

# AICP Exam Prep

## Spring 2023

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American Planning Association  
**Pennsylvania Chapter**

*Making Great Communities Happen*

*Professional  
Development  
Committee*

# Housekeeping Items

- ❖ Please use chat box to ask questions
- ❖ We will take two, 10-minute breaks (one in the AM and one in the PM) and a half hour lunch break
- ❖ The session is being recorded

# Today's Agenda

| Topic Area                                                                      | Time          |
|---------------------------------------------------------------------------------|---------------|
| Introduction, Test Background & Tips                                            | 9:00-9:50     |
| Recent Test Taker                                                               | 9:50-10:15    |
| Fundamental Planning Knowledge                                                  | 10:15 – 10:55 |
| 10 minute morning break                                                         | 10:55 – 11:05 |
| Leadership; Administration and Management;<br>and Communication and Interaction | 11:05 – 12:00 |
| Lunch                                                                           | 12:00 – 12:30 |
| AICP Code of Ethics & Professional Conduct                                      | 12:30 – 1:00  |
| Plan and Policy Development; and Plan<br>Implementation;                        | 1:00 – 2:05   |
| 10 minute afternoon break                                                       | 2:05 – 2:15   |
| Research and Assessment Methods                                                 | 2:15 – 2:45   |
| Areas of Practice                                                               | 2:45 - 3:30   |
| Wrap-up and final questions                                                     | 3:30 - 4:00   |

*QUESTIONS ARE WELCOME AT ANY TIME! - Please use Chat Box*



# AICP - American Institute of Certified Planners

❖ APA's professional institute

❖ To be AICP, a planner must:

- meet requirements for education and experience,
- pass the AICP exam,
- pledge to uphold ethical standards (AICP Code of Ethics), and
- engage in ongoing professional development (Certification Maintenance)

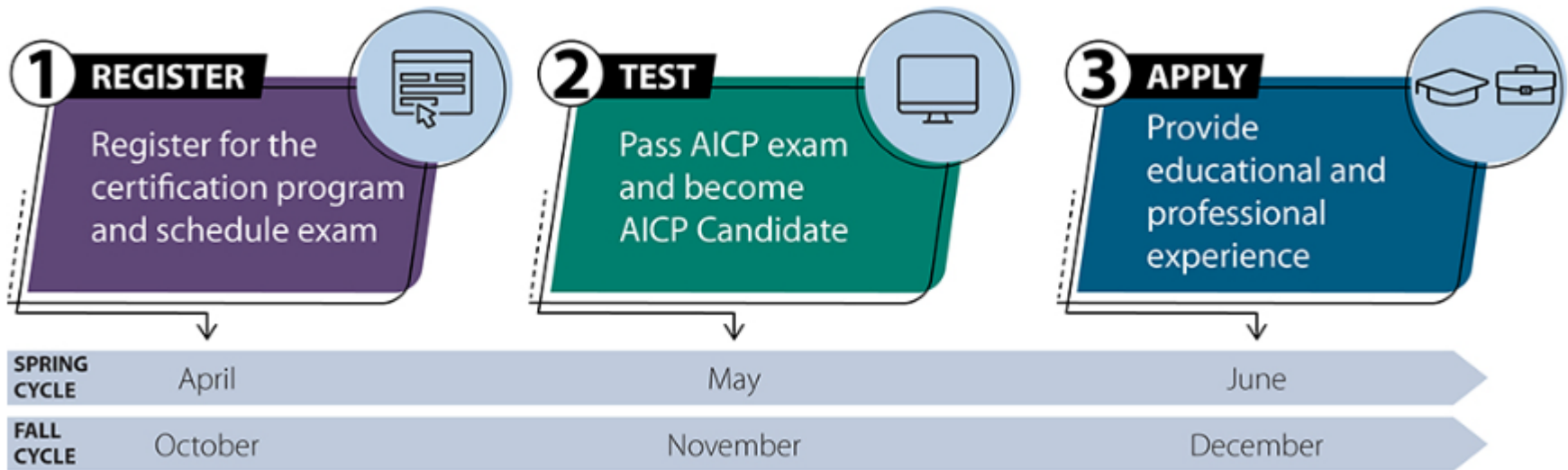
# Education and Experience Criteria

| Education                                                                                       | Required Years of Professional Planning Experience |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Graduate degree in planning from a program accredited by the Planning Accreditation Board (PAB) | 2                                                  |
| Bachelor's degree in planning from a PAB-accredited program                                     | 3                                                  |
| Graduate degree in planning from a program not accredited by the PAB                            | 3                                                  |
| Any other post-graduate, graduate, or undergraduate degree                                      | 4                                                  |
| No college degree/no degree information provided                                                | 8                                                  |

## ❖ Experience – *Professional Planning as defined by AICP*

- Demonstrate a professional level of responsibility and resourcefulness while applying a planning process appropriate to the project or situation.
- Evaluate multiple impacts to a community when implementing professional planning tasks.
- Influence public decision making in the public interest

# Certification Process - “One Path to AICP”

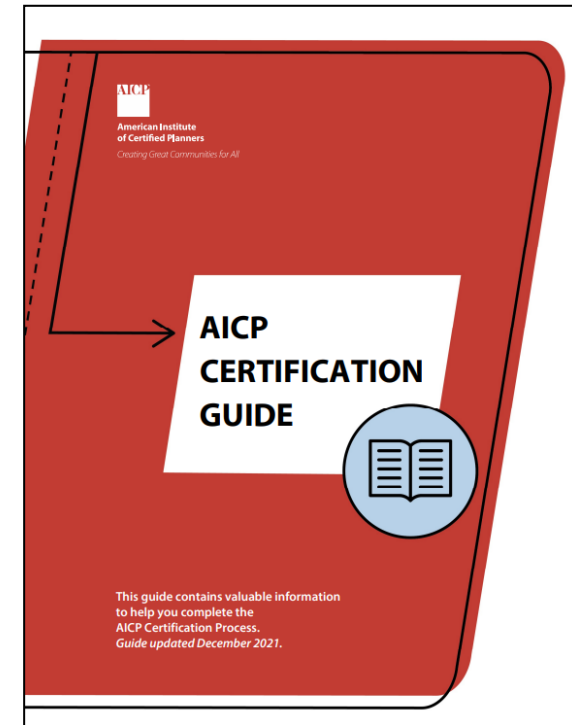


- ❖ Step 1: Register and Schedule Exam (\$255)
- ❖ Step 2: Test and earn the AICP Candidate designation when you pass
- ❖ Step 3: Apply your education, employment, and experience to meet the AICP professional planning practice requirements, and achieve AICP Certification

# Certification Process

## ❖ AICP Certification Guide

- ❖ Planning Experience Assessment Worksheet to review the professional planning experience requirements for certification
  - ❖ Interactive Experience Calculator to tally your years of professional planning experience to see how soon you can submit your Planning Experience Assessment
  - ❖ Planning Curriculum Worksheet to confirm how much professional planning experience you'll be required to provide
- 
- ❖ Approved applicants may register for the exam and submit planning experience essays during the specified submission windows.
  - ❖ Members must pass the AICP Certification Exam and their planning experience essays must be approved before AICP Certification is earned.



# Testing Process

❖ Schedule on your own with Prometric. Testing options:

❖ In-person at a test center

❖ Bring proper ID (2 forms). You must arrive at the test center 30 minutes before your scheduled appointment to complete the required admission process before testing begins.

❖ Remote (ProProctor)

❖ Before you select ProProctor as your testing option, you must confirm your computer meets the basic system requirements for online proctoring, complete a system check, and confirm your testing environment is suitable.

❖ The room you test in must be empty with the door closed.

❖ You may not have other people, children, or pets in the room while you take the exam.

❖ Your proctor must complete a 360-degree scan of your testing environment, so be prepared to turn your webcam, so they can view your room.



# Testing Process

- ❖ Transfers: Members may transfer online without contacting APA. A \$100 transfer fee must be paid online to complete the transfer. The transfer is not tied to the next exam cycle and may be used for any future exam window.

| PROMETRIC'S CANCELLATION/RESCHEDULING POLICY                                    |                                                 |
|---------------------------------------------------------------------------------|-------------------------------------------------|
| TIME PERIOD                                                                     | FEE                                             |
| 30 or more days before the test date                                            | None                                            |
| 2-29 days before the scheduled test date                                        | \$35 (to be collected by Prometric from member) |
| Less than 2 days before the test date                                           | Full exam fee                                   |
| Fail to appear for the scheduled test                                           | Full exam fee                                   |
| 15 minutes after the scheduled start time on the test date and is refused entry | Full exam fee                                   |

- ❖ APA Exam Bulletin and APA staff for any questions – don't wait until it's too late

# Application Process

❖ To apply for your AICP certification you must:

1. Be a current member of the American Planning Association (APA).
2. Pass the AICP Certification Exam.
3. Have completed one of the combinations of education and corresponding years of professional planning experience

## ❖ Section 1: Education Verification

❖ APA will accept education verification in one of the following three forms:

- ❖ University transcript. E-transcripts are also accepted.
- ❖ Photocopy of diploma.
- ❖ Letter from school dean, registrar, or program director confirming that the degree was conferred. The letter must be printed on school/university letterhead and include the letter writer's title and contact information

# Application Process

## ❖ Section 2: Employment History

- ❖ For each position needed to meet the experience requirements, provide:
  - ❖ Employer
  - ❖ Position title
  - ❖ Dates of employment
  - ❖ Full-time or part-time indication
  - ❖ Current/former supervisor
  - ❖ Email address of supervisor
  - ❖ Detailed summary of professional planning tasks and responsibilities

# Application Process

## ❖ Section 3: Planning Experience Assessment

- ❖ Must demonstrate that your experience meets AICP's definition of professional planning experience as specified in the three criteria by selecting all items that apply from comprehensive lists that align with each criterion and completing open-text fields with brief written examples from your verified employment history

### ❖ Criteria:

- ❖ Criterion 1: Demonstrate a Professional Level of Responsibility and Resourcefulness While Applying a Planning Process Appropriate to the Project or Situation
- ❖ Criterion 2: Evaluate Multiple Impacts to a Community When Implementing Professional Planning Tasks
- ❖ Criterion 3: Influence Public Decision-making in the Public Interest

# Application Process

- ❖ A fee is due upon submission (\$255).
- ❖ Your assessment will undergo a review, and APA will email you with your assessment status within 8 weeks of submission.
  - ❖ If required education verification or employment history information is missing, you will be notified that your submission is incomplete, and you will need to submit the missing information for your application to move forward.
  - ❖ If your assessment is approved, you've completed the requirements in the certification process and will receive an email with your last step, including your AICP initial dues, that will begin your AICP Certification.
  - ❖ If your assessment is denied, you will receive notification via email that includes information that addresses the specific reasons behind the denial decision.
    - ❖ Depending on your situation, you may need to wait to gain more professional planning experience, or simply reapply in the next application window with more focused assessment responses that better demonstrate how your work experience meets the professional planning experience criteria required for certification.

# Spring 2023 AICP Certification Cycle

- **STEP 1: REGISTRATION**
  - **Opens:** April 3, 2023 at 9:00am CST
  - **Closes:** April 27, 2023 at 3:00pm CST
  - **Transfer Deadline:** May 25, 2023 at 3:00pm CST
- **STEP 2: EXAM**
  - **Exam Window:** May 1–26, 2023
- **STEP 3: EXPERIENCE**
  - **Opens:** June 5, 2023 at 9:00am CST
  - **Closes:** June 29, 2023 at 3:00pm CST

| AICP Certification Fees            |       |
|------------------------------------|-------|
| Registration Fee                   | \$255 |
| Transfer Fee                       | \$100 |
| Planning Experience Assessment Fee | \$255 |
| Appeal Fee                         | \$100 |

# Fall 2023 AICP Certification Cycle

- **STEP 1: REGISTRATION**
  - **Opens:** October 2, 2023 at 9:00am CST
  - **Closes:** October 30, 2023 at 3:00pm CST
  - **Transfer Deadline:** November 28, 2023 at 3:00pm CST
- **STEP 2: EXAM**
  - **Exam Window:** November 1–29, 2023
- **STEP 3: EXPERIENCE**
  - **Opens:** December 4, 2023 at 9:00am CST
  - **Closes:** December 29, 2023 at 3:00pm CST

| AICP Certification Fees            |       |
|------------------------------------|-------|
| Registration Fee                   | \$255 |
| Transfer Fee                       | \$100 |
| Planning Experience Assessment Fee | \$255 |
| Appeal Fee                         | \$100 |

# Exam Overview

## ❖ The AICP Certification Exam:

- Tests a planner's ability to succeed at the levels of education and experience required by AICP certification — to think critically, anticipate consequences, and mitigate problems;
- Recognizes that all planners achieving AICP must share a fundamental knowledge of core elements and competencies that form the foundation of our profession;
- Is written by AICP members who are practitioners or educators working in the public and private sectors;
- Relates to what planners should know today, including innovative practices, emerging issues, trends, and best practices;
- Reflects that planning occurs at the intersection of many disciplines, and that planners frequently work as conveners and facilitators within communities and with experts in other fields;
- Emphasizes that the AICP Code of Ethics is fundamental to being an AICP-certified planner and is the foundation for much of what planners do; and
- Tests knowledge of planning as practiced throughout the United States, and not in any particular region, state, or place.



# Test Background

- ❖ 170 multiple choice questions (20 sample, 150 real - must answer approximately 110 – 115 of 150 correct to pass)
- ❖ Scaled scoring - 55 has **typically been** the passing score on scaled range of 25 to 75
  - ❖ May 2022 exam was the first administration of the exam under a new content outline. A new passing score will be developed using data. The exam scores may or may not be immediately available and may be provided to testers in late June. Pass rate is approximately 65%
- ❖ 3 ½ hours to complete (brief tutorial before exam)

# New Test Content Outline

❖ Took effect for May 2022 exam

| Old Outline                                      | New Outline                                      |
|--------------------------------------------------|--------------------------------------------------|
| Fundamental Planning Knowledge – 25%             | Fundamental Planning Knowledge – 15%             |
| Plan Making & Implementation – 30%               | Plan and Policy Development – 15%                |
|                                                  | Plan Implementation – 12%                        |
|                                                  | Research and Assessment Methods – 11%            |
| Areas of Practice – 30%                          | Areas of Practice – 12%                          |
| Leadership, Administration & Management – 5%     | Leadership – 6%                                  |
|                                                  | Administration and Management – 6%               |
|                                                  | Communication and Interaction – 13%              |
| AICP Code of Ethics & Professional Conduct – 10% | AICP Code of Ethics & Professional Conduct – 10% |

# New Test Content Outline

- The updated content outline retains all previous topics and elevates some topics by making them a separate category.
- There is a new question format with multiple questions based on one scenario.
- All new questions do not count towards the final exam score- including the scenarios.
  - *They are considered "pre-test" to allow Prometric to collect data on their performance before they are moved to the scored portion of the exam.*

# How Should You Prepare?

*Review the APA outline of material*

*Allocate study time according to the APA outline*

**AND**

*your own background*

*Study early and often*

*Identify weak areas...use practice exams...study groups*

*Get at least one comprehensive study source and **supplement**  
with other sources as necessary*

How Should You Prepare?

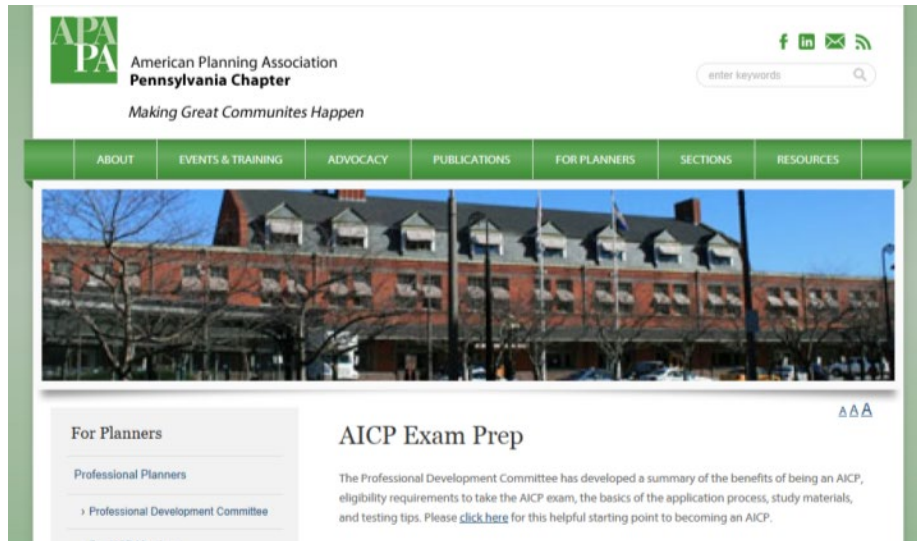
## Get a Comprehensive Study Source!!!

- ❖ PA Chapter 2007 PDC Study Notes (*free*)
- ❖ Planetizen AICP Exam Preparation Course (approx. \$275 for the online course)

*Do not all take into account the 2022 changes to the exam outline.*

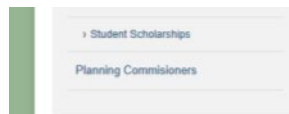
*Planetizen course is online, including practice exams/questions*

# Study Materials from PA Chapter



*www.planningpa.org*  
*For Planners*  
*Professional Planners*  
*AICP Exam Prep*

- ❖ PDC Study Notes
- ❖ Prior Prep Session PowerPoints
- ❖ Ethics presentation and scenarios
- ❖ Test Taker Perspective



## Taking the AICP Exam

The testing windows for the AICP Exam are every May and November, with applications typically due 5 to 6 months in advance. The most current information is available at: <http://www.planning.org/certification/>. For questions regarding the AICP Exam, please email [aicpexam@planning.org](mailto:aicpexam@planning.org).

For a first person perspective on applying and studying for the exam, [check out the thoughts of Megan Lehman, AICP](#).

## Studying for the AICP Exam

The PA Chapter's Professional Development Committee (PDC) offers several different forms of help to those studying for the AICP Exam. These include a spring in-person prep session (typically held in February or March), free online materials, and study manuals available to borrow or purchase, as well as links to additional websites for further guidance.

As a complement to the Certification Maintenance (CM) focused Chapters, Divisions, and Universities webinar series, several webinars have been developed that are focused on preparation for the American Institute of Certified Planners (AICP) exam. Experienced instructors from the Illinois, Maryland, Pennsylvania, and North Carolina chapters presented these free sessions during February and March 2012.

Recordings of these sessions are available on the [Utah Chapter website](#).

