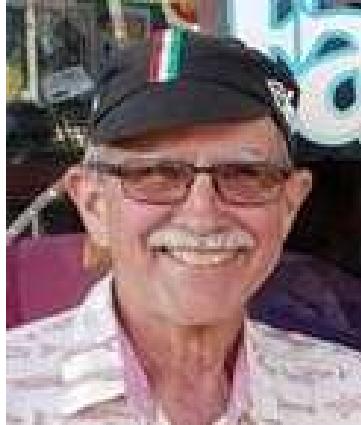


Beyond GDP: The Ongoing Search to Measure “Wellbeing”



- OLLI Fall Term 2022
- Wednesdays, 1-3pm
- Sept. 14 thru Nov. 2

• Co-facilitators:

David Carlson,
EEE Forum founder
and
Paul Belanger,
EEE Forum webmaster

Good afternoon and welcome to the the third week of Beyond GDP: The Ongoing Search to Measure Wellbeing. We'll begin with an outline for the next couple of hours.

Some State-level Beyond GDP Programs

Session #3 Outline

- Welcome new members – Emily Nagle, Bill Meyer, and Ben Dunning
- Highlights from Session 2 – Two guest presenters!
- Highlights from 7 State-level Programs -- David
- 5-minute break
- Guest presentation and Q&A: **Paul Sutton**, University of Denver, on the **Wellbeing Economy Alliance**
- Looking ahead to Session #4 (Oct. 5th)

So before we review some highlights from last week, let's welcome some new class members: Emily Nagle, Bill Meyer, and Ben Dunning. Would you each tell a bit about yourself and your interest in Beyond GDP.

Week #2 -- 1st Guest Presentation: “The Genuine Progress Indicator”



**Chris
Stiffler**

- Economist, Colorado Fiscal Institute
- Part-time Adjunct Professor, Dept. of Economics, The University of Denver
- Research areas include: state budget, school finance, TABOR, wage theft, minimum wage, income inequality, and better ways to measure economic growth in Colorado.

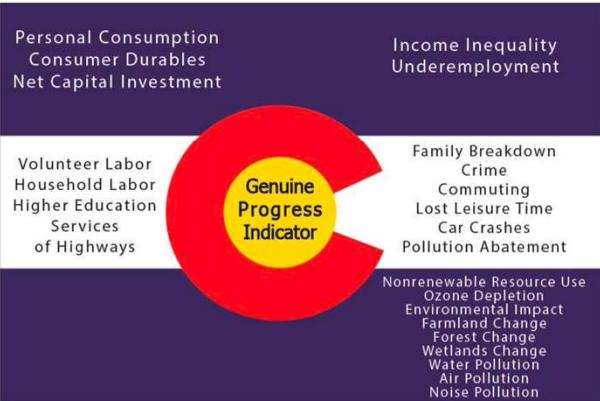
TWO TAKEAWAYS FROM CHRIS

Chris Stiffler is a senior economist at the Colorado Fiscal Institute and a part-time adjunct professor of economics at the University of Denver. Chris' research interests include: the state budget, school finance, TABOR, wage theft, minimum wage, income inequality, and better ways to measure economic growth in Colorado. Hmm.

In 2009, Chris earned his undergraduate degree at the University of Richmond. That same year, he began writing an explanatory economics column for the local newspaper in his small hometown in western Pennsylvania. His column focused on explaining complicated economic concepts in simple metaphorical terms that everyone could understand and showing how those economic concepts relate to policy discussions.

Chris, we look forward to your explanation in simple metaphorical terms of the flaws of GDP and improvements offered by the Genuine Progress Indicator.

Results of the Colorado Genuine Progress Indicator (CO-GPI)



Economic Indicators \$

Social Indicators

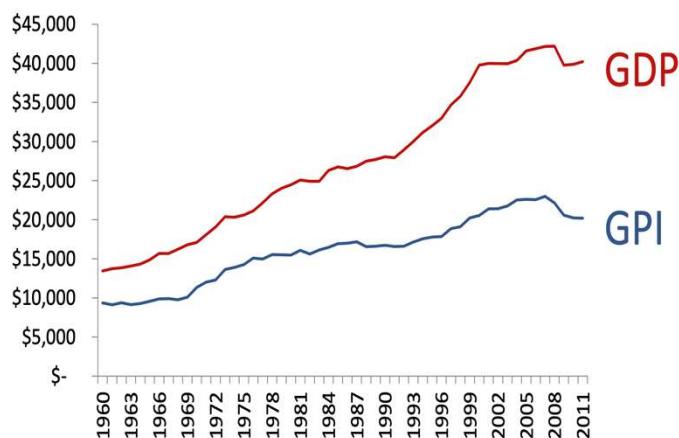
Environmental Indicators



Chris' slide presentation is posted on the Beyond GDP course website. Starting with Colorado's GDP, this slide displays the additions and subtractions he made to Colorado's GDP to arrive at Colorado's GPI for the period 1960-2011. We'll go into more detail in a few minutes when we review Maryland's adoption of the GPI framework.

