideration.
2. Leaders require new skills. Skills of particular interest are listening, communication, consensus building and problem solving. These are the same new skills corporations believe are needed to be competitive in the workplace (refer to report Developing a Competitive Workforce a Colorado Jobs for the Future Publication available through the Colorado Department of Labor).

III. GOVERNMENT PERFORMANCE

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE 90s PROCESS--The Agenda for the 90s process shall:

- 1. Have regularly scheduled publicized meetings with the city manager, council and department heads to inform them of findings.**
- 2. Use ward meetings as a means to discuss the critical Agenda issues that will require community direction and decisions about the future of the community.**
- 3. Institute a series of ground rules that will be reviewed at the outset of every meeting or workshop that will ensure "that-it-is-safe-to-voice-one's-opinion."**
- 4. Use a neutral facilitator at every meeting or workshop to avoid personality attacks, issues of right and wrong, and ensure that every citizen's time is used effectively.**
- 5. Write all Agenda for the 90s material so they may be easily read and understood by the citizens of Loveland.**

B. CRITICAL ACTIONS TO TAKE NOW

- 1. Both the Police and Fire Departments should hold an open house to help the community become informed about what they do and how they operate. The open house should be held to allow the free exchange of ideas about the provision of these key community services.**
- 2. All existing community meetings should include scheduled time for citizen participation.**
- 3. Institute regular city council breakfasts as a means of increasing meaningful dialogue between government and the citizens of Loveland.**

C. BIG IDEAS

- 1. Government needs to look at ways to increase the level of citizen trust and confidence.**
- 2. Government needs to look at new methods of facilitating meaningful citizen participation.**
- 3. Civic skill levels are of great concern; participants in the Civic Index process want educational programs on "lobbying for government action," "being a landlord," and "learning how to communicate effectively with government officials and staff."**
- 4. Institute a volunteer hotline at city hall to provide access to city officials and some indication or measure of government of performance**

IV. VOLUNTEERISM AND PHILANTHROPY

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE 90s PROCESS--The Agenda for the 90s process shall:

- 1. Initiate a column in the newspaper that regularly recognizes volunteers and interests that have contributed to the Agenda process.**
- 2. Utilize volunteers in the Agenda process to ensure that there is broad leadership and ownership in the Agenda for the 90s effort. Remember the elderly and youth.**
- 3. Ask businesses if they would consider giving "time off" for civic involvement. Recognize those companies that do support civic involvement through more than just giving programs.**

B. CRITICAL ACTIONS TO TAKE NOW

- 1. Celebrate the high level of philanthropy in the community.**
- 2. Institute a community-wide program to recognize volunteers.**
- 3. Coordinate any recognition program with state-wide efforts.**

C. BIG IDEAS

- 1. Establish a volunteer clearinghouse. Consider the RSVP model, a central call-in telephone number, a volunteer coordinator, a skills bank of volunteers, a volunteer week, and a volunteer fair.**
- 2. Once again, more skill building is desired by the Civic Index participants, this time in fund raising and management of volunteers. Continuous seminars were suggested.**

V. INTERGROUP RELATIONS

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE 90s PROCESS--The Agenda for the 90 s process shall:

1. Incorporate the community diversity statistics in the Agenda process.
2. Hold an interactive workshop to discuss the views of natives, newcomers and latercomers.
3. Hold forums that will force different interests to mix.
4. Reach out to ensure that all interests are represented in the process.

B. CRITICAL ACTIONS TO TAKE NOW

1. Combine the attributes of the "newcomers" club with some of the special insights of other interest groups within the community. Think about a community building club as a larger vision for newcomers.
2. Expand the Ethnic Food Fest.
3. Institute an adopt-a-student program.
4. Expand the Youth Empire into a skills bank for the community to draw upon.

C. BIG IDEAS

1. Develop a series of programs and events that celebrate the diversity of Loveland. Use the NCL CIVITEX database as a source of new ideas.
2. Develop an educational series that allows all citizens, regardless of age, to understand how Loveland is enriched by diversity and minority populations.
3. Develop a Cable T.V. or video series--"Introduce Loveland to Loveland."