Past prep session presentations are available:

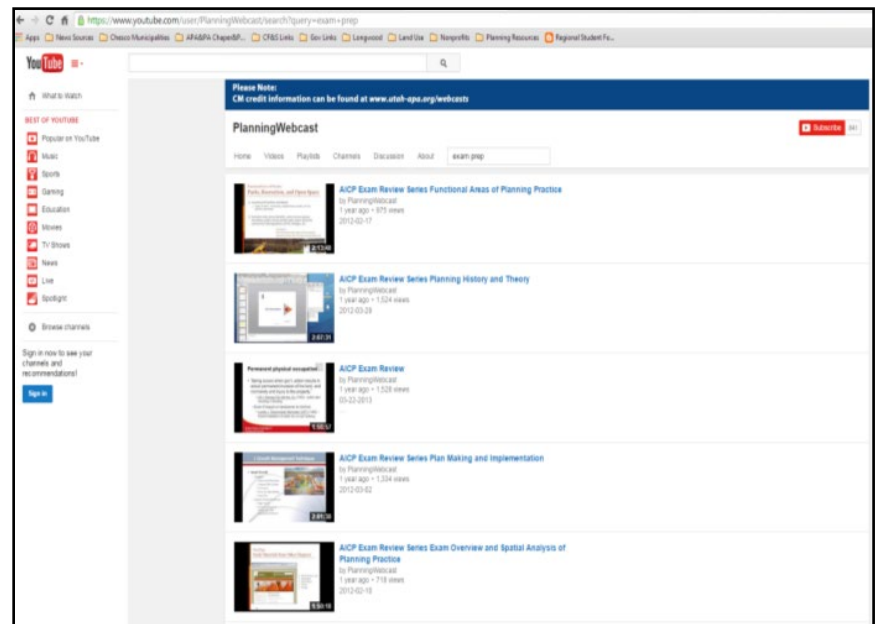


# Study Materials from Other Chapters



- ❖ North Carolina – law
- ❖ Florida
- ❖ Georgia

❖ **Planning Webcast series on YouTube...prep videos from various chapters, plus others now**

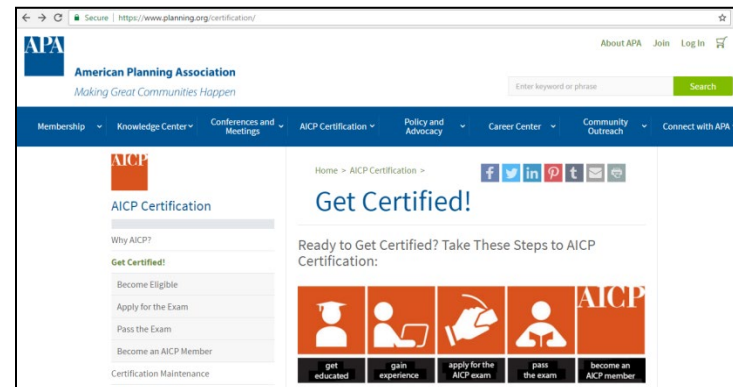


*Be mindful of going too deep into the weeds...*

# Study Materials from APA

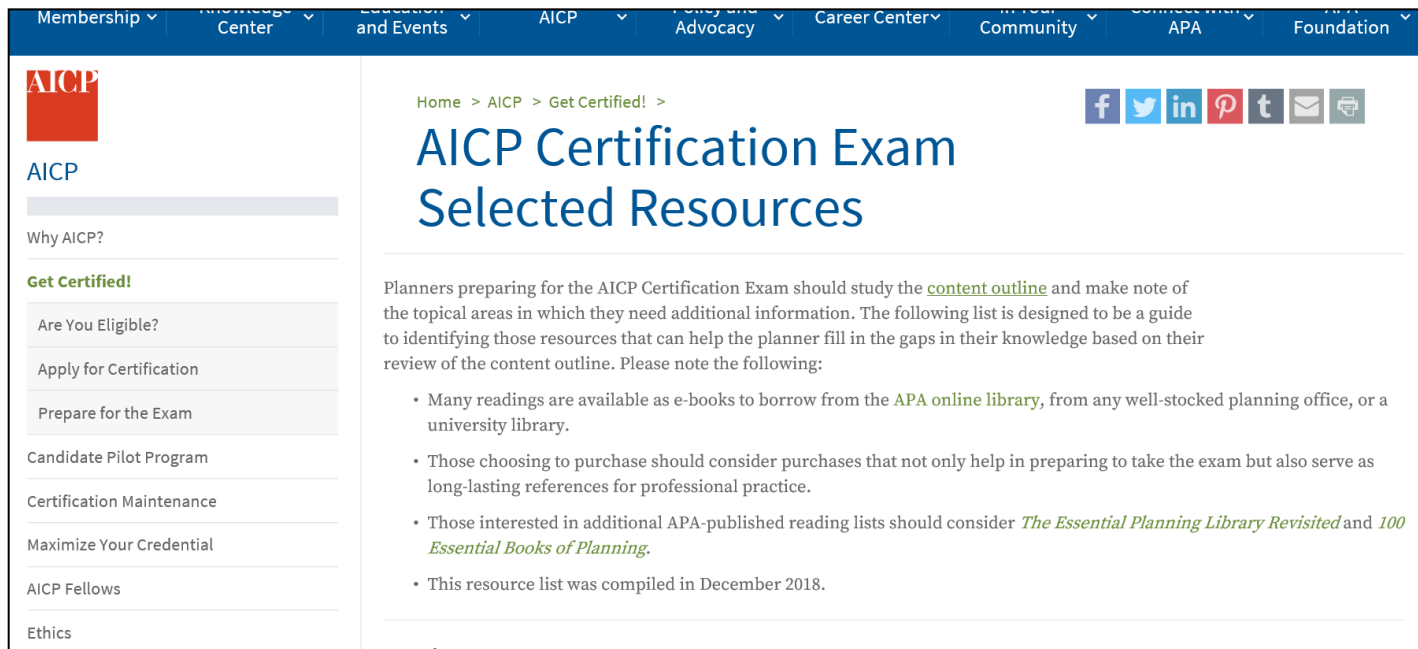
<https://www.planning.org/certification/register/>

- ❖ Ethics Code and Information/PowerPoints
- ❖ Policy Guides ([www.planning.org/policy/guides](http://www.planning.org/policy/guides))
- ❖ National Planning Pioneers (<https://www.planning.org/awards/pioneers/>)
- ❖ Chapter Presidents Council Timeline (available on APA website)
- ❖ American Planning History Since 1900 – interactive timeline (<https://www.planning.org/timeline/>)
- ❖ Planning Advisory Service (PAS) Reports ([www.planning.org/pas/reports/](http://www.planning.org/pas/reports/))
- ❖ NPC 2022 Exam Prep Workshop





# APA Selected Readings



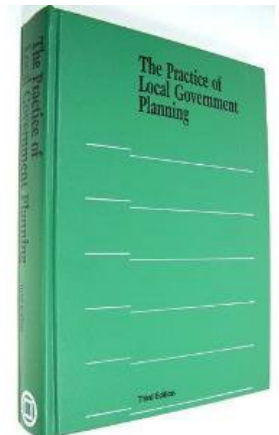
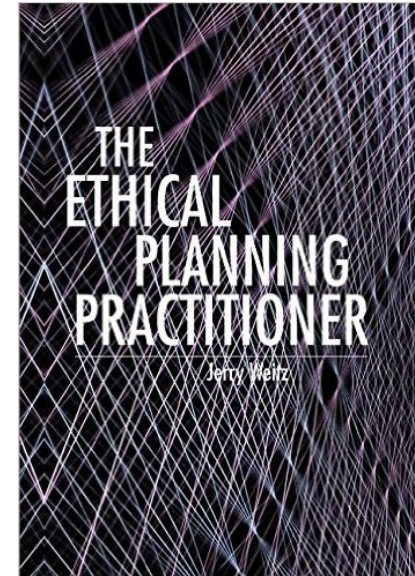
The screenshot shows the AICP Certification Exam Selected Resources page. The navigation bar includes links for Membership, Knowledge Center, Education and Events, AICP, Policy and Advocacy, Career Center, In Your Community, APA, and Foundation. The left sidebar contains links for Why AICP?, Get Certified! (with sub-links: Are You Eligible?, Apply for Certification, Prepare for the Exam), Candidate Pilot Program, Certification Maintenance, Maximize Your Credential, AICP Fellows, and Ethics. The main content area features the title 'AICP Certification Exam Selected Resources' and a paragraph explaining that planners should study the [content outline](#) and use the provided list to identify resources. A list of four bullet points follows, detailing where to find readings (APA online library, university libraries, purchases for practice, and additional APA-published reading lists like *The Essential Planning Library Revisited* and *100 Essential Books of Planning*). The page also includes social media icons for Facebook, Twitter, LinkedIn, Pinterest, Tumblr, Email, and Print.

Home > AICP > Get Certified! >

## AICP Certification Exam Selected Resources

Planners preparing for the AICP Certification Exam should study the [content outline](#) and make note of the topical areas in which they need additional information. The following list is designed to be a guide to identifying those resources that can help the planner fill in the gaps in their knowledge based on their review of the content outline. Please note the following:

- Many readings are available as e-books to borrow from the [APA online library](#), from any well-stocked planning office, or a university library.
- Those choosing to purchase should consider purchases that not only help in preparing to take the exam but also serve as long-lasting references for professional practice.
- Those interested in additional APA-published reading lists should consider *The Essential Planning Library Revisited* and *100 Essential Books of Planning*.
- This resource list was compiled in December 2018.



# Other Sources

- ❖ *www.planningprep.com* (questions)
- ❖ Electronical flashcards: *www.studystack.com* (search AICP) and gFlash app for mobile devices
- ❖ *www.oyez.org* (legal...but use NC Chapter notes first)
- ❖ Cyburbia: *www.cyburbia.org/forums*
- ❖ Chapter Presidents Council manual (in depth in areas, not comprehensive)
- ❖ AICP Exam Secrets (Mometrix Media)

# Exam Questions

*Practice exams are critical, but don't memorize specific questions – use them to understand your grasp of the topic. Format quality varies greatly.*

*Real questions require a mix of professional judgment and technical knowledge. In the past APA has noted that the exam tests 40% knowledge and 60% skills.*

***The real exam has a much greater percentage of longer, scenario based questions than most practice exams currently available.***

# Sample Question

An urban municipality has received grant funding to restore riparian buffers in order to improve the untreated water quality of the municipality's public water, which is drawn partially from surface waters. Which of the following steps is not necessary to get the project underway?

- A. Research existing databases for information on water quality within the source waters' watershed.
- B. Determine ownership of parcels along all surface waters within the municipality.
- C. Review aerial photography to assess conditions adjacent to waterways within the source waters' watershed.
- D. Research the most effective riparian buffer restoration methods for water quality improvement (such as differing buffer widths and vegetation type).
- E. Contact adjacent municipalities that contain any of the source waters' watershed.

*Answer: B. This exact step is not needed. Determining ownership for certain parcels in the source watershed will likely be needed later in the process.*

# Sample Question

You are a planning director at a county that is going to be implementing countywide zoning for the first time. Which steps would be critical in this process?

- I. General public education on the purpose and value of zoning.
- II. GIS analysis of existing land uses throughout the county
- III. Planning department staff review of the Future Land Use Plan in the County Comprehensive Plan.
- IV. Specific outreach to stakeholders (including business community, developers, and community interest groups).
- V. Outreach through a variety of methods (including website, social media, traditional print media, and public meetings).

- A. I only
- B. I, II, and V
- C. I, II, III, and V
- D. I, II, III, IV, and V

*Answer: D.*

# Test Tips

- ❖ Get plenty of rest for the exam
- ❖ Dress in layers
- ❖ Eat before the exam
- ❖ Arrive early
- ❖ Answer every question
- ❖ **Use the “marking” option**
- ❖ Think of answer before reviewing choices
- ❖ Skim answers before reading long questions
- ❖ Do math twice
- ❖ **Think national**
- ❖ **Think APA**

# Recent Test Taker



# Fundamental Planning Knowledge-15%

- ❖ History of planning, planning movements, influences on contemporary planning
- ❖ Foundational legal principles and statutory basis of planning
- ❖ Theories of & about planning
- ❖ Patterns of human settlement
- ❖ General terminology, practices, & principles of related professions
- ❖ Natural, social, & economic systems
- ❖ Core values of planning (equity, diversity, inclusion, social justice, democratic engagement, sustainability, resiliency, etc.)
- ❖ Technology use to advance planning
- ❖ Information technology tools (e.g., visualization, spatial software, big data analytics, modeling)

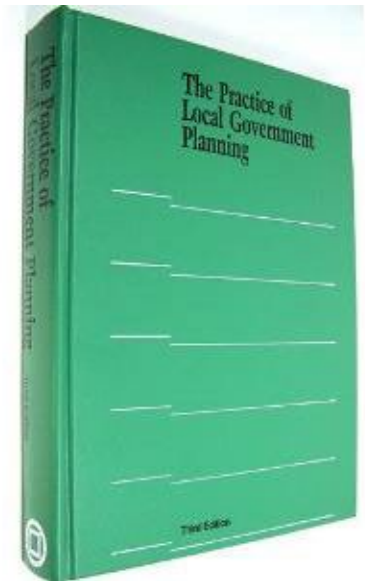
Georgia Chapter has an extensive review of fundamental planning knowledge on their website



# Fundamental Planning Knowledge

## *The Practice of Local Government Planning* (aka the Green Bible, 1941)

- ❖ 2<sup>nd</sup> chapter of the 2<sup>nd</sup> edition is excellent for historical background
- ❖ 3<sup>rd</sup> edition is more up to date in all other areas and a little less of a dry read
- ❖ 4<sup>th</sup> edition changed format somewhat
- ❖ Know general dates, people, events, philosophies, publications, movements, acts, laws....



# Fundamental Planning Knowledge - History

## History - Know the amendments!

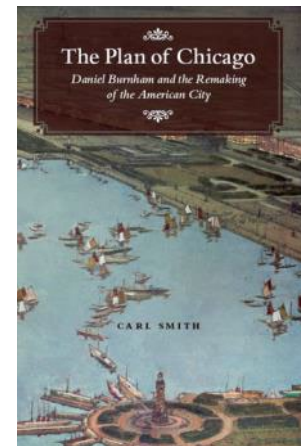
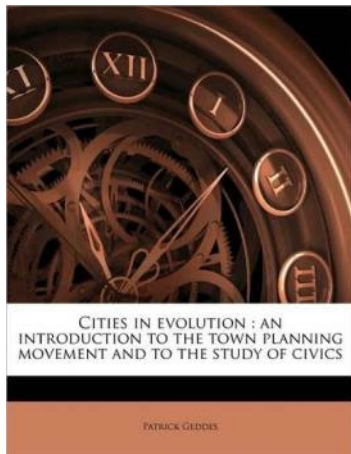
- ❖ **First Amendment** – Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the **freedom of speech**, or of the press; or the right of the people **peaceably to assemble**, and to petition the government for a redress of grievances.
- ❖ **Fifth Amendment** – No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger, nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, **nor be deprived of life, liberty or property, without due process of law, nor shall private property be taken for public use, without just compensation.**
- ❖ **Fourteenth Amendment** - Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; **nor shall any state deprive any person of life, liberty, or property, without due process of law;** nor deny to any person within its jurisdiction the equal protection of laws. There are four other sections of this amendment which do not immediately pertain.

# Fundamental Planning Knowledge - History

## Know the Fathers!

- ❖ Father of Regional Planning
- ❖ Father of Zoning
- ❖ Father of City Planning
- ❖ Father of Modern Ecology
- ❖ Father of Modern Housing Code
- ❖ Father of Advocacy Planning

- ❖ Patrick Geddes
- ❖ Edward Bassett
- ❖ Daniel Burnham
- ❖ Ian McHarg
- ❖ Lawrence Veiller
- ❖ Paul Davidoff



# Fundamental Planning Knowledge - History

## Important people...not a complete listing

- ❖ Lawrence Veiller
- ❖ Robert Moses
- ❖ Clarence Perry
- ❖ Paul Lawrence
- ❖ Lewis Mumford
- ❖ Paul Davidoff
- ❖ Saul Alinsky
- ❖ Sherry Arnstein
- ❖ Jacob Riis
- ❖ Camillo Sittee

- ❖ Lincoln Steffens
- ❖ Robert Hunter
- ❖ Edward Bassett
- ❖ Patrick Geddes
- ❖ Joseph Hodnut
- ❖ Jane Jacobs
- ❖ Frank Lloyd Wright
- ❖ Lawrence Haworth
- ❖ T.J. Kent
- ❖ Alan Altshuler

# Fundamental Planning Knowledge - History

## More People

- ❖ Charles Lindblom
- ❖ Ian McHarg
- ❖ Mary Brooks
- ❖ Christaller
- ❖ Ernest Burgess
- ❖ Homer Hoyt
- ❖ LeCorbusier
- ❖ James Rouse
- ❖ Andres Duany
- ❖ Joel Garreau

- ❖ Robert Lang
- ❖ Frederick Law  
Olmsted Sr. and Jr.
- ❖ Alfred Bettman

*Get to know these folks  
and their peers!*

# Fundamental Knowledge – Foundational legal principles & decisions

## Cases

- ❖ 1887 – **Mugler v Kansas**: 14<sup>th</sup> Amend/Due Process case which ruled that KS could prohibit sale of alcohol based on PP.
- ❖ 1909 – **Welch v Swasey**: Boston can impose different height limits on buildings in different districts.
- ❖ 1912 – **Eubank v City of Richmond**: A ZO establishing building setback lines was held unconstitutional and not a valid use of the PP; violates the due process of law and is therefore unconstitutional under the 14<sup>th</sup> Amendment.
- ❖ 1915 – **Hadacheck v Sebastian**: SC upheld Los Angeles case prohibiting establishment of a brick kiln within a recently-annexed 3-mile area.
- ❖ 1922 – **Pennsylvania Coal Company v Mahon**: SC indicated for the first time that a regulation of land use might be a taking if it goes too far.
- ❖ 1926 – **Village of Euclid v Ambler Realty Co.**: Established zoning as a legal use of PP by local government. The main issue in this case was “nuisance”, and that a certain use near a residence could be considered “a pig in a parlor”. Argued by Alfred Bettman, future 1<sup>st</sup> president of ASPO.
- ❖ 1928 – **Nectow v City of Cambridge**: Court found for Nectow and against a provision in Cambridge’s ZO based on the due process clause. However, it did NOT overturn Euclid. This was the last zoning challenge to come before the SC until...