Colorado Results: GPI vs GDP

GDP grew by 300%
GPI grew by 215%



A main takeaway: For Colorado, the GPI and GDP track rather closely until around 1980 and then begin to diverge significantly.

Week #2 -- 2nd Guest Presentation: “Spaceship Earth Economics”



**Alec
Tsoucatos**

Alec Tsoucatos, PhD, was born of Greek parents in Alexandria, Egypt a day before Pearl Harbor in 1941. He attended primary school at a British institution in Alexandria and finished Junior and High School in Athens, Greece. He received his Bachelor's and Master's degrees in Economics, from UC Berkeley and his Ph.D from CU under the tutelage of Kenneth Boulding. His main interests are in New Economics, Integrative Medicine, Positive Psychology and Progressive Mystical Christianity.

IGNORE

Examining various Beyond GDP programs at state/national/and global levels is a core feature of this course. The Genuine Progress Indicator is an important and early example.

Note that GPI is based upon GDP--and (implicitly) upon the economic framework of capitalism. This is also the case of the state-level programs we'll examine next week—and arguably is also the case for the U.N.'s Sustainable Development Goals framework that we will examine in Sessions 4 and 5.

However, there are Beyond DGP programs that do challenge the dominance of laissez-faire capitalism. Today's presentation by classmate Alec Tsoucatos is the first of three such guest presentations. Next week, we will hear from Paul Sutton, DU professor of Geography and the Environment, who will speak on "The Wellbeing Economy Alliance." In our final session, classmate John Lodenkamper will present on "Toward a Life-Centered Economy" From the Rule of Money to the Rewards of Stewardship."

Thank you, Alec, for expanding possible ways to think -- and act -- Beyond GDP.

10-point plan toward a steady-state economy.

1. Cap-auction trade systems for basic resources.
2. Ecological tax reform.
3. Limit the range of inequality in income and wealth distribution with a minimum income and wealth and maximum income and wealth.
4. Free up the length of the working day, week, and year.
5. Re-regulate international commerce --move away from “free trade”, free capital
6. Downgrade the World Trade Organization, the World Bank and the International Monetary Fund.
7. Move away from fractional reserve banking toward a system of 100 percent reserve requirements.
8. Stop treating the scarce as if it were free and the free as if it were scarce.
9. Stabilize population.
10. Reform National accounts- Separate GDP into cost account and benefit account.

A main takeaway is Alec's list of 10 actions to move toward a steady-state economy. His Powerpoint with more detail about each point will soon be posted on the course website.

Week #3 -- What can we learn from other states that have launched “Beyond GDP” programs?

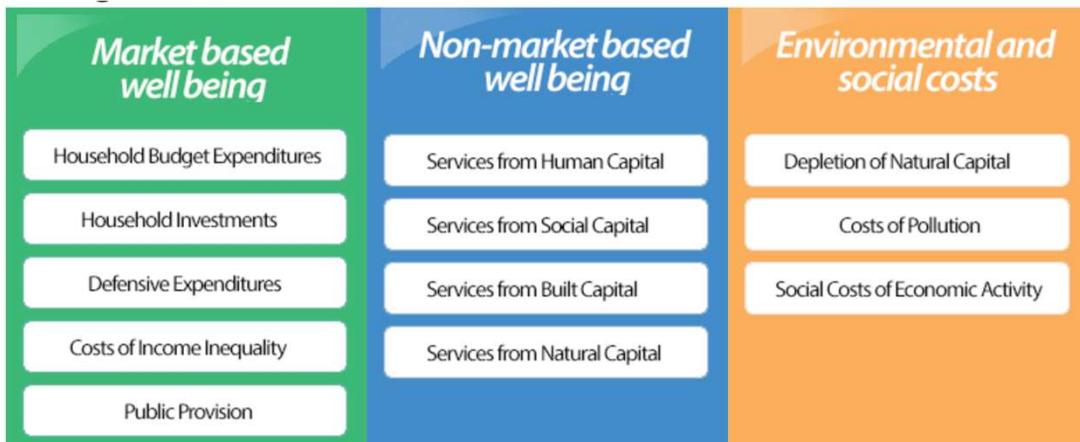
States with programs include OR, MN, NJ, VA, HI, AZ, and MA. What led to the formation of these programs? Is there a “dashboard” or other framework to cluster indicators by categories or themes? How is “wellbeing” expressed or formulated? Is the concept of “equity” included in a central way? And to what extent are there “beyond GDP” programs in Colorado?

During our first hour I'll provide an overview of most of these programs and offer some reflections for discussion. First, while almost all of them offer and track a dashboard of indicators, some programs are explicitly goal-oriented--others are not.

Some State-level Beyond GDP Programs

- [Oregon Shines](#) (Tracking Our Progress, 1989-2009)
- [Minnesota Milestones](#) (1991-2001, 2009-2011)
- [New Jersey Sustainable State](#) (1995-2007)
- [Virginia Performs](#) (2003-2017)
- [Hawai'i 2050 Task Force](#) (2005-08)
- [Arizona Indicators](#) (2007--)
- [Maryland \(Genuine Progress Indicator\)](#) 2010-
- [Minnesota Compass](#) (2010--)

Maryland--Genuine Progress Indicator (2010-)



For details, see [Calculating Maryland's GPI](#).