VI. CIVIC EDUCATION

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE 90s PROCESS-- The Agenda for the 90s process shall:

1. Encourage a personal commitment to furthering both individual knowledge of civic affairs, well as communicating that knowledge to family, friends and co-workers.
2. Develop action steps to overcome apathy and involvement of "just a few."
3. Approach directors of existing civic education programs and ensure that their programs are available to the general public, during short evening hours to increase participation.
4. Approach the School Board with a presentation about the importance of teaching "how" things happen (civic process) as well as "what" things happen (civic content).

B. CRITICAL ACTIONS TO TAKE NOW

1. Select student interns to serve on rotating basis as assistants to the City "Ombudsman" (See Civic Index Component #1).
2. Approach the school board with a proposal to send school board members to regular ward meetings.
3. At the next student elections, identify "ex officio" student members to serve on the school board, the city council, and the planning commission.
4. Develop an incentive system which would reward parents for bringing kids with them when they interact with the "system" (i.e., going to court, planning and zoning meetings, etc.). Present this system at a special spring city council meeting.
5. Develop an incentive system which would reward students for civic involvement (tied to school credits, etc.) Propose this system at a school board meeting.

C. BIG IDEAS

1. Approach the School Board with a proposal to integrate the teaching of civic education within the schools, as well as increasing student involvement in civic activities outside the school. The proposal should include "hands on" involvement of students and should begin at the Kindergarten level.
2. Set up a resource bank of civic educators (i.e., volunteers with some expertise/involvement in the civic arena who are willing to be called upon to share their knowledge with the general public, through schools and other institutions/organizations. Publicize this resource bank to ensure its use. Coordinate with other resource banks.
3. Approach the city with a proposal to designate an upcoming Saturday as an "Open House" day, during which city employees and officials would be available in their offices to talk informally to citizens about their activities. Coordinate with local schools to make sure that pre-Open House education occurs to motivate students to attend and ask questions.

VII. COMMUNITY INFORMATION SHARING

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE 90s PROCESS-- The Agenda for the 90s process shall:

1. Conduct a citizen survey to establish the level of knowledge about the local community and areas of need.
2. Create a task force with the responsibility of creating a "common language" for citizens which would bridge the gap of communication across technical issue areas (i.e., school district, planning and zoning, transportation, etc).
3. Frame all issues as multi-sided issues, not two-sided dichotomies (pro and con). Set forth guidelines for the inclusion of a plurality of views on all publicly debated issues.
4. Make a personal commitment to increasing the amount of one-on-one contacts made with friends, co-workers about Agenda For the 90s issues.
5. Evaluate existing community magazines and develop a system of getting appropriate information printed.

B. CRITICAL ACTIONS TO TAKE NOW

1. Set up a phone number like "911," which will put people in touch with a central information system.
2. Develop proposal to local businesses or the city to help fund a computerized information sign to be installed at a prominent location along a major city road.
3. Develop a local symbol (i.e., logo) for community information, using a design competition in the schools and tying to education about the importance of community information.

C. BIG IDEAS

1. Set up a "Kommunity Shack" clearinghouse to provide information about all local sources of information.
2. Create a system of "satellite" information locations throughout the community. Consider the use of supermarkets as satellites
3. Develop a central information system that could be accessed by modem on home computers and at public library.

VIII. CAPACITY FOR COOPERATION AND CONSENSUS BUILDING

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE 90s PROCESS-- The Agenda for the 90s process shall:

1. Approach city council with a proposal to increase public participation at all meetings.
2. Design a grass roots education process on consensus building and how to use it.
3. Approach local decision making bodies with a presentation about how to use "consensual" process rather than "majority rule." process.
4. Teach leadership by example and in all relevant forums.
5. Compile a list of values to be incorporated into any local leadership training (i.e., "people skills," "courage," tolerance, diversity, goal definition, etc.).