# Fundamental Knowledge – Foundational legal principles & decisions

## Cases

- ❖ **1954 – Berman v Parker:** Established aesthetics and redevelopment as valid public purposes for exercising eminent domain. Wash. DC took private property and resold to a developer to achieve objectives of an established redevelopment plan.
- ❖ **1968 – Jones v Mayer:** Ruling that discrimination in selling houses was not permitted based on the 13<sup>th</sup> Amendment and Section 1982 creating equality for all US citizens.
- ❖ **1968 – Cheney v Village 2 at New Hope:** Legitimized planning unit development (PUD) process.
- ❖ **1972 – Golden v Planning Board of the Town of Ramapo:** NY State Court of Appeals case that upheld a growth control plan based on the availability of public services. Case further emphasized the importance of the Comp Plan and set the scene for nationwide growth management plans.
- ❖ **1971 – Citizens to Preserve Overton Park v Volpe:** Established hard look doctrine for environmental impact review. Section 4(f) DOT Act of 1966 – park use ok if no “feasible and prudent” alternative and “all possible planning to minimize harm”.
- ❖ **1971 – Calvert Cliffs’ Coordinating Committee v Atomic Energy Commission:** Made National Environmental Policy Act (NEPA) requirements judicially enforceable.

# Fundamental Knowledge – Foundational legal principles & decisions

## Cases

- ❖ 1972 – *Sierra Club v Morton*: Opened up environmental citizen suits to discipline the resource agencies.
- ❖ 1972 - *Just v Marinette County*: Significantly integrated public trust theories into a modern regulatory scheme. Shoreland zoning ordinance along navigable streams and other water bodies upheld.
- ❖ 1973 – *Fasano v Board of Commissioners of Washington Co., Oregon*: Required zoning to be consistent with comp plans, and recognized that rezonings may be judicial rather than legislative. Central issue was spot zoning, which must meet the two measures to be deemed valid: 1st, there must be a public need for the change in question; 2nd, the need must be best served by changing the zoning of the particular parcel in question as compared with other available property.
- ❖ 1974 – *Village of Belle Terre v Boraas*: SC upheld the restrictive definition of a family as being no more than two unrelated people living together.
- ❖ 1975 – *South Burlington County NAACP v Township of Mount Laurel I*: NJ Supreme court held that in developing municipalities in growing and expanding areas, provision must be made to accommodate a fair share of low and moderate income housing.



# Fundamental Knowledge – Foundational legal principles & decisions

## Cases

- ❖ **1975 – Construction Industry of Sonoma County v. Petaluma:** Limited the # of residential building permits per year to 500 & placed a population cap of 55,000. The purpose was to make sure that the growth rate did not exceed the City's ability to fund capital improvements. Court upheld.
- ❖ **1976 – Young v. American Mini Theaters:** First sexually-oriented business case, which held that zoning for adult businesses does not automatically infringe on 1<sup>st</sup> amendment rights.
- ❖ **1976 – Hills v Dorothy Gautreaux:** The Chicago Housing Authority and HUD had to spread out concentration of public housing (scattered site housing), including into white suburbs that were not necessarily within Chicago. Argued under the Civil Rights Act of 1964.
- ❖ **1976 – Home Builders v. City of Livermore:** Growth policy that timed phasing of future residential growth until performance standards are met; upheld the use of a moratorium.
- ❖ **1977 – Village of Arlington Heights v Metropolitan Housing Development:** Established that discriminatory intent is required to invalidate zoning actions with racially disproportionate impact. Court overturned denial of rezoning to allow for multi-family residences in a previously single-family zoned area.
- ❖ **1978 – Penn Central Transportation Company v The City of New York:** Restrictions on the development of Grand Central Station did NOT amount to a taking, since Penn Central could use TDR and secure a reasonable return on the property. Validated historic preservation controls.

# Fundamental Knowledge – Foundational legal principles & decisions

## Cases

- ❖ 1978 – **TVA v. Hill (Secretary of Interior)**: Court forced full implementation and enforcement of the Endangered Species Act. Halted the Tellico Dam, which was almost completely built, because the endangered Snail Darter — a fish — was found.
- ❖ 1980 – **Agins v. City of Tiburon**: Ruled there is a takings when 1<sup>st</sup>, deprives property of **all** economically viable use; and 2<sup>nd</sup>, when it fails to enhance a legitimate government interest. Court found that the Open Space ZO of Tiburon does NOT result in a taking w/o just compensation.
- ❖ 1980 – **Central Hudson v Public Service Commission**: 1<sup>st</sup> Amendment case which overruled the NY State Public Service Commission's total ban on an electric utility's advertisements to increase electric usage.
- ❖ 1981 – **Metromedia, Inc v City of San Diego**: Ordinance that substantially restricted on-site and off-site billboards was ruled unconstitutional under 1<sup>st</sup> amendment.
- ❖ 1982 – **Loretto v Teleprompter Manhattan CATV Corporation**: Court held that any physical occupation is a taking, no matter how de minimus (landlords had been required under state law to allow cable company to install permanent cable TV facilities on their property).
- ❖ 1983 – **South Burlington County NAACP v Township of Mount Laurel II**: This finding cured the deficiencies of Mt. Laurel I, and created the model fair housing remedy for exclusionary zoning. Municipalities must provide their fair share of low and moderate income housing in their region. A special 3-judge panel was set up to rule on exclusionary zoning cases.

# Fundamental Knowledge – Foundational legal principles & decisions

## Cases

- ❖ 1984 – **Members of City Council v Taxpayers of Vincent**: 1st amendment case which allowed the City Council to exert control over posting of election signs on public telephone poles.
- ❖ 1985 – **City of Cleburne v Cleburne Living Center**: SC decision which ruled that the City had **illegally** denied group homes special use permits based on neighbor's unfounded fears.
- ❖ 1985 – **Williamson County Regional Planning Commission v Hamilton Bank**: Defined the ripeness doctrine for judicial review of takings claims.
- ❖ 1986 – **City of Renton v Playtime Theaters**: Upheld the requirement of minimum distances between SOB's.
- ❖ 1987 – **First English Evangelical Church of Glendale v Co of Los Angeles**: Allowed damages (as opposed to invalidation) as a remedy for regulatory taking. Just compensation clause of the 5th Amendment requires compensation for **temporary** takings which occur as a result of regulations that are ultimately invalidated.
- ❖ 1987 – **Nollan v California Coastal Commission**: Created the **essential nexus** takings test for conditioning development approvals on dedications & exactions. A relationship must exist between what a property owner wants (in this case, a building permit to add a second story) and what the local government wants (public access to beach). No relationship here.

# Fundamental Knowledge – Foundational legal principles & decisions

## Cases

- ❖ 1992 – **Lucas v South Carolina Coastal Council**: Defined categorical regulatory taking. Compensation must be paid when all economically beneficial uses of land are taken **unless** uses are disallowed by title or by state law principles of nuisance.
- ❖ 1994 – **Dolan v City of Tigard**: Extended Nollan’s essential nexus test to require “Rough proportionality” between development impacts and conditions on development. (bike path/store/lessening overall traffic)
- ❖ 1994 – **City of Ladue v Gilleo**: SC ruled that the display of a sign by a homeowner was protected by the 1<sup>st</sup> amendment under freedom of speech.
- ❖ 1995 – **Babbitt v Sweet Home Chap. of Communities for a Great OR**: Applied the Endangered Species Act to land development; Sec of Interior’s definition of harm is valid.
- ❖ 2002 – **Tahoe-Sierra Preservation Council v Tahoe Regional Planning Agency**: Sanctioned the use of moratoria & reaffirmed the “parcel-as-a-whole” rule for takings review. Moratoria on development not a per se taking under the 5<sup>th</sup> amendment, but should be analyzed under the multi-factor Penn Central test.
- ❖ 2005 – **Lingle v. Chevron**: Case brought by Chevron based on an Agins-type claim that one of Hawaii’s statutes did not “substantially advance legitimate state interests”. Court ruled that even though Lingle could not be upheld on that issue, it did NOT overturn the 1980 Agins case in the whole.

# Fundamental Knowledge – Foundational legal principles & decisions

## Cases

- ❖ **2005 – Kelo et al. v City of New London:** Like *Berman v. Parker* in 1954, involved the City taking private property by eminent domain and transferring it to a private entity for redevelopment. The Court held in a 5-4 decision that the general benefits a community enjoyed from economic growth qualified such redevelopment plans as a permissible “public use” under the takings clause of the 5th Amendment. New London was aided by existence of well-documented redevelopment plans.
- ❖ **2005 – City of Rancho Palos Verde v Abrams:** SC ruled that a licensed radio operator who was denied a CUP for a “commercial” antenna cannot seek monetary damages because it would distort the congressional intent of the Telecommunications Act of 1996.
- ❖ **2006 - Massachusetts v. EPA:** EPA must provide a reasonable justification for why they would not regulate greenhouse gases.
- ❖ **2006 - Rapanos v. United States:** The Army Corp of Engineers must determine whether there is a significant nexus between a wetland and a navigable waterway. This pulled back the ACOE’s jurisdiction regarding wetlands.
- ❖ **2006 - SD Warren v. Maine Board of Environmental Protection:** Hydroelectric dams are subject to Section 401 of the Clean Water Act.

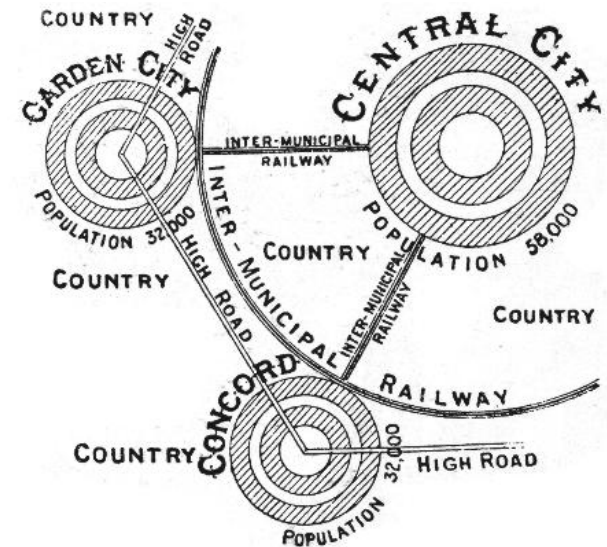
*APA-NC has great law information:  
Annotated Planning Law Outline  
Planning Law Case Chart  
Big Cases*

*APA Policy Guides: Takings,  
Billboard Controls*



# Fundamental Planning Knowledge - Theories Philosophies and Movements

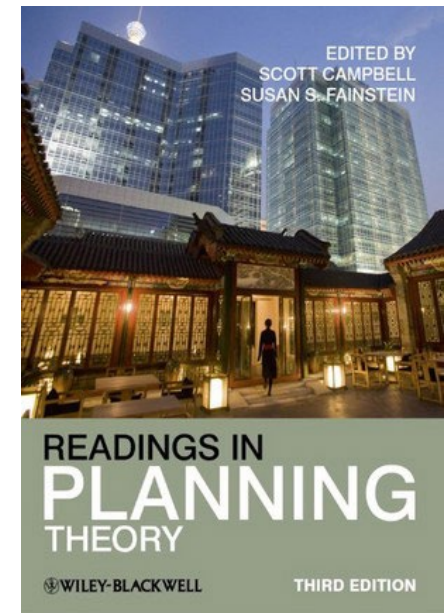
- ❖ Public Health Movement - Late 1800s to 1920
- ❖ Garden City Movement – Ebenezer Howard, John Ruskin
- ❖ City Beautiful Movement - Daniel Burnham, 1893 World Fair Columbian Exhibit, 1909 Plan for Chicago
- ❖ City Efficient Movement – 1920s Standardization (SSZEA/SCPEA)
- ❖ City Humane Movement 1930s – New Deal
- ❖ New Towns – 1935
- ❖ City Functional Movement - 1940s



# Fundamental Planning Knowledge

## Planning Theories....

- ❖ Synoptic Rationality
- ❖ Incremental (Lindbloom)
- ❖ Transactive
- ❖ Advocacy (Davidoff)
- ❖ Radical
- ❖ Utopianism
- ❖ Rational Planning



# Fundamental Planning Knowledge

## Planning Theories on City Development...

- ❖ 1893 City Beautiful - Daniel Burnham
- ❖ 1898 Garden Cities - Ebenezer Howard
- ❖ 1920s Radiant City - Le Corbusier
- ❖ 1925 Concentric Ring Theory - Ernest Burgess
- ❖ 1932 Broad Acre City - Frank Lloyd Wright
- ❖ 1933 Central Place Theory - Christaller
- ❖ 1939 Sector Theory - Homer Hoyt
- ❖ 1945 Multiple Nuclei Theory - Harris and Ullman
- ❖ 1960 Bid Rent Theory - William Alonso
- ❖ 1964 Urban Realm - Vance
- ❖ 1982 New Urbanism - Seaside, Andres Duany
- ❖ 1987 Growth Machine Theory - Harvey and Molotch
- ❖ 1991 Edge City - Joel Garreau
- ❖ 1990s Smart Growth / Sustainability



# Fundamental Planning Knowledge

## Patterns of Human Settlement

- ❖ Ordinance of 1785 –  
provided for the rectangular  
land survey and settlement  
of the Old Northwest

*e.g., growth and development of  
places over time, role of  
transportation in shaping urban  
form, cultural influences on the  
form of places*

*Know the “nuts and  
bolts” of 1785  
Ordinance:  
township = 36 sq mile  
of territory, 36  
sections;  
each section = 640  
acres, one square  
mile;  
used lat/long*

## Fundamental Planning Knowledge

# General terminology, practices, & principles of related professions

*Review of Planning magazine  
(and similar) and supplemental  
sources/research to clarify any  
information is probably the  
extent needed for this content  
sub-area*

*Focus on those related professions  
that you haven't interacted with  
during your career*

*e.g., public health,  
architecture, law,  
engineering, real estate,  
environmental restoration*

# Fundamental Planning Knowledge

## Natural, social, and economic systems

*Some of the details in these areas  
are covered with Areas of Practice*

*Demographics – U.S. Census*

*<http://www.census.gov/2010census/data/2010-census-briefs.php>*

*Ecology/Water – Wildlife habitat (T&E),  
stormwater runoff/water quality  
relationship, water quality &  
quantity issues, surface &  
groundwater, functions of wetlands,  
air quality/public health relationship*

*e.g., political context,  
demographics, social  
trends, ecology, water,  
health, climate*

The 65 years and over  
population grew at a faster  
rate than the total  
population.

*The Older Population 2010 Census Brief*

# Fundamental Planning Knowledge

## Core values of planning

*e.g., equity and social justice, public interest, sustainability, healthy & prosperous communities, diversity, democratic engagement, transparency*

*These core values are reflected in the Code of Ethics, Policy Guides, Planning Advisory Service reports, Planning magazine, and APA award-winning projects*

# Fundamental Planning Knowledge

## Other facts to know...



- ❖ Erie Canal was completed in 1825
- ❖ Union Pacific and Central Pacific joined at Promontory Point, Utah to form the transcontinental railroad in 1869
- ❖ 1<sup>st</sup> US city with a subway was Boston in 1897
- ❖ The 1901 Plan for Washington D.C. was part of the City Beautiful Movement
- ❖ 1<sup>st</sup> historic preservation commission was formed in Vieux Carre, New Orleans, LA in 1921
- ❖ 1<sup>st</sup> off-street parking regulations in Columbus, OH in 1923
- ❖ 1<sup>st</sup> historic preservation ordinance enacted in Charleston, SC in 1931
- ❖ 1<sup>st</sup> urban growth boundary established in the US in Lexington, KY in 1958
- ❖ 1<sup>st</sup> state to institute statewide zoning was Hawaii in 1961
- ❖ ACIP and ASPO joined to form the APA in 1978
- ❖ Largest concrete structure in the US is Grand Coulee Dam (completed 1941)
- ❖ Zip Code stands for Zone Improvement Plan Code
- ❖ **43,560 square feet in 1 acre**
- ❖ **5,280 linear feet in 1 mile**
- ❖ **2.47 acres in 1 hectare**
- ❖ **640 acres in 1 square mile**
- ❖ **USGS map scale**

*Check the Timeline (or Pathways) of American Planning History for more items like this*

# Technology and related applications

*e.g., using technology and related information tools to advance planning, smart cities technology planning*

❖ *Public officials are using technology to engage a host of new constituencies—from apps that encourage the reporting of potholes and abandoned vehicles to systems that enable citizens to participate in planning debates electronically and from afar*

❖ Smart cities technologies: e.g. smart devices, systems, and operating software that collect and analyze data for functions such as monitoring highway conditions to improve traffic flow



# Fundamental Planning Knowledge

## Information Technology

- ❖ visualization
- ❖
- ❖ spatial software
- ❖ big data analytics
- ❖ modeling

**LAYER 5**  
Uses data from Layer 4 for simulation

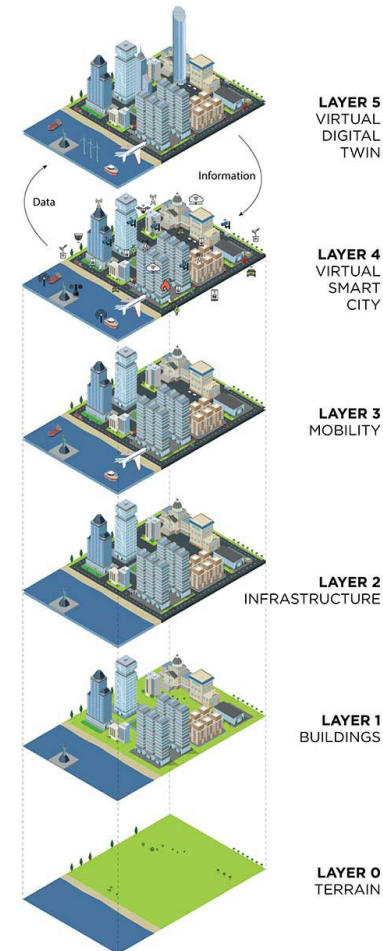
**LAYER 4**  
Collects data from layers 0-3 (from sensors, IoT, connected devices, etc.) to manage and monitor systems and services

**LAYER 3**  
Movements of people and goods in the city

**LAYER 2**  
Basic physical and organizational structures and facilities

**LAYER 1**  
Current buildings in the city (Building Information Modeling)

**LAYER 0**  
Terrain and basic information about the city



Source: (c) Trinity College Dublin: "[A Digital Twin Smart City for Citizen Feedback](#)."

# Sample Question

Which of the following pieces of federal legislation focused on slum clearance?