Household budget expenditures are the sum of everything we spend money on, including food, shelter, schooling, and entertainment. This is the starting point from which we measure well-being; the other indicators serve to either increase or decrease the base spending at the household level in Maryland.

Household investments are purchases that benefit us both now and into the future, like a car, home improvements, or a book.

Categories of defensive expenditures are costs of medical care, costs of legal services, costs of food and energy waste, household pollution abatement, insurance, welfare neutral goods (tobacco and 25% of alcohol), household security and costs of family changes (alimony and child support).

The cost of income inequality is based on the economic phenomena of declining marginal utility of income, which essentially means that people on the high end of the income spectrum get less usefulness out of an increase in earnings.

Public provision represents state and federal government spending along with non-profit spending that benefits the people of Maryland.

Human Capital We get many benefits from human knowledge and creativity, which can be measured through investment in the arts, libraries, and benefits derived from higher education.

The services from **social capital** captured by the Maryland GPI include the value of leisure time, the value of unpaid labor, and internet

services. Leisure time is our free time, apart from our job responsibilities. This time is valuable as it allows us to spend time with our families, recreate, and recharge mentally and physically. Unpaid labor is work that is necessary to upkeep our homes and families, like cleaning, cooking, and taking care of children or elderly family members. The internet provides services beyond what we spend on our monthly cable bill. It provides a vast wealth of opportunities for learning, unexperienced by previous generations.

Built capital The Maryland GPI considers the value of benefits that the Maryland public receives from transportation infrastructure, water infrastructure, and household goods. . . . Most household goods benefit us long after purchase, be it a lawn mower, washing machine, or oven, these goods are essential for meeting basic needs.

Natural capital New to GPI 2.0, we include the contributions that the environment makes to the wellbeing of the Maryland public. These benefits have been termed “ecosystem services”. We consider benefits from forests, wetlands, and the Chesapeake Bay, such as provision of clean water and air, avoidance or

erosion, habitat value for fish and wildlife and the value of the fish and game harvest from the wild.

Depletion of Natural Capital This indicator measures the cost associated with using non-renewable resources and losing natural lands. When we lose farmlands, wetlands, and forests we lose the future ability of these lands to produce goods and services. Nonrenewable resources like fossil fuels and groundwater that is used at an unsustainable rate will need to be replaced by future generations, and we account for this cost of replacement in the GPI.

Costs of Pollution Many different types of pollution have negative effects on society. We calculate the costs of water pollution, air pollution, solid waste disposal, noise pollution, and greenhouse gases.

Social Costs of Economic Activity There are very real costs of our economy and society functioning in its current form, some of which are unavoidable but could potentially be lessened through governmental or behavioral change. These costs include homelessness, un-and-under-employment, crime, commuting,

and motor vehicle accidents

Maryland Governor Martin O’Malley (2009)



“A strong economy, a clean environment and a healthy citizenry go hand in hand; none can be a true measure of success without supporting the other two. The GPI will help us ensure that our economic growth will not come at the cost of our natural resources, and that they both support our progress toward a sustainable future and a better quality of life for all Maryland families.”

In 2009, Governor O’Malley established an inter-agency working group to develop measures of well-being outside of traditional indicators like GDP/GSP. The working group collaborated with the University of Maryland’s Center for Integrative Environmental Research, home to Herman Daly, one of the main economists behind the idea of “uneconomic growth” and the “steady-state economy.” O’Malley was the first elected official to advocate for the use of the GPI.

Oregon Shines (1989 - 2009)



- **Oregon Shines** – strategic plan created by Democratic Governor Neil Goldschmidt in 1989.
- **Oregon Progress Board** –
 - created to track a set of social, economic, and environmental indicators to measure progress toward three broad goals.

Oregon Benchmarks developed out of Oregon Shines, the strategic plan created by Democratic Governor Neil Goldschmidt in 1989. It is overseen by the Oregon Progress Board, a group of state senators and representatives, community leaders, and the Governor.

Achieving the Oregon Shines Vision

- Began by Governor in 1989, ended in 2009
- Lead: Oregon Progress Board
- 3 Broad Goals, 7 Categories

Oregon's Progress toward the Oregon Shines Goals				
Oregon Shines Goals:	2003 Report	2005 Report	2007 Report	2009 Report
<i>Goal 1: Quality Jobs for All Oregonians</i>				
Economy	Yes, but	Yes, but	Yes, but	No, but
Education	Yes	Yes, but	No, but	No, but
<i>Goal 2: Engaged, Caring and Safe Communities</i>				
Civic Engagement	No, but	No, but	No, but	No, but
Social Support	Yes, but	Yes, but	No, but	No, but
Public Safety	Yes, but	Yes, but	Yes, but	Yes, but
<i>Goal 3: Healthy, Sustainable Surroundings</i>				
Built Environment	No, but	Yes, but	Yes, but	Yes, but
Natural Environment	Yes, but	Yes, but	No, but	No, but

Achieving the Oregon Shines Vision: Executive Summary

<http://web.pdx.edu/~stipakb/download/PerfMeasures/OregonShines2009-ExecutiveSummary.pdf>

- **Oregon Shines** – was the strategic plan created by Democratic Governor Neil Goldschmidt in 1989.
- **Oregon Progress Board** – a group of state senators and representatives, community leaders, and the governor track a set of indicators to measure progress toward three broad goals.