B. CRITICAL ACTIONS TO TAKE NOW:

1. Watch the film "Twelve Angry Men" (with Henry Fonda).
2. Identify all existing board members and decision makers and print this list in the local media.
3. Approach all existing boards and commissions to discuss the concept of sending a rotating representative to other group meetings on a regular basis.
4. Approach existing boards and commissions with the idea of hosting an "Inter-Group Dinner" to allow members of different groups get to know each other and share information. Select one board or commission as the dinner sponsor. Set a date for a near term pilot.
5. Meet with representatives of the *Reporter Herald* to discuss alternative ways of covering/presenting local issues (i.e., list a contact person with any story involving a local issue, present as many differing views as possible, etc.).

C. BIG IDEAS

1. Teach today's leadership skills--in schools through Leadership Loveland, and to existing boards and commissions.
2. Teach citizen responsibility.

IX. COMMUNITY VISION AND PRIDE

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE 90s PROCESS-- The Agenda for the 90s process shall:

- 1. Provide input to the Loveland Planning Department about broadening the traditional planning process (beyond zoning) to reflect community vision and plan by consensus.**
- 2. Pursue the separation of neighborhoods with green space.**
- 3. Advocate environmental protection (and wildlife refuges).**
- 4. Advocate long-term thinking about land and water use.**

B. CRITICAL ACTIONS TO TAKE NOW:

- 1. Approach the planning commission with a proposal for beautifying Highway 34 entryways into town.**
- 2. Approach the planning commission with a directive to incorporate alternative means of transportation into local development proposals (non-auto).**
- 3. Approach the city council with a proposal to fund and develop a beautiful entrance feature and visitors center to promote tourism.**
- 4. Conduct an evaluation of difficult intersections and paths throughout town. Improve them for convenient use by bicyclists, caregivers with strollers, and pedestrians.**
- 5. Sponsor a competition to create a new city slogan (instead of "City With a Heartbeat").**
- 6. Identify the appropriate local organization to provide education about different cultures and religious groups. Implement such an education program through this group.**

C. BIG IDEAS:

- 1. Coordinate with the Loveland Arts Consortium to develop tours within the community related to arts activities.**
- 2. Coordinate with all participating entities to enlarge the Loveland Spring Games to include the Arts Festival, Kite Flying Day, etc.**
- 3. Work with State and County entities to develop bikeways and hiking paths along the Big Thompson.**
- 4. Pursue development of the Sugar Factory site as a Theme Park/Convention Center.**

5. Create a pedestrian ring trail around entire city.
6. Revitalize downtown with both retail and housing uses.
7. Establish central volunteer referral center (See Civic Index, Component #4).

X. INTERCOMMUNITY COOPERATION

A. "PERFORMANCE" GUIDELINES FOR THE AGENDA FOR THE 90s PROCESS-- The Agenda for the 90s process shall:

1. Encourage cost sharing between jurisdictions.
2. Promote the creation of regional "districts" to handle matters such as air quality, transportation, etc.
3. Evaluate existing districts with the purpose of consolidating where possible..
4. Force accountability of regional groups to their constituents by attending meetings and requiring media coverage, representation, etc.
5. Define an appropriate "region" to which Loveland belongs.

B. CRITICAL ACTIONS TO TAKE NOW:

1. Inventory Loveland vs. Fort Collins activities. Identify areas of duplication/overlap. Draft strategy to reduce duplication.
2. Approach the Loveland Planning Department to request that the city host a regional staff meeting with representatives from all communities participating. Use this initial regional meeting to set common goals. Also look at regional liability issues.
3. Draft an "organizational chart" of all regional and local groups showing their relationship to one another. Distribute this chart to all local groups.
4. Identify county enclaves within the city.

C. BIG IDEAS

1. Coordinate regional provision of emergency and human services. Expand this system to include other service provision areas.
2. Create a northern Front-Range Regional Council of Governments (FRCOG or FROG).