- A. 1906 Antiquities Act
- B. 1934 Federal Housing Act
- C. 1949 Housing Act
- D. 1968 New Communities Act

*Answer: C. Know this level of detail on key federal legislation.*



# Sample Question

This Supreme Court decision removed the "substantially advances" test for takings cases:

- A. Village of Euclid v. Ambler Realty Co. (1926)
- B. Agins v. City of Tiburon (1980)
- C. Lucas v. South Carolina Coastal Council (1992)
- D. Lingle v. Chevron USA (2005)

*Answer: D. Agins v Tiburon had created the "substantially advances" test, but Lingle v Chevron removed it. Remember the key take-aways from case law.*

# Sample Question

Which of the following court case(s) is/are concerned with takings:

- I. Renton v. Playtime Theatres Inc.
  - II. Pennsylvania Coal Co. v. Mahon
  - III. Metromedia, Inc. v. City of San Diego
  - IV. Agins v. City of Tiburon
- A. I only
  - B. II only
  - C. I and III
  - D. II and IV

*Answer: D. Court case questions can be important to mark, or make notes from, since they can overlap somewhat.*

# Sample Question

The landmark case *Agins v. City of Tiburon* (1980) established a test: a regulation is a taking if it can be shown that it:

- I. Prompts a property owner to file a lawsuit.
- II. Deprives property of all economically viable use.
- III. Creates a nuisance on the affected property.
- IV. Fails to advance a legitimate governmental interest.

- A. I and II
- B. II and IV
- C. II and III
- D. III and IV

*Answer: B. Another example of a question focused on the details of the ruling.*

# 10 minute break

## The Four Agreements

1

### BE IMPECCABLE WITH YOUR WORD

- a. Speak with integrity.
- b. Say only what you mean.
- c. Avoid using the Word to speak against yourself or to gossip about others.
- d. Use the power of your Word in the direction of truth and love.

2

### DON'T TAKE ANYTHING PERSONALLY

- a. Nothing others do is because of you.
- b. What others say and do is a projection of their own reality, their own dream.
- c. When you are immune to the options and actions of others, you won't be the victim of needless suffering.

3

### DON'T MAKE ASSUMPTIONS

- a. Find the courage to ask questions and to express what you really want.
- b. Communicate with others as clearly as you can to avoid misunderstandings, sadness and drama.
- c. With just this one agreement, you can completely transform your life.

4

### ALWAYS DO YOUR BEST

- a. Your best is going to change from moment to moment; it will be different when you are healthy as opposed to sick.
- b. Under any circumstance, simply do your best, and you will avoid self-judgment, self-abuse, and regret.

Leadership - 6%

Administration & Management - 6%

Communication and Interaction - 13%

- ❖ Leadership
- ❖ Managing external relationships
- ❖ Internal organizational management
- ❖ Social Justice
- ❖ Communication

# Leadership - 6%

- ❖ Leadership in support of plan making, participation, recognition of needs, and commitment action
- ❖ Taking a comprehensive approach to complex problem solving and decision-making
- ❖ Ethical aspects of advocacy
- ❖ Accountability to the profession, ethical principles and the public interest
- ❖ The ethics of equity, diversity, & inclusivity in practice
- ❖ Coaching and mentoring
- ❖ Discerning and promoting the value of planning to others, including students, coworkers, decision makers, and the public
- ❖ Opportunities to promote and volunteer within the planning profession and community

# Leadership in Support of Plan Making

*e.g., influencing decision making in the public interest, strategic decision making*

- ❖ **Thinking big:** Create, impart, and execute big ideas
- ❖ **Exercising leadership:** Lead the community in addressing emerging issues and trends
- ❖ **Changing culture:** Foster an innovative, collaborative, and entrepreneurial culture
- ❖ **Implementing big ideas:** Focus on implementation and outcomes

# Leadership by Advancing Equity, Diversity and Inclusion

- ❖ **Advancing equity:** Be the voice for equity and fairness
- ❖ **Advancing diversity:** Be the voice for advancing diversity
- ❖ **Advancing inclusion:** Be the voice for inclusion



# Leadership Via Coaching and Mentoring

- ❖ Serve as a mentor in the workplace or professional organization
- ❖ Be a positive role model for other planners
- ❖ Coach and support coworkers and fellow planners



# Leadership by Promoting Planning

- ❖ Promoting the value of planning to:
  - ❖ Students
  - ❖ Coworkers
  - ❖ Professional colleagues
  - ❖ Decision makers
  - ❖ Elected officials
  - ❖ General public

# Leadership Through Volunteerism

- ❖ Volunteering:
  - ❖ In professional planning organizations
  - ❖ Donating planning related services within the community
  - ❖ Giving back to your community



# Administration and Management - 6%

- ❖ Project or program management
- ❖ Internal organizational management
- ❖ Management of external relationships in a manner considering transparency, freedom of information, confidentiality, privacy, etc.
- ❖ Mentoring and motivating staff to develop their skills optimally, and to ensure timeliness, accuracy, and clarity of work produced
- ❖ Results oriented management and accountability

# Administration & Management

## Project or program management

*e.g., preparing budgets, managing contracts, scheduling, allocating staff, grants, RFPs and RFQs*

### Budgets

#### ❖ Types of Budgets

- Line Item Budgets
- Performance Budgets

#### ❖ Budgeting Process

- Financial Analysis and Policy Choices
- Expenditure Estimates
- Review of Expenditure Estimates
- Revenue Estimates
- Budgeting Forecasting
- Budget Document
- Budget Review and Adoption
- Budget Execution

*Budgets turn plans  
into reality –  
planners need to be  
familiar with how  
they work*

RFP: Request for proposals  
RFQ: Request for qualifications

# Internal organizational management

*e.g., team building and staff training planning-office culture, strategic planning, organizational budgeting and financial management*

- ❖ Team building enhances interpersonal relations of staff so that they better work together
- ❖ Team training is designed to improve efficiency and build skills
- ❖ Strategic planning – organizational management activity used to set priorities, focus resources, and work toward common goals



# Managing external relationships

*e.g., customer service; client interaction; representing and promoting organizations; relationships with partner/sister organizations, decision makers, boards, and commissions; transparency; freedom of information; confidentiality; privacy*

- ❖ Providing excellent customer service is one of the most important functions of a taxpayer-funded public agency
- ❖ Managing relationships is important for planners who are working with communities, clients, and customers

Transparency:  
Know what  
FOIA is

# Mentoring and motivating staff

- ❖ Mentor and motivate staff to develop their skills optimally, and to ensure timeliness, accuracy, and clarity of work produced





# Results Oriented Management & Accountability

- ❖ Creating benchmarks, measures, continuity, testing for statistically significant variations, quality control and quality assurance
- ❖ Hold yourself and others accountable for your/their work

# Leadership, Administration & Management

## New Topic Areas for May 2022 Exam

| Domain                        | Knowledge                                                                                                                                                                                                                |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Administration and Management | Mentoring and motivating staff to develop their skills optimally, and to ensure timeliness, accuracy, and clarity of work produced                                                                                       |
| Administration and Management | Results oriented management and accountability (e.g., creating benchmarks, measures, continuity, testing for statistically significant variations, quality control and quality assurance)                                |
| Leadership                    | Ethical aspects of advocacy                                                                                                                                                                                              |
| Leadership                    | Best practices and their potential applications                                                                                                                                                                          |
| Leadership                    | Accountability to the profession, ethical principles and the public interest                                                                                                                                             |
| Leadership                    | Institutional structures, including accountability, transparency expectations, and roles and responsibilities                                                                                                            |
| Leadership                    | A planner's comprehensive approach to complex problem solving and decision-making (e.g., interrelatedness and inter-dependence, ability to help a community prioritize)                                                  |
| Leadership                    | The ethics of equity, diversity, and inclusivity in practice (e.g., asking for feedback, setting clear expectations and good communication, and consideration of people and ideas representing diverse life experiences) |
| Leadership                    | Coaching and mentoring (e.g., serving as a mentor in the workplace or professional organization; be a positive role model)                                                                                               |
| Leadership                    | Discerning and promoting the public interest related to a proposed action                                                                                                                                                |
| Leadership                    | Professional development expectations and standards and sharing opportunities                                                                                                                                            |
| Leadership                    | Discerning and promoting the value of planning to others, including students, coworkers, decision makers, and the public                                                                                                 |
| Leadership                    | Opportunities to promote and volunteer in professional planning organizations and planning related services in the community                                                                                             |

# Communication and Interaction - 13%

- ❖ Communication (e.g., clear, concise, and understandable)
- ❖ Listening, comprehension, and reflection of needs and ideas
- ❖ Social justice
- ❖ Strategies and techniques to provide non-discriminatory electronic media free of obstacles and/or barriers to accessibility
- ❖ Culturally appropriate and respectful communication sensitive to cultural history and social movements
- ❖ The processes and techniques involved in working towards consensus for decision making
- ❖ Understanding the role of organizational structures and functions
- ❖ Outreach strategies and techniques for various communities, particularly that best suit engagement needs of the disenfranchised or marginalized community

# Communication and Interaction - 13%

- ❖ Evaluation of how well the planned outreach strategy actually engaged targeted communities/populations
- ❖ Evidence-based argument formulation and articulation
- ❖ Sensitive or complex political situation management, project management or program management
- ❖ Internal organizational management
- ❖ Management of external relationships in a manner considering transparency, freedom of information, confidentiality, privacy, etc.
- ❖ Mentoring and motivating staff to develop their skills optimally, and to ensure timeliness, accuracy, and clarity of work produced
- ❖ Results oriented management and accountability

# Communication and Interaction

## Communication

*e.g., clear, concise, and understandable, visual, written, and spoken concepts, relationship building, conducting meetings, media relations, appropriate language(s)*

- ❖ Be clear, concise and understandable via spoken, written and visual communication
- ❖ Have the ability to:
  - ❖ Run meetings
  - ❖ Handle media relations
  - ❖ Build relationships
  - ❖ Accommodate other languages as appropriate

# Communication and Interaction

## Communication

*e.g., clear, concise, and understandable, visual, written, and spoken concepts, relationship building, conducting meetings, media relations, appropriate language(s)*

- **Planners Communication Guide 2.0**

[www.planning.org/communicationsguide/](http://www.planning.org/communicationsguide/)

- Message/support
- Media
- Social Media
- Allies & partners (ID/engage/communicate...early and throughout)
- Contentious issues

# Communication and Interaction

## Listening

*e.g., accurate compilation and integration into the planning process*

- ❖ Be a good listener...it is not always easy and takes time to develop good listening skills
- ❖ Comprehend what others are saying
- ❖ Take good notes/meeting minutes
- ❖ Accurately integrate what you hear into the planning process
- ❖ Look for non-verbal clues while listening



# Communication and Interaction

## Social justice

*e.g., interacting with and planning for and with diverse or underserved communities including renters, social empowerment, economic development*

- ❖ Public involvement planning
- ❖ Public participation techniques
- ❖ Identifying, engaging, and serving underserved groups
- ❖ Social justice issues, literature, and practice
- ❖ Working with diverse communities
- ❖ Coalition building

*Knowing the  
public process of  
planning is KEY  
to passing this  
exam*

*Understand techniques and how they  
function and when they are best used*

*Know names – Alinsky, Davidoff,  
Arnstein*

*Understand basic social justice issues and  
approaches to solving them*



# Communication and Interaction

## Social justice

Why does it matter?

- ❖ Create lasting solutions through an efficient process
- ❖ The AICP Code of Ethics requires it
- ❖ The melting pot versus the salad bowl



VS

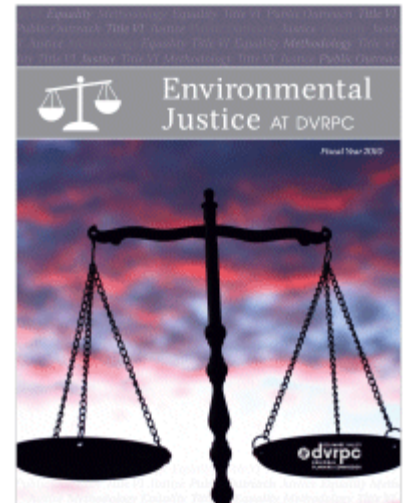


# Communication and Interaction

## Social justice

### Social Justice Issues/Approaches

- ❖ Location of infrastructure
- ❖ Access to jobs
- ❖ Access to education
- ❖ Access to housing
- ❖ EISs/EAs – environmental justice
- ❖ Reverse commuting
- ❖ Brownfield and infill development



*Fair Housing Act*  
*ADA*

# Communication and Interaction

## Social justice

### Names to Know

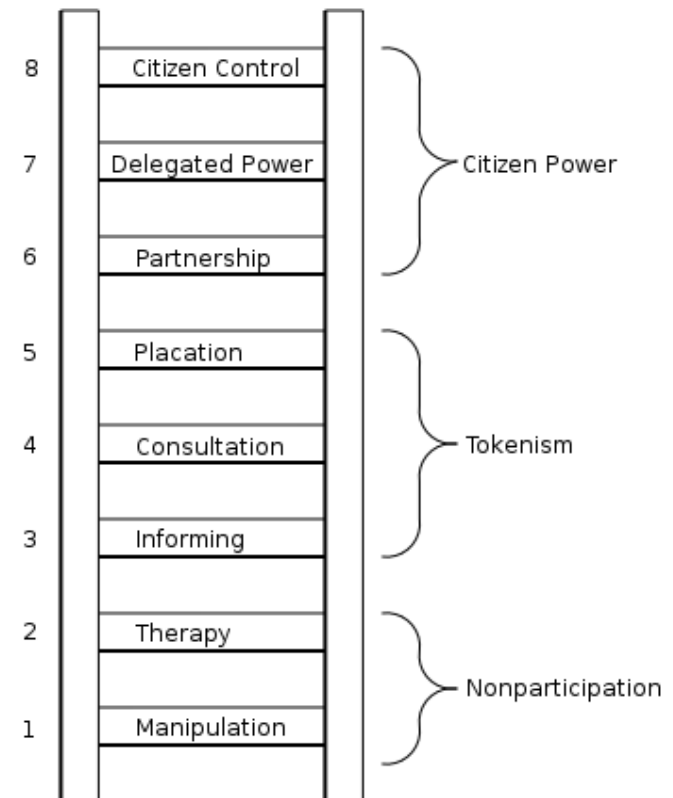
- ❖ Saul Alinsky: community organizing
  - Back of the Yards neighborhood (1930s)
  - *Rules for Radicals* (1971)
- ❖ 1964 Economic Opportunity Act
  - Part of Johnson's War on Poverty/Great Society
  - Head Start remains
- ❖ Paul Davidoff: advocacy planning (50s–80s)

# Communication and Interaction

## Social justice

### Names to Know

#### ❖ Sherry Arnstein: A Ladder of Citizen Participation (1969)



## Communication and Interaction

# Culturally appropriate social justice strategies

- ❖ ID population being served...diverse and/or underserved?
- ❖ ID the most culturally appropriate and respectful communication strategies sensitive to cultural history and social movements...may involve several techniques/strategies
- ❖ Develop plan for engagement
- ❖ Execute the engagement plan

# Communication and Interaction

## Consensus building

- ❖ Consensus means general agreement...it does not mean unanimous agreement
- ❖ Consensus building allows groups to reach a general agreement on the best solution
- ❖ Help lead and guide stakeholder/decision makers to consensus on planning concerns

# Communication and Interaction

## Organizational structures and functions

*e.g., government agencies, non-profit entities, and for-profit businesses*

- ❖ Have a good understanding of organizational structure and functions for the differing organizations that play a role in planning:
  - ❖ Government agencies
  - ❖ Non-profit entities
  - ❖ For-profit businesses

# Communication and Interaction

## Sensitive or complex political situation management

*e.g., practical understanding of the role of a planner and the role of elected officials, relationship building, role of the media including social media*

- ❖ Understand your role in the planning process
- ❖ Understand the role that elected officials play in the planning process
- ❖ Understand the role of the media in covering the planning process
- ❖ Understand that sensitive or complex political situations are likely to arise
- ❖ Relationship building is important
- ❖ Effective communication is key



# Sample Question

Advocacy planning is associated closely with Paul Davidoff and Saul Alinsky. Which of the following was the significant effect of the advocacy movement?

- A. Assisted single women with children find employment.
- B. Caused social planning to move from back room negotiations into the public forum.
- C. Reduced the need for more environmental documentation.
- D. Created economic stability.

*Answer: B. Questions related to people will not necessarily ask what they wrote or what year it was – they can ask how those people impacted planning.*

# Communication and Interaction

## New Topic Areas for May 2022 Exam

| Domain                        | Knowledge                                                                                                                                                                                                                                                             |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication and Interaction | Strategies and techniques to provide non-discriminatory electronic media free of obstacles and/or barriers to accessibility. (e.g., provide equal access and opportunity for users with a disability through the use of assistive technology or keyboard-only access) |
| Communication and Interaction | Listening, comprehension, and reflection of needs and ideas (e.g., accurate compilation and integration into the planning process)                                                                                                                                    |
| Communication and Interaction | Culturally appropriate and respectful communication sensitive to cultural history and social movements                                                                                                                                                                |
| Communication and Interaction | The processes and techniques involved in working towards consensus for decision making                                                                                                                                                                                |
| Communication and Interaction | Understanding the role of organizational structures and functions (e.g., government agencies, non-profit entities, and for-profit businesses)                                                                                                                         |
| Communication and Interaction | Evaluation of how well the planned outreach strategy actually engaged targeted communities/populations (e.g., recognizing implicit bias, achieving optimal benefits)                                                                                                  |
| Communication and Interaction | Evidence-based argument formulation and articulation (e.g., use of research skills, use of factual data, identify and examine evidence, and critical thinking & reasoning to support a plan, program, policy or action)                                               |
| Communication and Interaction | Sensitive or complex political situation management (e.g., practical understanding of the role of a planner and the role of elected officials, relationship building, role of the media including social media)                                                       |

# LUNCH BREAK!!



# AICP Code of Ethics & Professional Conduct - 10%

❖ Most recent version 1/1/22

❖ **All ethics questions on May 2023 exam are based on the Code of Ethics valid April 1, 2016 through December 31, 2021.**

❖ Available on the APA website

❖ 5 sections to the Code :

- A. Principles to Which We Aspire
- B. Our Rules of Conduct
- C. Advisory Opinions
- D. Adjudication of Complaints of Misconduct
- E. Discipline of Members

# AICP Code of Ethics & Professional Conduct - 10%

## ❖ Five parts:

- A. Principles to Which We Aspire
- B. Our Rules of Conduct
- C. Advisory Opinions - How one may obtain either a formal or informal advisory ruling, as well as requirements for an annual report
- D. Adjudication of Complaints of Misconduct - How a complaint of misconduct can be filed, and how complaints are investigated and adjudicated
- E. Discipline of Members - Forms of disciplinary actions

# Principles to Which We Aspire

- ❖ Our Overall Responsibility to the Public
  - “primary obligation is to serve the public interest”
  - public involvement, accurate information
- ❖ Our Responsibility to Our Clients and Employers
  - “independent professional judgment”
- ❖ Our Responsibility to Our Profession and Colleagues
  - education, research, professional development

# Principles to Which We Aspire

***If you are found guilty of violating a portion of this section of the code you can NOT be removed from AICP or sanctioned in any manner.***

AICP Code

# Principles to Which We Aspire

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**“We need to draw the line on unethical behavior.  
But let’s draw it with an Etch-a-Sketch and  
don’t be afraid to shake it a little.”**



# Our Rules of Conduct

❖ 26 rules

❖ General Topics:

- Conflict of interest (8 rules)
- Accurate information (7 rules)
- Code procedures (4 rules)

# Our Rules of Conduct

***If you are found guilty of violating a section of this part of the code, you can be removed from AICP or sanctioned in another matter.***

AICP Code

# Our Rules of Conduct

Stu's Views

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What?!? 7 out of 10  
Commandments isn't passing?