After the 2009 report was completed, however, the state decided not to continue funding the Progress Board and discontinued the tracking of state and county indicators.

- MANY THANKS TO DU INTERM JACOB TUCKER, WHO PREPARED MANY OF THESE GRAPHICS 3 YEARS AGO.

Tracking Oregon's Progress (TOP) 1990 – 2009; 2014

- 8 categories across 3 broad themes:

HEALTHY ECONOMY HEALTHY PEOPLE & COMMUNITIES HEALTHY ENVIRONMENT

- 88 indicators tracked for all 36 counties and the state.

[Tracking Oregon's Progress \(1989-2014\)](#)

HEALTHY ECONOMY	HEALTHY PEOPLE & COMMUNITIES	HEALTHY ENVIRONMENT
<p>Economy</p> <ul style="list-style-type: none"> i. Per capita personal income as a percent of the US per capita income (US=100 percent) ii. Ratio of mean annual income iii. Modified Palma Index iv. Mean income as a percent of White income v. Poverty rate vi. Unemployment rate (overall and by race/ethnicity) vii. Unemployment rate (overall and by race/ethnicity) viii. Total employment (B of employed) ix. Labor force participation rate (overall and by race/ethnicity) x. Net job loss/growth, per 1,000 population xii. Number of households that are women or minority owned xiii. Childcare slots, per 100 children under 13 xiv. Median payroll per covered worker (in 2006 dollars) xv. Employment concentration in professional (US=100 percent) xvi. Teens not in school and not working (US=100 percent) xvii. Proportion of people with disabilities who are employed xviii. Percent of 3 to 4 year olds enrolled in pre-school xix. Percent of children entering school ready-to-learn xx. Percentage of 3rd graders who met reading requirement xxi. Percentage of 3rd graders who met math requirement xxii. Percentage of 8th graders who met reading requirement xxiii. Percentage of 8th graders who met math requirement xxiv. High school dropout rate (overall and by race/ethnicity) xxv. High school completers (overall and by race/ethnicity) xxvi. Percentage of adults with less than high school education xxvii. Percentage of adults with high school education xxviii. Percentage of adults with 2-year degree xxix. Percentage of adults with 4-year degree <p>Housing</p> <ul style="list-style-type: none"> i. Home ownership rate (based on total population count) ii. Home ownership rate (estimate) iii. Percentage of households in housing cost distress iv. Percentage of infants born to mothers using tobacco v. Percentage of infants born to mothers aged 15-17 (overall and by race/ethnicity) vi. Percentage of infants born with normal birth weight (overall and by race/ethnicity) vii. Percentage of 8th graders who reported using alcohol in the previous 30 days viii. Percentage of 8th graders who reported using tobacco in the previous 30 days ix. Percentage of 8th graders who reported using marijuana in the previous 30 days x. Percentage of adults living independently xi. Percent of adults who smoke cigarettes xii. Access to recreational facilities per capita xiii. Number of adults who could not see doctor due to cost xiv. Physical activity age adjusted percent xv. Percent of adults who eat recommended amounts of fruits and vegetables xvi. Incidence of HIV per 1,000 xvii. Mortality rate by age: per 1,000 population xviii. Adults lost before age 70, per 1,000 population xix. Traffic fatalities per capita xx. Estimated percent of individuals who are food insecure xxi. Estimated percent of individuals who are food insecure with hunger xxii. Estimated percent of children who are food insecure <p>Safety</p> <ul style="list-style-type: none"> i. Child abuse rate ii. Arrest rate for crime against person iii. Arrest rate for crime against property iv. Arrest rate for violent crime v. Juvenile arrest rate for crime against person vi. Juvenile arrest rate for crime against property vii. Juvenile arrest rate for behavior crime viii. Overrepresentation of people of color incarcerated 	<p>Community Capacity</p> <ul style="list-style-type: none"> i. Property tax imposed per household ii. State and local spending per capita iii. Number of registered nonprofit organizations iv. Total revenue of registered nonprofits per capita <p>Healthy People</p> <ul style="list-style-type: none"> i. Home ownership rate (based on total population count) ii. Percentage of households in housing cost distress iii. Percentage of infants born to mothers using tobacco iv. Percentage of infants born to mothers aged 15-17 (overall and by race/ethnicity) v. Percentage of infants born with normal birth weight (overall and by race/ethnicity) vi. Percentage of 8th graders who reported using alcohol in the previous 30 days vii. Percentage of 8th graders who reported using tobacco in the previous 30 days viii. Percentage of 8th graders who reported using marijuana in the previous 30 days ix. Percentage of adults living independently x. Percent of adults who smoke cigarettes xii. Access to recreational facilities per capita xiii. Number of adults who could not see doctor due to cost xiv. Physical activity age adjusted percent xv. Percent of adults who eat recommended amounts of fruits and vegetables xvi. Incidence of HIV per 1,000 xvii. Mortality rate by age: per 1,000 population xviii. Adults lost before age 70, per 1,000 population xix. Traffic fatalities per capita xx. Estimated percent of individuals who are food insecure xxi. Estimated percent of individuals who are food insecure with hunger xxii. Estimated percent of children who are food insecure 	<p>Built Environment</p> <ul style="list-style-type: none"> i. Public water systems that meet high quality standards ii. Percent of small towns with water systems that meet high quality standards iii. Pounds of waste landfilled, per capita iv. Number of environmental cleanup sites with known or potential contamination v. Number of sites on confirmed Release List vi. Number of leaking underground storage tanks in active cleanup <p>Natural Environment</p> <ul style="list-style-type: none"> i. Number of days in cities air is unhealthy for all groups ii. Number of days in cities air is unhealthy for all groups iii. Number of impaired (303d listed) lakes within county iv. Number of impaired (303d listed) stream segments within county v. Proportion of land in farms vi. Total timber harvest (1,000s of board feet) vii. Timber harvest by industry (1,000s of board feet) viii. Timber harvest by other private (1,000s of board feet) ix. Timber harvest by Native American (1,000s of board feet) x. Timber harvest by state public (1,000s of board feet) xi. Timber harvest by BLM (1,000s of board feet) xii. Timber harvest by USFS (1,000s of board feet) xiii. Timber harvest by other public (1,000s of board feet) xiv. Proportion of non-federal land that is Wildland Forest, Wildland Range, Mixed Forest/Mixed Range, Intensive Agriculture, Intensive Agriculture, Low Density Residential, and Urban