# Our Rules of Conduct - Key Points

## **Rule #1**

*We shall not deliberately or with reckless indifference fail to provide **adequate, timely, clear and accurate information** on planning issues.*

# Our Rules of Conduct - Key Points

## Rule #4

*We shall not, as salaried employees, undertake other **employment** in planning or a related profession, **whether or not for pay**, without having made **full written disclosure** to the employer who furnishes our salary and having received subsequent **written permission** to undertake additional employment, unless our employer has a written policy which expressly dispenses with a need to obtain such consent.*



# Our Rules of Conduct - Key Points

## Rules #5 and #6

- ❖ *We shall not, as **public officials or employees**; accept from anyone other than our public employer any **compensation**, commission, rebate, or other advantage that may be **perceived** as related to our public office or employment.*
- ❖ *We shall not perform **work on a project for a client** or employer if, in addition to the agreed upon compensation from our client or employer, there is a **possibility for direct personal or financial gain** to us, our family members, or persons living in our household, unless our client or employer, after full **written disclosure** from us, **consents** in writing to the arrangement.*



# Our Rules of Conduct - Key Points

## Rules #8 and #9

- ❖ *We shall not, as **public officials or employees**, engage in **private communications** with planning process participants if the discussions relate to a matter over which we have **authority to make a binding, final determination** if such private communications are prohibited by law or by agency rules, procedures, or custom.*
- ❖ *We shall not engage in **private discussions with decision makers** in the planning process in any manner prohibited by law or by agency rules, procedures, or custom.*

# Our Rules of Conduct - Key Points

## Rule #14

*We shall not use the power of any office to seek or obtain a **special advantage** that is not a matter of public knowledge or is not in the public interest.*



# Our Rules of Conduct - Key Points

## Rule #18

*We shall not **direct or coerce other professionals** to make analyses or reach findings not supported by available evidence.*

# Our Rules of Conduct - Key Points

## Rules #24 and #21

❖ *We shall not file a **frivolous charge** of ethical misconduct against another planner.*

❖ *We shall not **withhold cooperation or information** from the AICP Ethics Officer or the AICP Ethics Committee if a charge of ethical misconduct has been filed against us.*

# Our Rules of Conduct - Key Points

## Rule #25

*We shall neither deliberately, nor with reckless influence, commit **any wrongful act**, whether or not specified in the Rules of Conduct, that **reflects adversely on our professional fitness**.*

# Our Rules of Conduct - Key Points

## Rule #26

*We shall not fail to immediately notify the Ethics Officer by both receipted Certified and Regular First Class Mail if we are convicted of a "serious crime" as defined in Section D of the Code; nor immediately following such conviction shall we represent ourselves as Certified Planners or Members of AICP until our membership is reinstated by the AICP Ethics Committee pursuant to the procedures in Section D of the Code.*

# Code Procedures

## ❖C: *Advisory Opinions*

- Informal Advice – anyone can request from the Ethics Officer, not binding
- Formal Advisory Opinion – members only can request, to the Ethics Committee, written, binding, may be published
- Annual Report – Ethics Officer to the AICP Commission (to include all Formal Advisory Opinions and interpretations of the Code), AICP Commission to the membership (contents not specified)

# Code Procedures

## ❖ D: *Adjudication of Complaints of Misconduct*

- Filing
- Review
- Determination
  - Appeal by complainant if dismissed
- Fact Finding
- Decision/Dismissal
- Potential Outcomes: 1) confidential letter of admonition, 2) public reprimand, 3) suspension of AICP membership, or 4) expulsion from AICP
- Appeals – to the Ethics Committee

This level with  
the Ethics Officer

Can negotiate a settlement

# Code Procedures

## ❖ E: *Discipline of Members*

- Discipline for Code violations plus: serious crimes, crimes, loss/restrictions of other licenses/certifications, failure to notify AICP
- Same potential outcomes, potentially with conditions
- Serious crime/crime– fraud, failure to pay taxes
- “other conduct inconsistent”
- Reinstatement process
- May publish information

# Sample Question

An AICP member charged with misconduct under the AICP Code of Ethics and Professional Conduct can appeal the initial determination to which entity?

- A. AICP Commission
- B. Executive Committee of AICP
- C. Executive Director of AICP
- D. AICP Ethics Committee

*Answer: D.*



## AICP Code

### Just FYI ... How much is the Code Used? 2021 Activity

#### ❖ Ethics Cases - 28 Total

- 26 Cases Resolved (17 dismissed, 9 settled)
- 2 Cases Pending

#### ❖ Requests for Informal Advice: 154

# Another FYI ... Case Activity Trends

## ❖ Ethics Cases

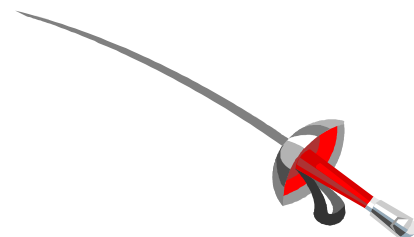
- 2005: 7
- 2006: 9
- 2007: 12
- 2008: 15
- 2009: 11
- 2010: 4
- 2011: 4
- 2012: 2
- 2013: 6
- 2014: 13
- 2015: 12
- 2016: 12
- 2017: 19
- 2018: 15
- 2019: 18
- 2020: 21
- 2021: 28



- ## ❖ Requests for Informal Advice ranging between 15 – 40 annually in recent years

# AICP Code of Ethics

- ❖ Learn the differences between principles that we aspire to and rules of conduct we are required to meet
- ❖ Learn how advice can be sought
- ❖ Learn how charges are filed and defended
- ❖ Learn who the players are – Ethics Officer and Ethics Committee



# Resources for Scenarios

- ❖ **The Ethical Planning Practitioner, 2016 – Jerry Weitz**
- ❖ **PA Chapter AICP Exam page**
- ❖ **Toolkit for Conducting Ethics Session**
- ❖ **Ethics Case of the Year**
- ❖ **Planning Ethics in Action Blog**

On  
the  
APA  
Ethics  
site

## Scenario 13: Potential Conflict With Public and Nonprofit Roles

You are the planning director for a local government and have been asked to join the board of directors of a nonprofit organization that seeks to create more affordable housing in the region. If you serve in a leadership role for the nonprofit organization, might those responsibilities cause an ethical conflict with your responsibilities as planning director?

- Relevant portions of the Code:
  - Aspirational Principles: 1.f, 2, 2.c, 3, 3.b, 3.j
  - Rules of Conduct: 4, 7

# Plan and Policy Development - 15%

- ❖ Preparing to Plan
- ❖ Familiarity with State and Federal Laws (statutory basis of planning)
- ❖ Planning as characterized by sequential steps and multi-variate analyses
- ❖ Formulating and drafting policies (e.g., policy analysis, equity, economic and environmental implications)
- ❖ Vision, goal, objective, policy, and priority statement creation and their interrelationships
- ❖ Objectives and actions to address identified needs and priorities within an equity framework
- ❖ Stakeholder and community inclusion in scoping a plan, policy, and project

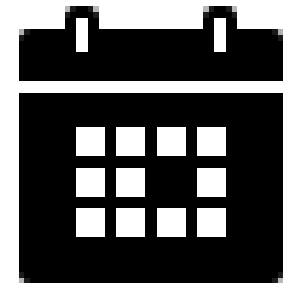
# Plan and Policy Development - 15%

- ❖ Mediation, negotiation, facilitation, or arbitration in order to address conflicting interests and demands
- ❖ Applying innovations and best practices appropriate to place and context
- ❖ Identifying and evaluating consequences (e.g., physical, social, natural, economic, fiscal, resilience, public facilities)
- ❖ Funding and financing considerations, demands, and strategies (e.g., grant resources, budgeting)
- ❖ Community character and form (e.g., context sensitive design, urban design, multicultural sensitivity, equity)
- ❖ Identifying, quantifying, and addressing incidence and burden, past and future, that results from systems that foster and perpetuate inequities and discrimination
- ❖ Conversance with related disciplines

# Plan and Policy Development

## Preparing to Plan

- ❖ Purpose
- ❖ Authority/Statutory Basis
- ❖ Budget
- ❖ Schedule
- ❖ New plan vs. update with minor or major revisions
- ❖ Public Engagement
- ❖ Available Resources
- ❖ Inhouse vs. Consultants
  - ❖ If Consultants – Plan for RFP/RFQ process and time
- ❖ Scoping





# Plan and Policy Development

## Statutory basis of planning

*e.g., relationship to  
national and state  
government, governance  
structure*

### ❖ Planning at the national level

- Housing
  - HUD, EDA, CDBG
  - National Housing Acts (1934-1954)
  - Fair Housing Act (1968)
- Transportation
  - FHWA, FTA, FRA, FAA, ACOE
  - National Highway System
  - TEA Acts and MAP-21
- Environmental
  - EPA
  - NEPA (1969)
  - Clean Air Act (1970)
  - Clean Water Act (1972)

### ❖ Others

- Historic Preservation
- Emergency Management
- Flood Protection
- Social Justice (e.g. ADA)
- Telecommunications
- Religion (RLUIPA)
- Census & other data gathering
- Recreation & Parks
- National Defense & Security
- Immigration
- Education
- Tribal Affairs
- Oil & Mineral Leasing
- Energy

# Statutory basis of planning

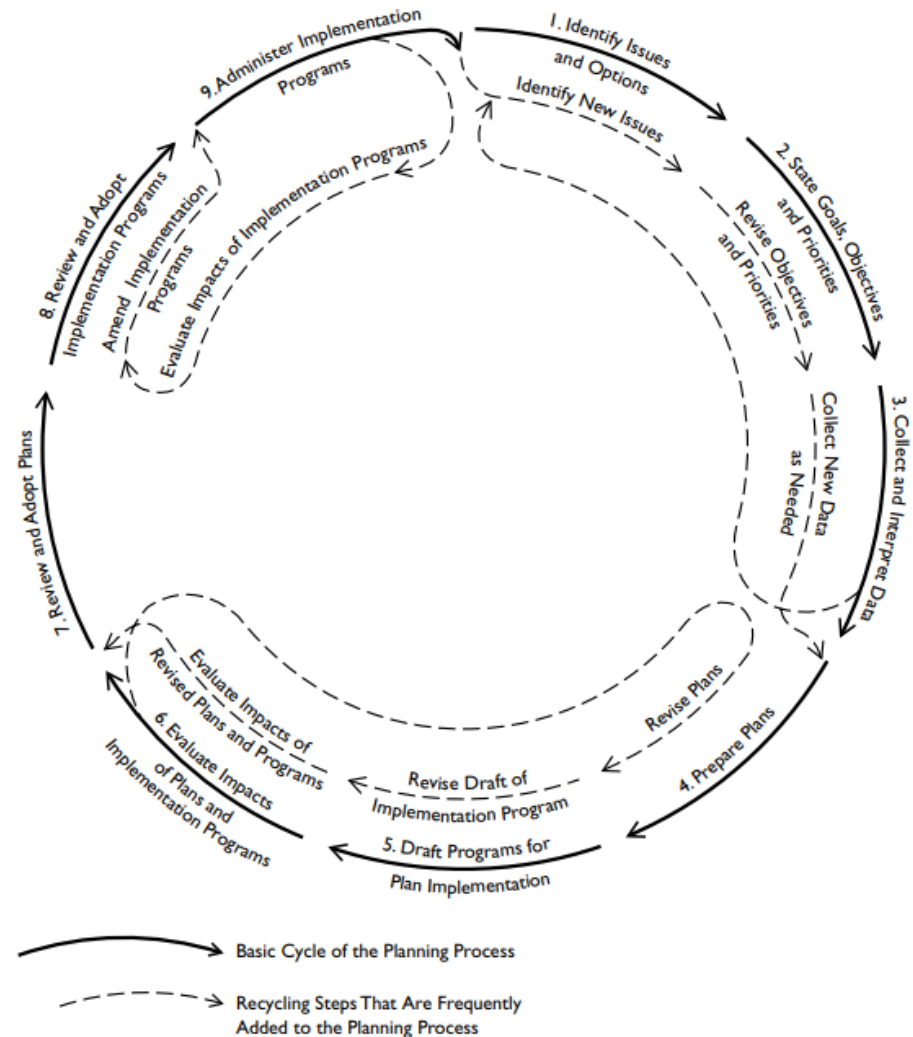
*e.g., relationship to  
national and state  
government, governance  
structure*

## ❖ Planning for State

- Dillon's Rule vs. Home Rule
  - 39 states use Dillon's Rule in whole or in part
  - Dillon's Rule (Iowa judge, 1868 ruling) narrowly defines the power of local governments. The first part of Dillon's Rule states that local governments have only three types of powers:
    - those granted in express words,
    - those necessarily or fairly implied in or incident to the powers expressly granted, and
    - those essential to the declared objects and purposes of the corporation, not simply convenient, but indispensable.
  - The second part of Dillon's Rule states that if there is any reasonable doubt whether a power has been conferred on a local government, then the power has NOT been conferred.
  - Home Rule: Local governments have all functions not prohibited/preempted by State or Federal law

# Plan and Policy Development Sequential Steps

- ❖ Follow Planning Process (example pictured here)
- ❖ Can be iterative



The process of plan making should be viewed as a continuous cycle. There are interrelationships among the phases of the planning process. Information gained at a later phase can inform the outcome of an earlier phase. It is important to recognize the iterative nature of planning and to allow for continuous cycling to occur.

## THE PLANNING PROCESS

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# Plan and Policy Development

## Formulating and drafting policies

*e.g., creating and evaluating alternatives, full range of impacts, plan presentation, policy analysis, building constituency, visualization techniques*

❖ The basic steps of plan making and implementation:

- Identification of stakeholders
- Defining and identifying problems
- Gathering information and analysis
- Developing alternatives/evaluating impacts
- Selecting an alternative
- Budget and implementation
- Evaluation and amendment
- Achievement



*Consider this process in the different areas of practice and in the context of public participation and social justice*

## Plan and Policy Development

# Goal Setting/Visioning

- ❖ Statement of where the community desires to go
- ❖ A key element of any comprehensive plan
- ❖ See Kelo or Agins for the importance of goals and/or a comprehensive plan

*e.g., visioning, goal setting, identifying key issues, forecasting, legal context*

Landscapes2

Bringing growth and preservation together for Chester County

Chester County Comprehensive Policy Plan



# Plan and Policy Development

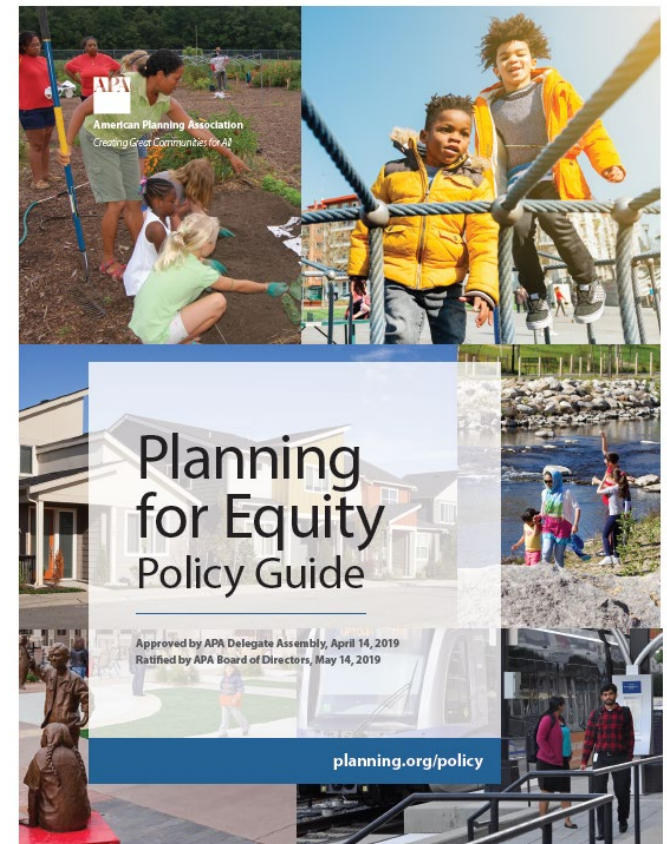
## Goal Setting/Visioning

- ❖ GOAL: value-based statement, not necessary measurable; should include purpose, scope and context
- ❖ OBJECTIVE: more specific, measurable statement of a desired end; should include location, character, and timing
- ❖ POLICY: rule or course of action that indicates how the goals and/or objectives of the plan should be realized; should include principles, agreements, laws, regulations, and resolutions
- ❖ PROGRAM: series of related, mission-orientated activities aimed at carrying out a particular goal or policy; should include initiatives, projects, milestones, costs and responsibilities

# Addressing Needs and Priorities Within an Equity Framework

- ❖ Planning for all residents of a community in ways that reduce or eliminate inequity
- ❖ Planning for those historically underrepresented in the planning process
- ❖ Prioritize equity as a goal/outcome
- ❖ Prioritize inclusivity
- ❖ Planning for Equity:

<https://www.planning.org/publications/document/9178541/>





# Plan and Policy Development

# Stakeholder and Community Inclusion

- ❖ Plan for public participation and meaningful outreach to all populations so that all people have a voice and access to decision making.
- ❖ Reexamine practices for obtaining stakeholder and community input and revise as necessary to be more inclusive
- ❖ Perform outreach to historically underrepresented populations
- ❖ Build trust through outreach efforts





# Plan and Policy Development

## Conflict Resolution

- ❖ Be aware that conflicts may arise during the planning process
- ❖ Plan for and be prepared to handle conflicts if they arise:
  - ❖ Mediation
  - ❖ Negotiation
  - ❖ Facilitation
  - ❖ Arbitration



# Plan and Policy Development

## Innovations and Best Practices

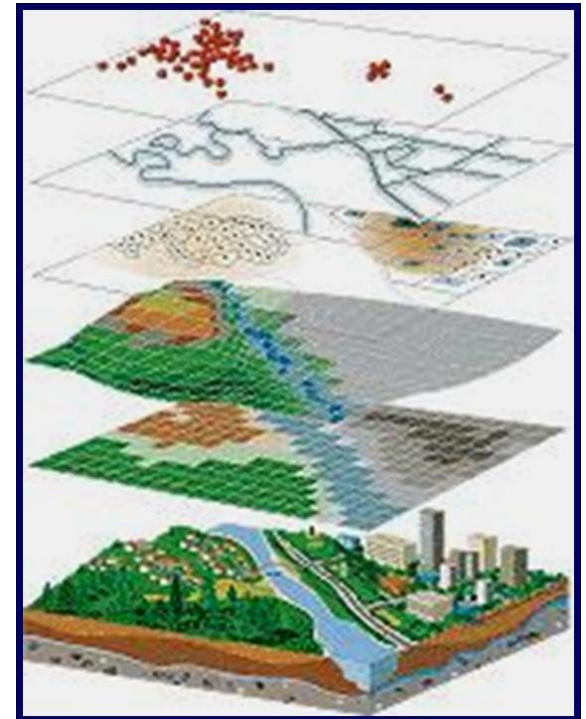
- ❖ Advances in digital technologies
- ❖ Use of multiple and cutting-edge community engagement strategies
- ❖ Understand how changes in the workplace (remote or hybrid work options) and the rise of e-commerce will affect transportation and land use planning and decisions
- ❖ Don't be afraid to “think outside the box”



# Plan and Policy Development

## Identifying and Evaluating Consequences

- ❖ Identify and evaluate how planning alternatives affect the various resources being planned for:
  - ❖ physical, social, and natural environments, transportation, housing, economic, fiscal, resilience, public facilities
- ❖ Understand the interrelatedness of planning decisions on the community being served
- ❖ Be aware of potential for unintended consequences



# Plan and Policy Development

# Funding and Financing

# Considerations

- ❖ Be aware of options for funding and/or financing your planning effort and implications associated with funding and/or financing implementation of the plan
  - ❖ Grants
  - ❖ Loans
  - ❖ Budgets
  - ❖ Return on investment
  - ❖ Municipal and real estate financing sources



# Plan and Policy Development

## Community Character and Form

- ❖ Context sensitive design
- ❖ Urban/Suburban/Rural design
- ❖ Historic resources and design guidelines
- ❖ Neighborhood preservation
- ❖ Natural and scenic resources
- ❖ Open space preservation
- ❖ Multicultural sensitivity
- ❖ Equity considerations
- ❖ Redevelopment considerations
- ❖ Form-based codes



# Plannings role in fostering & perpetuating inequities & discrimination

- ❖ Understand the past and present role that planning has played in creating and perpetuating inequities and discriminatory practices
- ❖ Identify relevant concerns associated with your plan and within your community
- ❖ Advocate to plan accordingly to undo past inequities and discriminatory practices
- ❖ Plan ethically: “...*We shall seek social justice by working to expand choice and opportunity for all persons, recognizing a special responsibility to plan for the needs of the disadvantaged and to promote racial and economic integration. We shall urge the alteration of policies, institutions, and decisions that oppose such needs.*” (AICP Code f Ethics 2016)

# Plan and Policy Development

## Conversance with Related Disciplines

- ❖ Engineering
- ❖ Architecture
- ❖ Landscape architecture
- ❖ Environmental science
- ❖ Public administration
- ❖ Communications
- ❖ Economics
- ❖ Law
- ❖ Real estate

# Plan and Policy Development

## New Topic Areas for May 2022 Exam

| Domain                      | Knowledge                                                                                                                                                           |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan and Policy Development | Planning as characterized by sequential steps and multi-variate analyses                                                                                            |
| Plan and Policy Development | Objectives and actions to address identified needs and priorities within an equity framework                                                                        |
| Plan and Policy Development | Stakeholder and community inclusion in scoping a plan, policy, and project                                                                                          |
| Plan and Policy Development | Mediation, negotiation, facilitation, or arbitration in order to address conflicting interests and demands (e.g., special interests vs established policy)          |
| Plan and Policy Development | Applying innovations and best practices appropriate to place and context                                                                                            |
| Plan and Policy Development | Identifying and evaluating consequences (e.g., physical, social, natural, environment, economic, fiscal, resilience, concurrency, public facilities)                |
| Plan and Policy Development | Funding and financing considerations, demands, and strategies (e.g., grant resources, budgeting, return on investment, municipal and real estate financing sources) |
| Plan and Policy Development | Community character and form (e.g., context sensitive design, historic, urban design, evolution and dynamics, form-based codes, multicultural sensitivity, equity)  |
| Plan and Policy Development | Identifying, quantifying, and addressing incidence and burden, past and future, that results from systems that foster and perpetuate inequities and discrimination  |
| Plan and Policy Development | Conversance with related disciplines (e.g., terminology, practices, and principles in engineering, environmental science, architecture, etc)                        |



# Plan Implementation - 12%

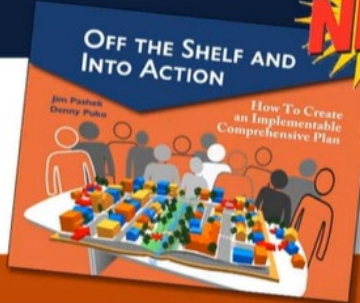
- ❖ Develop and interpret rules, regulations, policies, and programs
- ❖ Aligning and activating funding and financing options
- ❖ Proposal or project assessment for consistency with adopted programs and plans, laws, regulation, and policy
- ❖ Developing strategic partnerships to facilitate plan implementation
- ❖ Identifying and mitigating challenges and obstacles for plan implementation
- ❖ Drafting action steps and assigning responsibility
- ❖ Monitoring, evaluating, and updating adopted plans and policies in order to achieve the greatest benefits with no or minimal adverse impact
- ❖ Integrating multiple projects to achieve efficiency, effectiveness, and synergy

## Plan Implementation

# Develop and interpret rules, regulations, policies and programs

*e.g., codes and regulations, budgeting and finance, demonstration projects, decision making*

- ❖ The goals in a comprehensive plan cannot be achieved without strong regulatory and financial support...such as zoning, capital spending, and non-capital spending
- ❖ Recruit partners and create capacity to implement the plan
- ❖ Track implementation progress



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Different thinking about comprehensive plans  
Five keys to an implementable plan  
"Closer Look" case studies  
Tips and tools



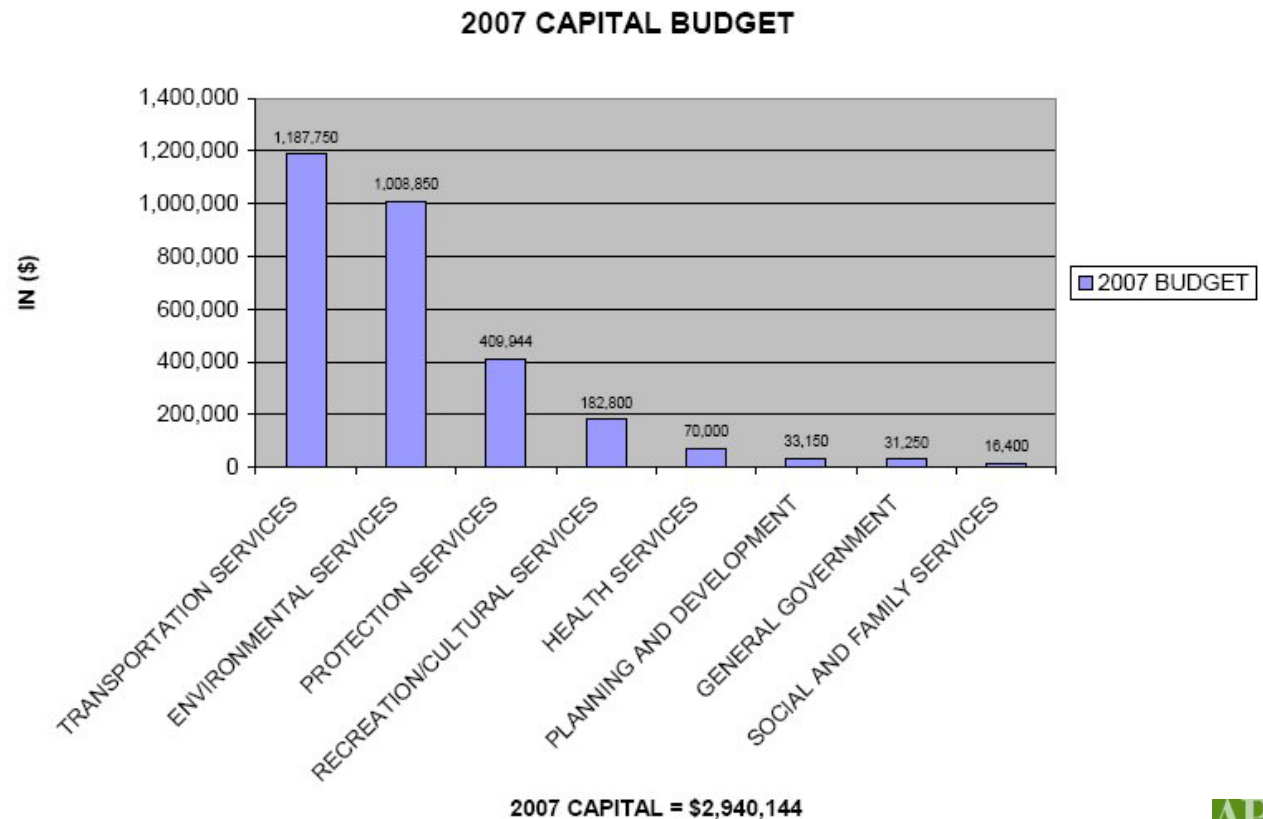
## Plan Implementation

# Develop and interpret rules, regulations, policies and programs

## Budgets & Financing - Capital Improvements

### ❖ Types of Projects

- Streets
- Water
- Sewer
- Parks
- Public facilities
- Drainage



# Plan Implementation

## Project or program management

### Budgeting

#### Allocation of Tax Dollars



Differs by state!

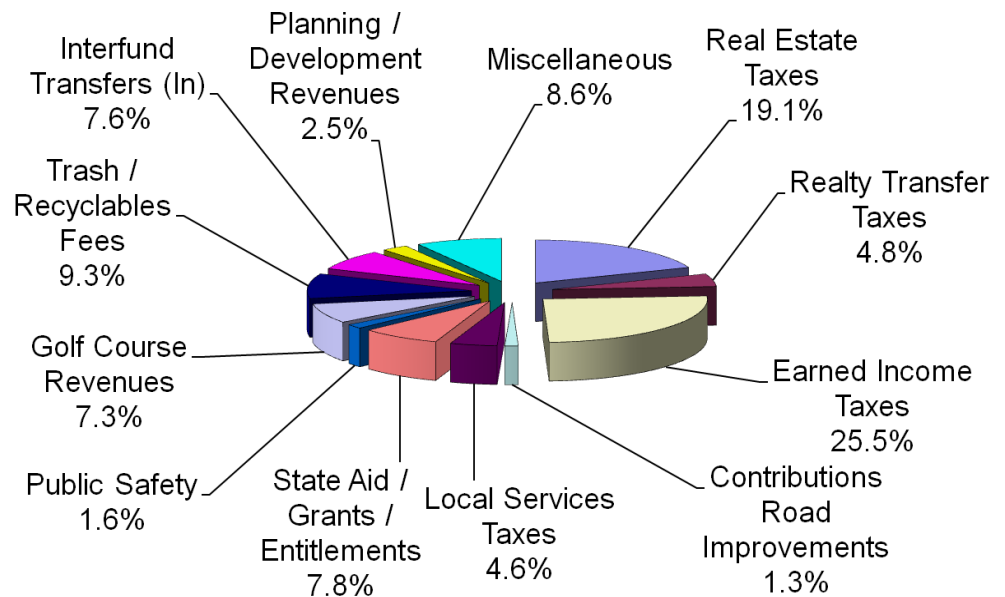
## Plan Implementation

# Aligning and activating funding and financing options

*e.g., grants, state, federal*

## Budgets & Financing - Public Financing Tools

- ❖ Current revenues – cash
- ❖ Revenue funds/Fees
- ❖ State and Federal grants
- ❖ Revenue bonds
- ❖ General obligation bonds
- ❖ Special Taxing Authorities
- ❖ Special assessments
- ❖ User fees
- ❖ Tax Increment Financing



## Plan Implementation

# Develop strategic partnerships

*e.g., support, mitigate opposition*

- ❖ Create a supportive plan implementation team
- ❖ Partner with regional, state and federal agencies
  - ❖ Technical assistance
  - ❖ Financial assistance

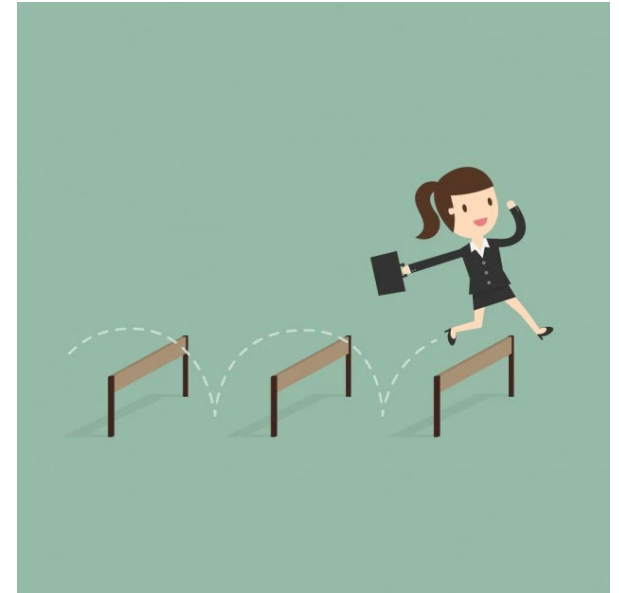


## Plan Implementation

# Identifying and mitigating challenges and obstacles

*e.g., strive towards a win-win outcome*

- ❖ Early in implementation stage, identify potential challenges and obstacles
  - ❖ Opposition groups
  - ❖ Funding/financing
  - ❖ Technical expertise
- ❖ Once identified, work to mitigate challenges and obstacles



## Plan Implementation

# Draft action steps and assign responsibilities

- ❖ Identify action steps
- ❖ Assign responsibilities to team members to manage, facilitate, and/or coordinate implementation of programs or projects
- ❖ Develop a schedule for assigned items





## Plan Implementation

# Monitoring and assessment

*e.g., measures of performance, outcome indicators*

- ❖ Measures or outcomes need to be established in order to assess performance
- ❖ These will vary be the type of plan or program being assessed
- ❖ Assessment on a regular basis, and assessing the proper measure, are equally important

## Plan Implementation

# Integrating multiple projects

*e.g., identifying a mix of projects based on geographic area, constituency, infrastructure, etc.*

- ❖ If possible, integrate a mix of projects for implementation
- ❖ Integrating multiple projects helps to achieve efficiency, effectiveness, and synergy

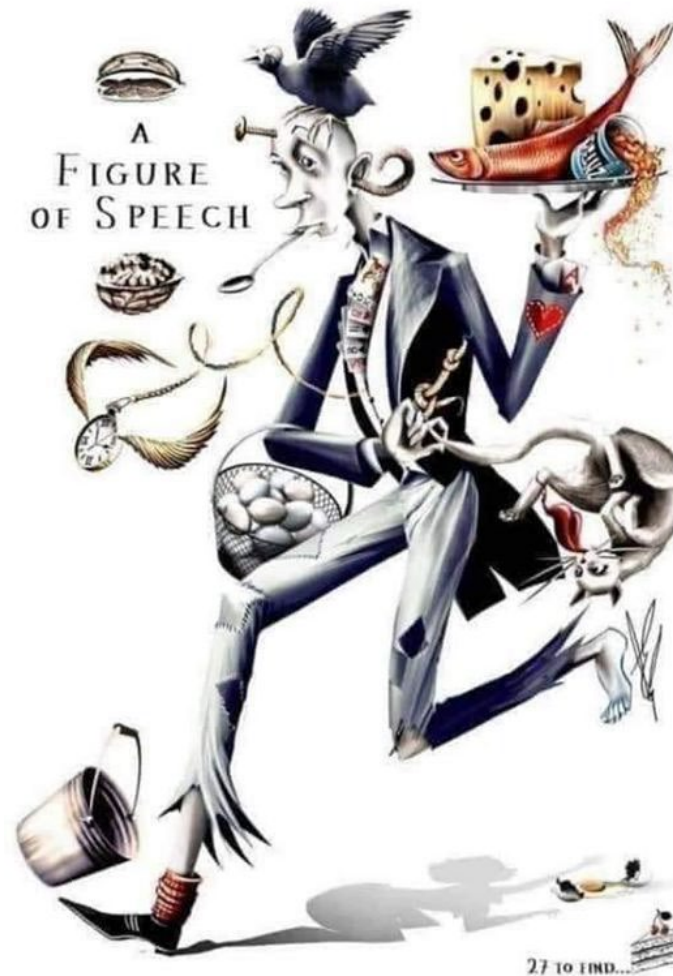
## Plan Implementation

# New Topic Areas for May 2022 Exam

| Domain              | Knowledge                                                                                                                                                                                                                          |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan Implementation | Aligning and activating funding and financing options (e.g., grants, state, federal)                                                                                                                                               |
| Plan Implementation | Developing strategic partnerships to facilitate plan implementation (e.g., support, mitigate opposition)                                                                                                                           |
| Plan Implementation | Identifying and mitigating challenges and obstacles for plan implementation (e.g., strive towards a win-win outcome)                                                                                                               |
| Plan Implementation | Drafting action steps and assigning responsibility including managing, facilitating, and/or coordinating the implementation of programs or projects according to a schedule                                                        |
| Plan Implementation | Monitoring, evaluating, and updating adopted plans and policies in order to achieve the greatest benefits with no or minimal adverse impact (e.g., cost/benefit, qualitative and quantitative measures and criteria, transparency) |
| Plan Implementation | Integrating multiple projects to achieve efficiency, effectiveness, and synergy (e.g., identifying a mix of projects based on geographic area, constituency, infrastructure, etc.)                                                 |

# 10 minute break

There are 27 figures of speech in the photo. Who can guess one?  
I'll start with "cat's got his tongue".