In 2014, the Oregon Community Foundation began a partnership with Oregon State University's Rural Studies Program on the Tracking Oregon's Progress (or TOP) Indicators Project. This project builds upon the discontinued Oregon Progress Board Benchmarks data collection and reporting, and upon the ongoing Greater Portland Pulse indicators effort in the Portland metropolitan area.



Minnesota Milestones 2011

- Began in 1991 by Governor; reporting halted from 2002-2009 because of administrative cutbacks, and started up again in 2009
- Goal: To create a shared vision, clear goals and measurements of results would lead to a better future for Minnesota
- Project lead: Minnesota State Demographic Center
- Indicators: 60 indicators divided into four categories
 1. People
 2. Community/Democracy
 3. Economy
 4. Environment

Our children will not live in poverty.

- 1 [Child Poverty](#)
 - 2 [Low-income School Children](#)
- Families will provide a stable, supportive environment for their children.

- 3 [Teen Pregnancy](#)
- 4 [Kids Count Rank](#)

All children will be healthy and start school ready to learn.

- 5 [Low Birth Weight](#)
- 6 [On-time Immunization](#)
- 7 [School Readiness](#)

Minnesotans will excel in basic and challenging academic skills and knowledge.

- 8 [Third-grade Reading](#)
 - 9 [11th Grade Math](#)
 - 10 [High School Graduation](#)
 - 11 [College Readiness](#)
- Minnesotans will be healthy.
- 12 [Health Insurance](#)
 - 13 [Infant Mortality](#)
 - 14 [Life Expectancy](#)
 - 15 [Diabetes](#)
 - 16 [Obesity](#)
 - 17 [Tobacco Use](#)
 - 18 [Suicide](#)
 - 19 [Index of Well-Being](#)
 - 20 [Traffic Injuries and Fatalities](#)

https://mn.gov/admin/assets/2011-minnesota-milestones-executive-summary-and-all-60-indicators_tcm36-220491.pdf

Our communities will be safe, friendly and caring.

21 [Volunteering](#)
22 [Violent and Property Crime](#)
23 [Homicide Rate](#)
24 [Juvenile Arrests](#)

All people will be welcomed, respected and able to participate fully in Minnesota's communities and economy.

25 [Food Shelf Use](#)
26 [Homelessness](#)
27 [Employment of People with Disabilities](#)
28 [Bias Crimes](#)
29 [Voter Turnout](#)

Government in Minnesota will be cost-efficient, and services will be designed to meet the needs of the people who use them.

30 [Price of Government](#)
31 [Bridges in Good Condition](#)
32 [Commute Times](#)

Minnesota will have sustainable, strong economic growth.

33 [Growth in Gross State Product](#)
34 [Employment of Working-age Population](#)
35 [Employment/population ratio](#)
36 [Change in Number of Jobs](#)
37 [Change in Number of Establishments](#)
38 [Unemployment Rate](#)

Minnesota's workforce will have the education and training to make the state a leader in the global economy.

39 [High School Education](#)
40 [Some College Education](#)
41 [College Graduation](#)

All Minnesotans will have the economic means to maintain a reasonable standard of living.