# Research and Assessment Methods - 11%

- ❖ Conducting research and acquiring knowledge (e.g., qualitative and quantitative research, experiential, oral histories, research methods, precedents and examples, best practices, analysis and reporting, surveying, sources of data, metadata, recognizing implicit bias)
- ❖ Data collection strategies appropriate to identify planning issues while acknowledging privacy and confidentiality concerns
- ❖ Data and source interpretation and evaluation
- ❖ Spatial analysis (e.g., GIS, mapping, interpretation, 3D visualization, modeling)
- ❖ Community involvement and engagement to develop a sound understanding of a community

# Research and Assessment Methods

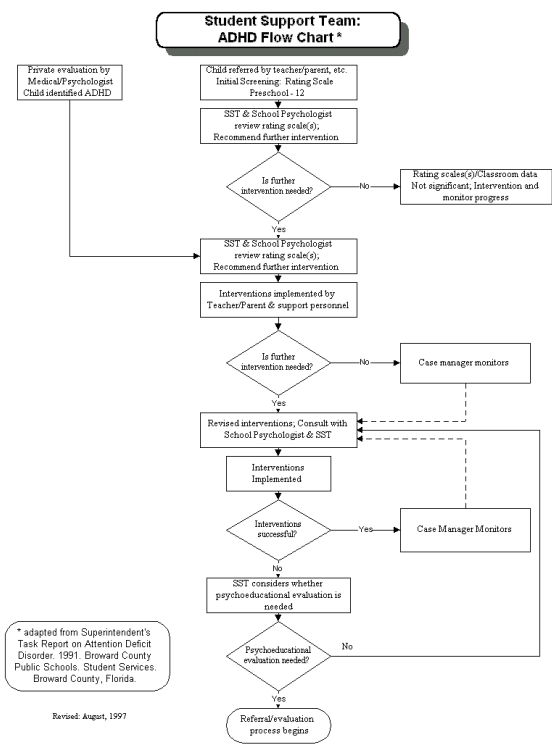
## Collecting, Analyzing, & Reporting Data

*e.g., qualitative, and quantitative research, research methods, precedents and examples, best practices, analysis and reporting, surveying*

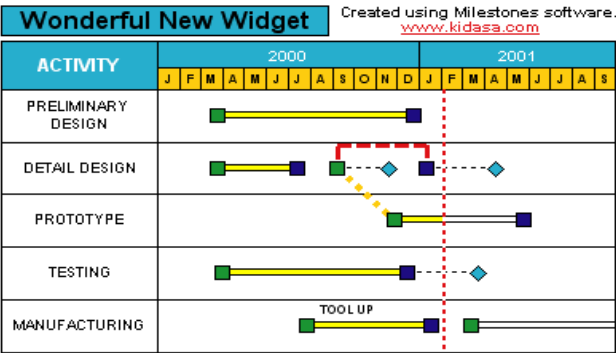
## Conducting research & acquiring knowledge

Know terms such at Gant Chart, Bubble Chart, Flow Chart, matrix, etc

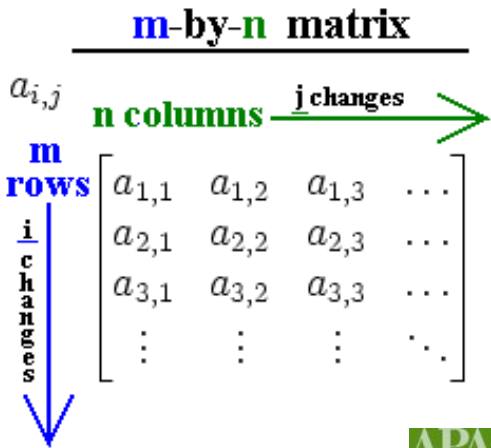
Flow Chart



Gant Chart



Matrix



# Research and Assessment Methods

## Collecting, Analyzing, & Reporting Data

### Demographics

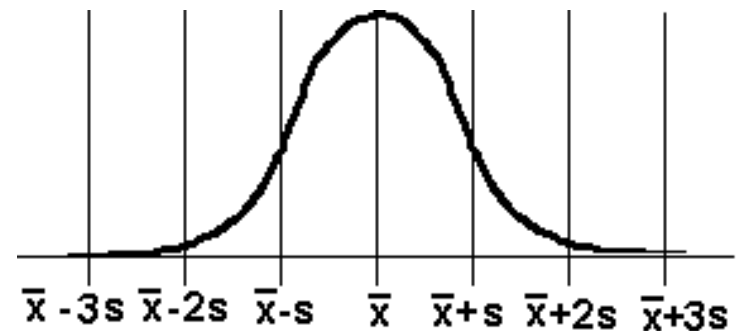
- ❖ 3 major components of demographic analysis:
  - Fertility
  - Mortality
  - Migration

# Research and Assessment Methods

## Organizing, Analyzing, & Reporting Data

### ❖ Types of Descriptive Statistics

- Percentiles and Quartiles
- Measures of Central Tendency
  - Mean
  - Mode
  - Median
- Measures of Dispersion of Variability
  - Range
  - Standard Deviation
  - Variance
- Measures of distribution shape
  - Skewness
  - Kurtosis (thickness of the tails)





# Research and Assessment Methods

## Collecting, Analyzing, & Reporting Data

### ❖ Three basic types of demographic analysis used by planners:

- Descriptive – tools, data, and methods to describe the population of an area
- Trends – look at how demographic data has changed over time
- Projections – estimates of future population and population structure

*A comprehensive plan would be a document that would make use of each of these demographic analysis tools*

# Research and Assessment Methods

## Collecting, Analyzing, & Reporting Data

- ❖ *Targets*: express desirable future populations based on policies and goals.
- ❖ *Estimates*: measure of a present or past condition that cannot be measured directly because of a lack of resources (data, time, money).
- ❖ *Projections*: conditional statement about the future, describing what the future is likely to be if a given set of assumptions proves to be true; typically based on statistical models that extrapolate past and present trends into the future. Projections can be created through very simple or very complex calculations, the type of calculation used is based on available data and desired use of the projection.
- ❖ *Forecasts*: conditional statement about the future, describing what the future is likely to be; typically based on statistical models, but reflecting and incorporating the decisions and judgment of the analyst with respect to various factors.

# Research and Assessment Methods

## Collecting, Analyzing, & Reporting Data

- ❖ Ratio/Step-down Method: Less technically complicated, good for smaller area projections. The farther out the projection, the more the margin of error.
- ❖ Cohort Component (aka Cohort Survival): Technically complicated, lots of data, good for large area projections like states or large metropolitan areas.
- ❖ Extrapolation Methods: Good at the county level, bases growth on observed growth trends, watch out for mitigating factors.
- ❖ Symptomatic Methods: Regression analysis can be used for small areas.
- ❖ Housing Units Methods: Similar to extrapolation but good at a local level.

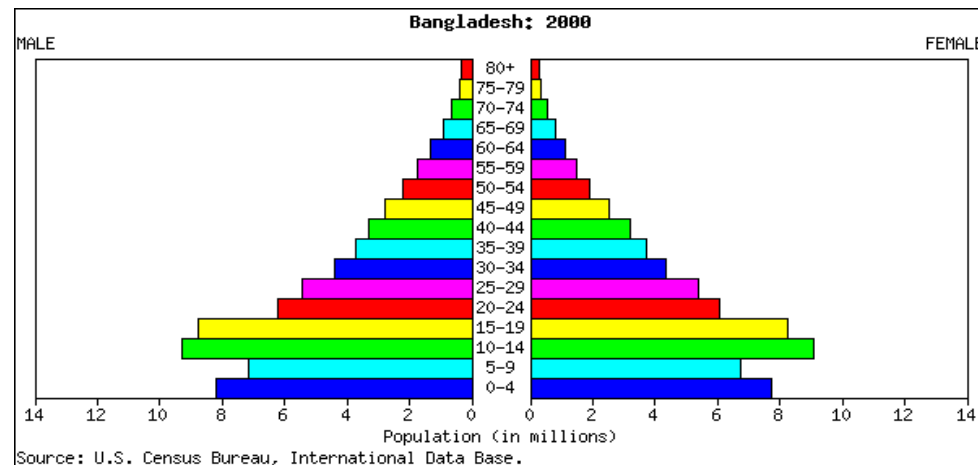
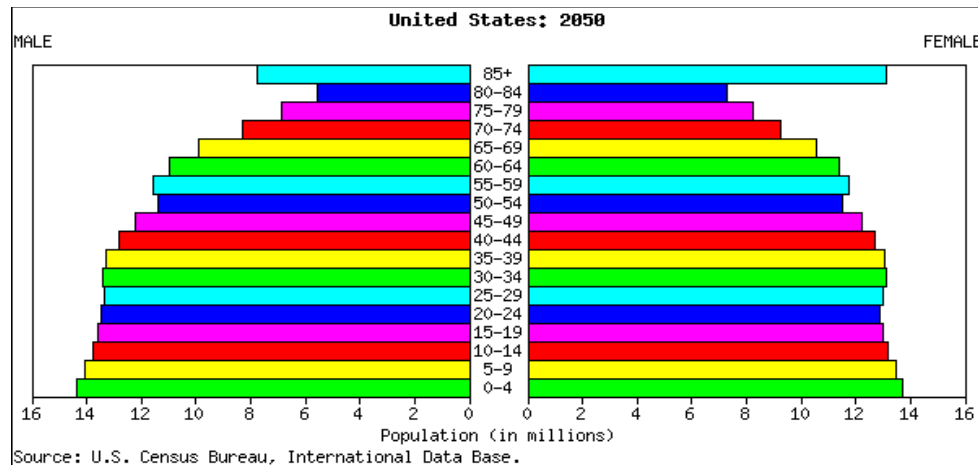
*Cohort-Component most common*

- *Cohort = age group*
- *Component = the three components of demography (fertility, mortality, migration)*

# Research and Assessment Methods

## Collecting, Analyzing, & Reporting Data

Population forecast pyramids show the underlying demographic structure.



# Research and Assessment Methods

## Collecting, Analyzing, & Reporting Data

- ❖ Why do we care so much about demographics and the U.S. Census?
- ❖ Estimates are used in Federal and State funding allocations....it's all about the \$\$
- ❖ Check the U.S. Census Bureau website for information on trends and notable data

**#s = \$\$**

# Research and Assessment Methods

## Spatial Analysis

*e.g., GIS, mapping, interpretation*

- ❖ GIS (Geographic Information System): computer software used to display multiple layers of information about a geographic location. Lines, points and areas are used to display layers. Provides an efficient means for us to organize information about a region and provides a method to visually display that information.
- ❖ MIS (Management Information Systems): computer system for the management of people, projects, and information. Support business processes and operations, decision-making, and competitive strategies.

# Research and Assessment Methods

## Public Engagement

*e.g., participation methods, social media, strategies and tools,  
advocacy, outreach*

- ❖ Public hearing: technical presentation, group Q&A, transcript
- ❖ Public meeting: not as formal as the public hearing
- ❖ Open house: information displays, individual Q&A
- ❖ Education: information display, presentation, fact sheets

# Research and Assessment Methods

## Public Engagement

### Tools/Techniques...

- ❖ Interviews (detail at a cost)
- ❖ Surveys (efficient, but low response rate)
- ❖ Computer simulations
- ❖ Web-based
- ❖ Social media

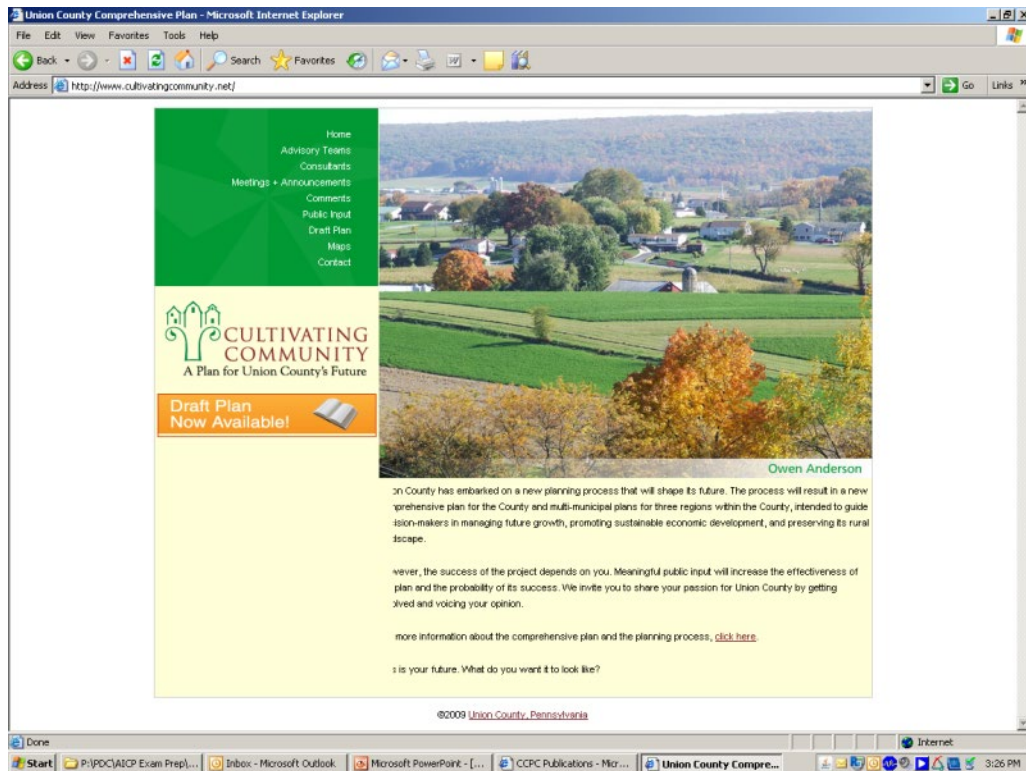




# Research and Assessment Methods

## Public Engagement

*Websites can be useful...if current...if accessible*



*Other forms of social media for outreach...*

# Research and Assessment Methods

## Public Engagement

### ❖ Small groups

- **Charrettes:** short, intense collaborative process that is usually used to design projects, plan communities, and/or build consensus; can vary in makeup (professionals/citizens) depending on the goal
- **Nominal Group Technique:** variation on brainstorming; question is asked to a group and each individual answers, all answers are recorded and prioritized by the group as a whole
- **Focus Groups**
- **Stakeholder Groups**
- **Task Force**
- **Steering Committee**

# Research and Assessment Methods

## Public Engagement

### Delphi Method...another small group

- ❖ Used to develop a consensus between two or more groups that are in conflict; the views of each group are presented in successive rounds of argument and counterargument, with the rounds gradually working towards a consensus
- ❖ Recognizes the value of expert opinion, experience and intuition and allows using the limited information available in these forms, when full scientific knowledge is lacking.
- ❖ Uses a panel of carefully selected experts who answer a series of questionnaires.
- ❖ Experts are encouraged to revise their earlier answers in light of the replies of other members of the group.
- ❖ It is believed that during this process the range of the answers will decrease and the group will converge towards the "correct" answer.
- ❖ The following key characteristics of the Delphi method help participants focus on the issues at hand and separate Delphi from other methodologies:
  - Structuring of information flow
  - Regular feedback
  - Anonymity of the participants

# Research and Assessment Methods

## Public Engagement

### Techniques

#### ❖ 3 Cs

- Coalition building
- Consensus building
- Conflict resolution

*A planner's primary responsibility is to the public*

*Know background information*

*Identify leadership in the community*

*Reach beyond the leadership*

# Sample Question

You are an urban planner for a city, working on a revitalization plan for a commercial area that is a distinct entry point for the city, as well as an important provider of commercial services to the adjacent residential neighborhoods. The area has two anchor stores that are still vibrant, along with a few new businesses and several vacant or underutilized properties. For this project, the least appropriate method of public outreach and engagement would be:

- A. Delphi Method
- B. Design Charette
- C. Taskforce Meetings
- D. Targeted Interviews

Georgia Chapter' 2015 materials  
have a good general overview of  
PP/SJ

*Answer: A.*

# New Topic Areas for May 2022 Exam

| Domain                          | Knowledge                                                                                                                                                                  |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research and Assessment Methods | Data and source interpretation and evaluation (e.g., relevance, validity, reliability, data quality, implicit bias)                                                        |
| Research and Assessment Methods | Data collection strategies appropriate to identify planning issues (e.g., passive, active, community involvement) while acknowledging privacy and confidentiality concerns |

# Areas of Practice - 12%

- ❖ Comprehensive Planning
- ❖ Communities, Subareas, Corridors, and Neighborhoods
- ❖ Rural Areas and Small Towns
- ❖ Current Planning - Land Use, Zoning, Growth Management
- ❖ Sustainability and Resilience
- ❖ Housing
- ❖ Hazard Mitigation and Resiliency
- ❖ Environment and Natural Resources
- ❖ Historic and Cultural Resources
- ❖ Facilities, Services and Institutions
- ❖ Infrastructure & Energy
- ❖ Transportation
- ❖ Economic Development
- ❖ Urban Design
- ❖ Parks, Recreation, and Open Space
- ❖ Health and Active Living
- ❖ Food Systems
- ❖ Equity and Advocacy
- ❖ Regional and Multi-jurisdictional

# Comprehensive Planning

### ❖ Comprehensive Plan

- The official statement of a legislative body that sets forth its major policies concerning desirable future physical development
- Adopted by the governing body
- Key elements
  - Demographics
  - Land use
  - Transportation
  - Community facilities
  - Infrastructure
  - A vision for the future and the actions to achieve it





# Areas of Practice

## Communities, Subareas, Corridors & Neighborhoods

### ❖ Counties (a.k.a. Parish (LA) and Borough (AK))

- Planning focus:
  - Growth management
  - Development Regulation
  - Emergency management
  - Parks and recreation
  - Environmental protection
  - Public health
- Most states, counties have full jurisdiction over anything not within the boundaries of an incorporated city or its associated ETJ



# Areas of Practice

## Communities, Subareas, Corridors & Neighborhoods

### ❖ Urban Areas

- Planning focus:
  - Infill
  - Redevelopment
  - Traffic management
  - Urban heat islands
  - Food access



- Challenges:
  - Blight
  - Crime
  - Aging infrastructure
  - Income disparities
  - Demographic change
- Opportunities:
  - Redevelopment
  - Urbanism/urban design

# Areas of Practice

## Communities, Subareas, Corridors & Neighborhoods

### ❖ Suburban Areas (old and new)

- History
  - Post WWII, automobile
- Issues:
  - Sprawl/connectivity
  - Lack of community patterns
  - Infrastructure
  - Access to jobs/services
  - Aging population/aging in place
- Opportunities:
  - Transit Oriented Design
  - Traditional Neighborhood Development



# Areas of Practice

## Communities, Subareas, Corridors & Neighborhoods

### ❖ Corridors

- Types:
  - Transportation
  - Greenway
- Considerations:
  - Connectivity
  - Transportation management
  - Consistency in design
  - Compatible land uses



# Areas of Practice

## Communities, Subareas, Corridors & Neighborhoods

### ❖ Neighborhoods

- Neighborhood unit concept – Clarence Perry
- Defined by history, geography, culture...
- Access to services
- Walkability and visitability
- 1996 Symposium on Neighborhood Collaborative Planning  
(from the APA Policy Guides)





# Areas of Practice

## Rural Areas and Small Towns

### ❖ Challenges

- Maintaining small town character
- Access to infrastructure and social services
- Economic opportunities/limited tax base
- Loss of farmland
- Development at a proper scale