42 [Median Household Income Compared to U.S. Median](#)
43 [Poverty Rate](#)
44 [Average Wage](#)

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43 [Poverty Rate](#)
44 [Average Wage](#)

All Minnesotans will have the economic means to maintain a reasonable standard of living.

45 [Home Ownership](#)
46 [Housing Costs](#)
47 [Foreclosures](#)

Rural areas, small cities and urban neighborhoods throughout the state will be economically viable places for people to live and work.

48 [Counties with In-Migration](#)
49 [Regional Disparity in Unemployment](#)
50 [Income by Congressional District](#)

Minnesotans will improve the quality of the air, water and earth.

51 [Energy use per person](#)
52 [Air quality](#)
53 [Greenhouse gas emissions](#)
54 [Lake water quality](#)
55 [Water use](#)

56 [Drinking water quality](#)

Minnesotans will restore and maintain healthy ecosystems that support diverse plants and wildlife.

57 [Frogs](#)
58 [Loon populations](#)
59 [Breeding bird populations](#)

Minnesotans will have opportunities to enjoy the state's natural resources.

60 [Outdoor Recreation](#)

Minnesota Milestones (1991-2002, 2009-11)

- Goal: To create a shared vision, clear goals and measurements of results to lead to a better future for Minnesota.
- Lead: Dept. of Administration and State Demographic Center
- Framework: 60 indicators across four themes:
People, Community/Democracy, Economy, & Environment
- Why stopped: lack of institutionalization, ambiguity of purpose
https://mn.gov/admin/assets/2011-minnesota-milestones-people-indicators_tcm36-221209.pdf

20 years earlier, Minnesota tried a different approach, similar to Oregon Shine.

Minnesota Milestones was started by Republican Governor Arne Carlson in 1991 as a way of involving the public in establishing goals for the state's future and was influenced by Oregon Benchmarks (discussed below). Over a two year period, community meetings, surveys, letters, and public comments enabled citizens to express their ideas. The public was again involved in updates in 1997 and 1998. In 2002, when Governor Tim Pawlenty came into office, he ended the Milestones program, but it was revived by the State Legislature in 2009 ~~and will now be updated annually~~.

Minnesota Milestones was influenced by the principles

from Reinventing Government, the plan to make the public sector more innovative and less bureaucratic that was championed during the Clinton Administration.

- what gets measured tends to get done
- if you don't measure results, you can't tell success from failure
- if you can't recognize success, you can't reward it
- if you can't recognize failure you can't learn from it⁸
- SHOW THE FIRST THREE PAGES OF THE 2011 REPORT.

Minnesota Compass (2010 – ongoing)

- Goal: To provide nonpartisan, credible information in the tracking of trends in topic areas such as education, economy, workforce, health, housing and others
- Lead: Wilder Foundation (non-profit) works with advisors from business, government, nonprofit, and philanthropy
- Framework: 35 Quality of Life indicators across 12 themes (next 2 slides); each displays a current numeric value or %, recent trend (worse, better, same), and Minnesota's national ranking.

<https://www.mncompass.org/about/minnesota-compass>

Show 4-page Compass publication with indicators and categories. Available at
https://www.mncompass.org/sites/default/files/2020-11/CompassPoints2020_1.pdf



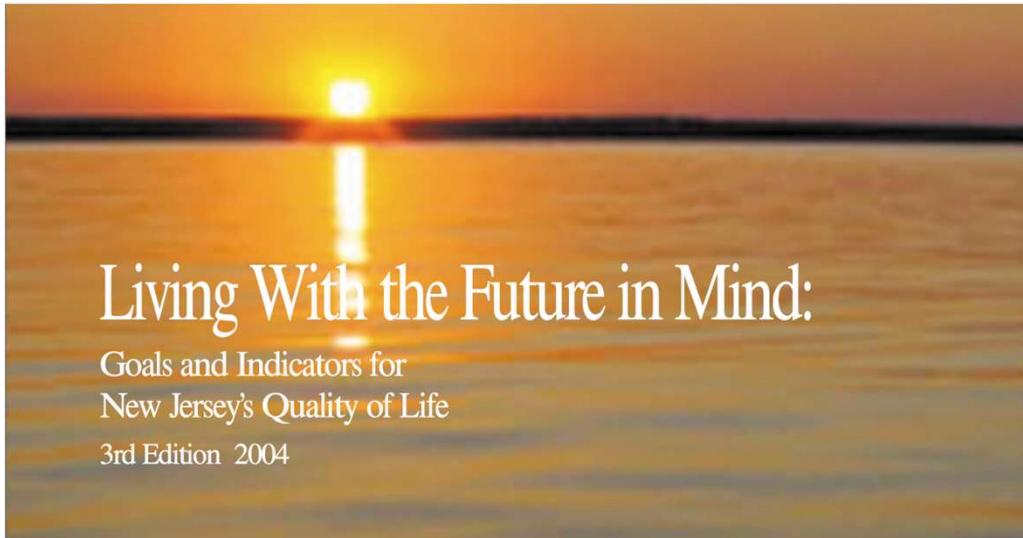
- Began in 2010, project is ongoing
- Project lead: Wilder Foundation
- Indicators
 - Advisory groups comprised of experts in the field, and academic and business leaders, convened to choose the indicators.
 - They used a set of criteria and guidelines set forth by a Technical Advisory Committee.

CURRENT	RECENT TREND	NATIONAL RANK (1=BEST)
ARTS & CULTURE	55% Adults age 18+ who attended a cultural event in the past year	SAME 5
	45% Adults age 18+ who created or performed art in the past year	SAME 13
	88% Families whose children participated in arts in the past year	— 14
CHILDREN & YOUTH	60% Students who are connected to a caring adult	— —
	65% Students participating in enrichment activities 3x/wk	— —
CIVIC ENGAGEMENT	64% Voted in midterm election	BETTER 1
	47% Residents age 16+ who volunteer	— 2
	62% Adult neighbors who help neighbors	— 6
EARLY CHILDHOOD	81% Kindergarteners screened before age 5	SAME —
	7% Low-weight births	SAME 6
ECONOMY	\$54,800 Per-capita GDP (2009 chained dollars)	BETTER 13
	2.9 million Number of jobs	BETTER 18
	\$68,400 Median household income (2017 dollars)	BETTER 12
	10% Poverty rate	BETTER 4

https://www.mncompass.org/_pdfs/compass-points-2019.pdf

35 in

			NATIONAL RANK	
	CURRENT		RECENT TREND	(1=BEST)
EDUCATION	56% 3rd-graders who are proficient in reading	SAME	–	
	57% 8th-graders who are proficient in math	SAME	–	
	83% Students who graduate high school on time	BETTER	36	
ENVIRONMENT	48% Days air quality was rated "good" (Twin Cities)	WORSE	13*	
	29 Tons of green house gas emissions per person	SAME	–	
HEALTH	28% Adults age 18+ who are obese	WORSE	15	
	5% Residents under age 65 who are uninsured	SAME	3	
	8% Adults age 18+ with diabetes	SAME	4	
	7 Psychiatric hospital admissions per 1,000 residents age 14+	SAME	–	
HOUSING	9,300 People experiencing homelessness	SAME	–	
	26% Households who pay 30% or more of income for housing	BETTER	11	
	36% Homeownership gap (white, of color)	SAME	46	
PUBLIC SAFETY	24 Serious crimes committed per 1,000 residents	BETTER	–	
	534 Traffic injuries and fatalities per 100,000 residents	SAME	–	
TRANSPORTATION	3% Highway miles rated in poor condition	BETTER	–	
	23% Household income spent on transportation for median income family	SAME	–	
	47 Annual hours of delay per auto commuter (Twin Cities)	SAME	8*	
	18,000 Average number of jobs reachable within a 30-minute commute by foot or transit (Twin Cities)	SAME	11*	
WORKFORCE	79% Proportion of adults working	SAME	3	
	36% Adults age 25+ with a bachelor's degree	BETTER	9	
	64% Graduation rate at 4-year institutions (within 6 years)	BETTER	15	
	53% Graduation + transfer rate at 2-year institutions (within 3 years)	SAME	12	



A 116-page report available at [Living With the Future in Mind 3rd ed.](#)

This report and New Jersey's Sustainable State Institute have a convoluted history that began with the initiative of New Jersey Future. This independent quasi-governmental body and smart growth advocacy group launched the Sustainable State Project in 1995, through which hundreds of New Jersey organizations and individuals came together to define goals for the state and indicators with which to track progress towards those goals. New Jersey published the first Living With the Future in Mind report in 1999. The NJ Dept. of Environmental Protection published the second edition in 2000. Over time, New Jersey Future and Governor Christine Todd Whitman led the establishment of the New Jersey Sustainable State Institute, housed at Rutgers University in 2002. This Institute published the 3rd edition in 2004. In 2007 the Institute published a report analyzing sustainable energy targets in NJ. Apparently, no further reports.

Acknowledgements	2	22. Life expectancy.....	64
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2. Unemployment	12		
3. Productivity of labor	14		
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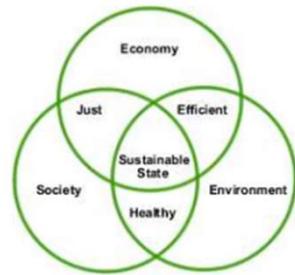
41 QUALITY OF LIFE indicators spread over 11 goals. ADD BRIEF HISTORY OF RISE AND FALL OF THE PROJECT.



NJSSI

New Jersey Sustainable State Institute

- Began in 1995, produced reports up until 2007



Embedded Indicators

1. Economic vitality
2. Strong community, culture, and recreation
3. Quality education
4. Good government
5. Decent housing
6. Healthy people
7. Efficient transportation
8. Efficient land use
9. Natural and ecological integrity
10. Protected natural resources
11. Minimal pollution and waste

<https://njssi.net/>

Sustainable Jersey (2009 -)

Sustainable Jersey is a network and movement of municipalities, schools and school districts working collectively to bring about a sustainable New Jersey.



Sustainable Jersey is a network and movement of municipalities, schools and school districts working collectively to bring about a sustainable New Jersey. Acting with state agencies, non-profit organizations, foundations, academia and industry, Sustainable Jersey researches best practices for what communities could and should do to contribute to a sustainable future.

Measuring what matters to Virginians



- Began in 2003, ended in 2017 for budgetary constraints
- Lead: The Council on Virginia's Future
- 7 Broad Categories
 - Each goal is measured by a set of 7 Quality of Life indicators

<https://vaperforms.virginia.gov/ScorecardatGlance.cfm>

Economy			Education			Transportation			Natural Resources		
Personal Income	↑	🏛️	School Readiness	↓	🏛️	Infrastructure Condition	→	🏛️	Air Quality	↑	🏛️
Employment Growth	↑	🏛️	3rd Grade Reading	↓	🏛️	Land Use	→	🏛️	Energy	→	🏛️
Poverty	→	🏛️	4th Grade Reading/Math	↑	🏛️	Multimodal Transportation	→	🏛️	Historic Resources	→	🏛️
Unemployment	↑	🏛️	High School Graduation	↑	🏛️	Traffic Congestion	→	🏛️	Land Preservation	↑	🏛️
Business Climate	→	🏛️	High School Dropout	↑	🏛️				Solid Waste & Recycling	→	🏛️
Workforce Quality	↑	🏛️	College Graduation	↑	🏛️				Water Quality	↑	🏛️
Economic Diversity	→	🏛️	Educational Attainment	↑	🏛️						
Innovation/Entrepreneurship	↑	🏛️									
Health and Family			Public Safety			Government and Citizens					
Adoption	→	🏛️	Crime	↑	🏛️	Bond Rating	↑	🏛️			
Child Abuse and Neglect	↑	🏛️	Emergency Preparedness	↑	🏛️	Civic Engagement	→	🏛️			
Foster Care	↑	🏛️	Juvenile Intakes	↑	🏛️	Consumer Protection	↓	🏛️			
Health Insurance	↑	🏛️	Recidivism	→	🏛️	Government Operations	↑	🏛️			
Health Risk Factors	↑	🏛️	Traffic Fatalities	↑	🏛️	Internet Access	↑	🏛️			
Mortality and Longevity	→	🏛️				Taxation	↑	🏛️			
Teen Pregnancy	↑	🏛️				Voter Registration and Turnout	→	🏛️			

Graded as “improving,” “maintaining”, or “worsening”



ARIZONA INDICATORS

A Project Managed by Morrison Institute for Public Policy

Began in 2007, project is ongoing

Project lead: Arizona State University

Indicators determined by ASU faculty

- Part of a two-way engagement with non-profits and philanthropic foundations

Following General Topics

1. Economy
2. Public Finance
3. Education
4. Innovation
5. Sustainability
6. Culture
7. Health
8. Human Assistance
9. Criminal Justice
10. Transportation



- Began in 2005

- Lead: Hawai'i Sustainability
5 Goals

The Hawaii 2050 Sustainability Plan identified five goals as integrated philosophies that express the sustainable future of Hawaii to reflect a sense of where Hawaii should be headed.

- **Sustainability as a Way of Life:** Living sustainably is part of our daily practice in Hawaii.
- **Sustainable Economy:** Our diversified and globally competitive economy enables us to live, work, and play in Hawaii.
- **Sustainable Environment and Natural Resources:** Our natural resources are responsibly and respectfully used, replenished, and preserved for future generations.
- **Sustainable Community and Social Well Being:** Our community is strong, healthy, vibrant and nurturing, providing safety nets for those in need.
- **Sustaining Kanaka Maoli Culture and Island Values:** Our Kanaka Maoli and island cultures and values are thriving and perpetuated.



<http://planning.hawaii.gov/sustainability/hawaii2050/#gallery-2>

Week #3 (Sept. 28th) -- Guest Presentation: “The Wellbeing Economy Alliance (WEAll)”



**Paul
Sutton**

- Professor, Department of Geography and the Environment, University of Denver
- “Most of my research focuses on applied issues associated with the Human-Environment-Sustainability problematic.”
- *WEAll is a collaboration of organisations, alliances, movements and individuals working towards a wellbeing economy, delivering human and ecological wellbeing. (weall.org)*

After our five-minute break at 2:00pm, we'll hear from DU Professor Paul Sutton. In addition to his multiple responsibilities as a DU faculty member, Paul is also a member of the Morrison Board of Trustees.

Week #4 (October 5th) -- Guest Presentation: “Equity and Public Health in Colorado”



Sheila Davis

- Director, Office of Health Equity; Colorado Dept. of Public Health and Environment

Equity is...

when everyone, regardless of who they are or where they come from, has the opportunity to thrive. This requires eliminating barriers like poverty and repairing injustices in systems such as education, health, criminal justice and transportation.

After our five-minute break at 2:00pm, we'll hear from DU Professor Paul Sutton. In addition to his multiple responsibilities as a DU faculty member, Paul is also a member of the Morrison Town Council.