### ❖ Tools

- Agricultural Preservation
- Urban growth boundaries
- Transfer of Development Rights
- Intergovernmental Cooperative Agreements
- Eco-Tourism and Heritage Tourism



## Areas of Practice - Current Planning

# Land Use and Development Regulations

### ❖ Types of development

- Greenfield, Leapfrog
- Redevelopment, Infill
- Brownfield, Grayfield
- Mixed Use Examples



### ❖ Types of Ordinances

- Zoning
- Subdivision
- Site Plan Review
- Building & Housing Codes
- Historic Preservation
- Water Management (Flood, Storm, Erosion, etc.)
- Official Map



## Areas of Practice - Current Planning

# Land Use and Development Regulations

### ❖ Types of Tools

- Ag Preservation Zoning
- Density Bonuses
- Conservation Subdivision
- Developer Agreements
- Landowner Covenants
- Easements (access, preservation, equity)
- Transfer of Development Rights (TDR)
- Exactions: Improvement or dedication of land, Fees in lieu, Impact fees
- Impact Analysis: Environmental, Historic, Transportation, Fiscal



APA Policy Guides: Impact Fees, Smart Growth, Agricultural Lands Preservation, Sustainability

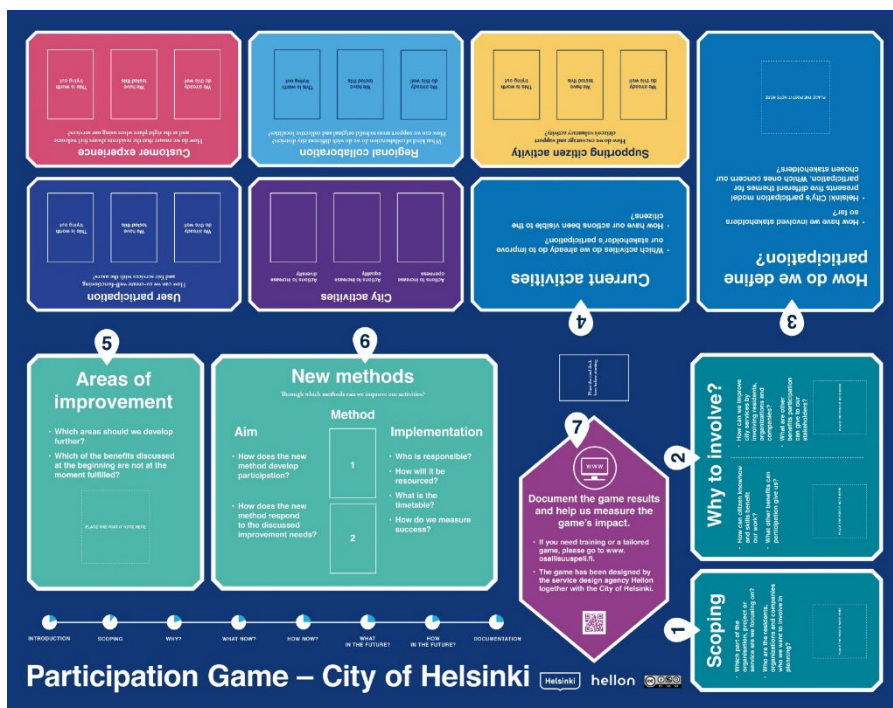


# Areas of Practice - Current Planning

## Land Use and Development Regulations

### ❖ Plan and Project Review

- Site specific
- Existing conditions (natural and built)
- Regulation at various levels of government
- Local government planner is the technical resource



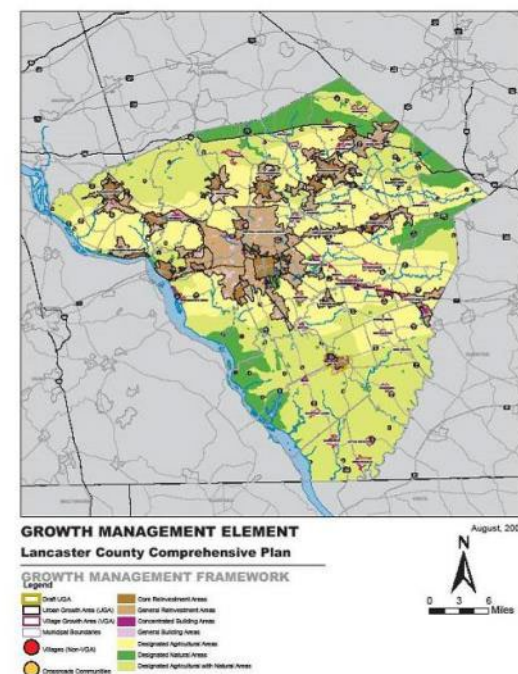
### ❖ Public Participation

- Due process for all parties
- All parties can be heard
- Plans available for inspection
- Appeal process for decisions

# Areas of Practice - Current Planning

## Growth Management

- ❖ Methodologies and Techniques
  - Comprehensive Planning & Regulations
  - Urban Growth Boundary
  - Infrastructure Planning & Funding
  - Environmental Regulations
- ❖ Annexation
  - Allows for natural municipal growth
  - Can be cooperative or hostile
- ❖ Extraterritorial Jurisdiction (ETJ)
  - Buffer around a city for orderly planning
  - City development regulations apply



## Areas of Practice

# Sustainability & Resilience

*e.g., sustainable processes, practices and outcomes, including environmental planning, economic planning, and equity planning*

- ❖ Sustain communities as good places to live
- ❖ Sustain the values of our society (e.g. liberty and democracy)
- ❖ Sustain biodiversity of natural environment
- ❖ Sustain the ability of natural systems to provide life supporting services

Things contributing to unsustainability:

- ❖ Overconsumption
- ❖ Population growth
- ❖ Dependence on non-renewable resources
- ❖ Pollution
- ❖ Environmentally and socially destructive development patterns
- ❖ Inequities in resource distribution
- ❖ Limited public participation

# Areas of Practice

## Housing

### ❖ New York City

- Tenement Housing Law, 1867
- Tenement Housing Law, 1901

### ❖ Federal Involvements.

- Housing Acts of 1934 and 1937
- Housing Acts of 1949 and 1954
- Housing & Urban Development Act, 1965
- Housing & Community Development Act, 1974

### ❖ State and Local Government Roles

- Statewide Building Codes and Consumer Protection Agencies
- State Housing Finance Agencies
- Local Housing Authorities
- Local Regulatory Environment



# Areas of Practice

## Housing

### ❖ Socioeconomic Issues Impacting Housing

- Homelessness
- Missing Middle
- Affordability
- Short Term Rentals
- Rural Slum Phenomenon
- Changing Demographics



### ❖ Housing Design Innovations Impacting Communities

- Senior Communities
- Accessory Dwelling Units
- Co-Housing
- Universal Design / Lifecycle Housing
- Micro-houses
- Manufactured Housing
- Mixed Use Development



# Areas of Practice

## Housing

### ❖ Standards of Housing Adequacy

- Cost
- Condition
- Crowding
- Design
- Choice
- Community
- Environment
- Control



### ❖ Housing Market Analysis

- Projects need for housing in a future year
- Change in number, type, and composition of households
- Change in number of vacant units
- Change in the existing supply of housing



## Areas of Practice

# Hazard Mitigation, & Resiliency

*e.g., flooding, earthquake, wildfires, spills, brownfields, anti-terrorism,  
disaster preparedness planning*

### ❖ Hazard Mitigation Planning

- National level:
  - FEMA
  - Disaster Mitigation Act of 2000
  - FIRM Analysis, Publication, and Distribution
- State level:
  - PEMA
  - State Hazard Mitigation Plan
- Local level:
  - County Hazard Mitigation Plans
  - Municipal mitigation projects
  - NFIP Participation

The language of disaster planning and response:

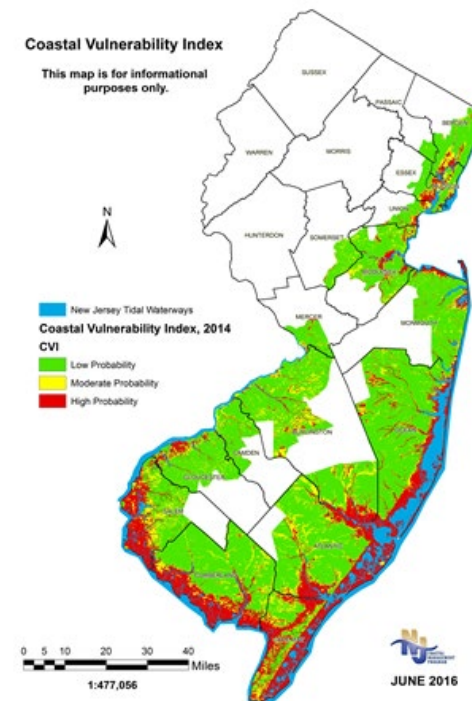
National Incident Management System (NIMS)  
Incident Command System (ICS)  
National Response Framework (NRF)  
National Response Plan (NRP)  
Emergency Support Function (ESF)



# Areas of Practice

## Environment & Natural Resources

- ❖ *Water Quality*
- ❖ *Air Quality*
- ❖ *Climate Change*
- ❖ *Aquatic Planning*
- ❖ *Agriculture*
- ❖ *Forestry*
- ❖ *Extraction*
- ❖ *Habitat*
- ❖ *Shoreline Planning*
- ❖ *Coastal Zone Management*



Link back to:

Case law (TVA v Hill, 1978; Rapanos v US, 2006 as examples)

People & books (Rachel Carson's *Silent Spring*, Ian McHarg's *Design with Nature*)



# Areas of Practice

## Environment & Natural Resources

### ❖ Federal Basis of Modern Environmental Protection

- Federal Water Pollution Control Act, 1948
- Clean Air Act, 1963
- National Environmental Policy Act, 1970
- Clean Water Act, 1972
- Endangered Species Act, 1973
- Resource Conservation & Recovery Act, 1973
- Comprehensive Environmental Response, Compensation & Liability Act, 1980



### ❖ Environmental Protection Agency

- Established by Executive Order (Nixon) December 2, 1970
- Air Quality Programs (includes emissions standards)
- Radiation Protection (Natural, Waste, and Protection Standards)
- Water Quality Programs (NPDES, 404, Drinking Water Standards)
- Land Waste and Cleanup
- Chemical and Toxin Regulation and Control

APA Policy Guides: Waste Management, Water Resources, Wetlands, Endangered Species and Habitat Management

# Areas of Practice

## Historic and Cultural Resources

### ❖ Federal

- National Historic Preservation Act (1966)
  - National Register of Historic Places
  - Section 106 process
- Tax Reform Act of 1986

### ❖ State

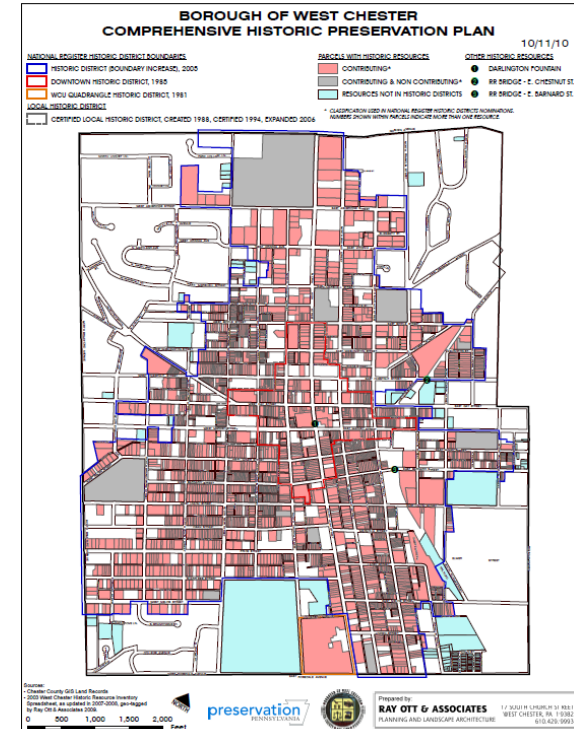
- State Historic Preservation Office (SHPO)

### ❖ Local

- First historic district – Charleston, SC (1931)
- New Orleans - Vieux Carré Commission in 1937 to maintain the French Quarter
- Local Regulation and HARB administration

### ❖ Practice Areas

- Preservation
- Arts Districts
- Library Centers
- Adaptive Reuse
- Demolition Delay



APA Policy Guide:  
Historic & Cultural Resources

Link back to:

Case law (Penn Central v New York, 1978 for example)



## Areas of Practice

# Facilities Services and Institutions

### ❖ Types of Institutions

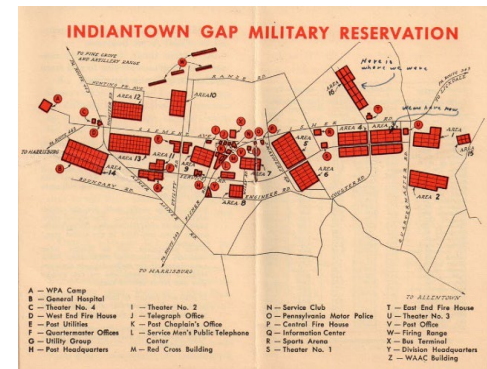
- Schools (primary, secondary, and tertiary)
- Correctional institutions
- Military installations (including Base Realignment and Closure – BRAC)

### ❖ Institutional Impacts

- Demographic and Socioeconomic Data
- Labor Force and Skill Sets
- Land Use and Nuisance Issues (i.e. Noise and Light)
- Property Tax / PILOT

### ❖ Siting Considerations

- Land Requirements
- Proximity to the Population
- Suitability of Transportation Systems
- Good Neighbor



## Areas of Practice

# Infrastructure & Energy

*e.g., utilities, community facilities, energy, green and blue infrastructure, communications, waste, water and sewer, concurrency*

- ❖ Pipes (water, sewer, gas, etc.)
- ❖ Wires (electricity, communications, etc.)
- ❖ Trash (collection, disposal, reuse)



*Consider demand, types of systems, funding to construct and maintain, contamination potential, and implications on development*

## Areas of Practice

# Infrastructure & Energy

### ❖ Energy Policies (National, State, and Local)

- Energy Dependency
- Franchise/Utility Arrangements
- Extraction and Mining
- Transportation of Source Material
- Peak Source

### ❖ Energy Systems

- Distributed Systems v. Distribution Systems
- System Impacts: Infrastructure, Land Use, Pollution
- Environmental Impacts: Habitat, Climate

### ❖ Types

- Renewable: Solar, Wind, Hydro, Geothermal
- Fossil Fuels: Natural Gas, Petroleum, Coal
- Co-Generation





# Areas of Practice

## Transportation

### ❖ Federal Involvements

- Federal-Aid Highway Acts, 1916 and 1921
  - Model for Subsequent Programs
  - Required States to form DOTs
  - First major inroad into transportation by the Federal Government
- Federal-Aid Highway Acts, 1956 and 1962
  - Established the Interstate System of Defense Highways
  - Trip Generation, Trip Distribution, Modal Split & Supply Analysis
  - Traffic Assignment Modeling
- Federal Highway Act of 1973
  - Created Metropolitan Planning Organizations
  - Established Transportation System Management
- Intermodal Surface Transportation Efficiency Act, 1991
  - Increased public participation – ‘meaningful’ participation
  - Established the Surface Transportation Program



# Areas of Practice

## Transportation

### ❖ Modes of Transportation

- Walking, Bicycling, Animal-drawn
- Bus, Trolley, Light Rail, Heavy Rail, Monorail, etc.
- Private Vehicle, Truck, Tractor Trailer, Freight Train
- Unpowered boat, Power Boat, Ship, Aircraft, Spacecraft
- Pipeline, wire line, wireless transmission



### ❖ Passenger Mobility and Accessibility

- Physical accessibility addressed via local regulation and the ADA
- Socioeconomic mobility – cannot afford to travel; own a car
- Car dependency – result of postwar planning practices

### ❖ Freight and Goods Movement

- Freight movement planning
- Rail evolution and shortages
- Port location, design, and integration



# Areas of Practice

# Transportation

## ❖ Cross-Element Considerations

- Think multi-modal!
- Energy and growth management implications
- Spatial: Interactions at local, regional, state, & national levels
- Jurisdiction: State, Local, Regional, Private, Federal, International



## ❖ Level of Service: Letter grade, A-F, indicating how efficient an element of the transportation system is operating; A is freeflow, F is gridlock.

## ❖ Trip Generation Rates: SF house 10/day -> Apartment Unit 6/day

## ❖ Firsts in US Transportation

- Lancaster Pike – First Turnpike, 1793
- National Road – First Federal Road, 1811
- Boston Subway – First Underground Rail, 1897
- PA Turnpike – First Limited Access Highway, 1940

APA Policy Guide:  
Surface Transportation



# Areas of Practice

## Economic Development

- ❖ Business Attraction and Retention
  - Existing business community
  - Local socioeconomic, demographics,
  - Infrastructure extension or expansion
- ❖ Real Estate Development
  - Analysis of potential sites, market conditions, and financial feasibility
  - From streetscape improvements to sports complexes
  - Public-private partnerships
- ❖ Work Force Attraction and Retention
  - Create communities that attract talent and business will follow
  - Personnel choose their community, then choose their work setting
- ❖ Emerging Economic Trends
  - Shared Economies
  - 'Gig' Industries



# Areas of Practice

## Economic Development

### ❖ Strategies, Incentives, Tools:

- Industrial Parks
- Research and Development Parks
- Main Street Programs
- Business Improvement District (BID)
- Business incubators
- Tax Increment Financing (TIF)
- Elm Street Programs
- Missing Middle Housing
- Industrial Cluster Development



# Areas of Practice

## Economic Development

### Economic Analysis & Forecasts

- ❖ Always question the data
- ❖ Economic Analyses
  - Floor Area Ratio (FAR) – floor space/lot size
  - Location Quotient (LQ)
  - Economic Base Multiplier
- ❖ Fiscal Impact Analyses
  - Net Present Value (monetary benefits outweigh costs)
  - Benefit-Cost Analysis (used to compare alternatives)
  - Fiscal Impact (such as Per Capita Multiplier Method)
- ❖ Know Terminology: neighborhood shopping center versus a community or regional shopping center



# Areas of Practice

## Economic Development

- ❖ Economic Base techniques divide regional industries into:
  - Basic or export sectors
  - Non-basic or local sectors
- ❖ Location Quotient: Quantifies export activity in an industry
  - Commonly used, relatively easy to find data and calculate
  - Usually uses employment data (output or income can also be used)

$$LQ = (e_i/e)/(E_i/E)$$

$e_i$  = local activity in Industry

$e$  = total local activity

$E_i$  = national activity in Industry

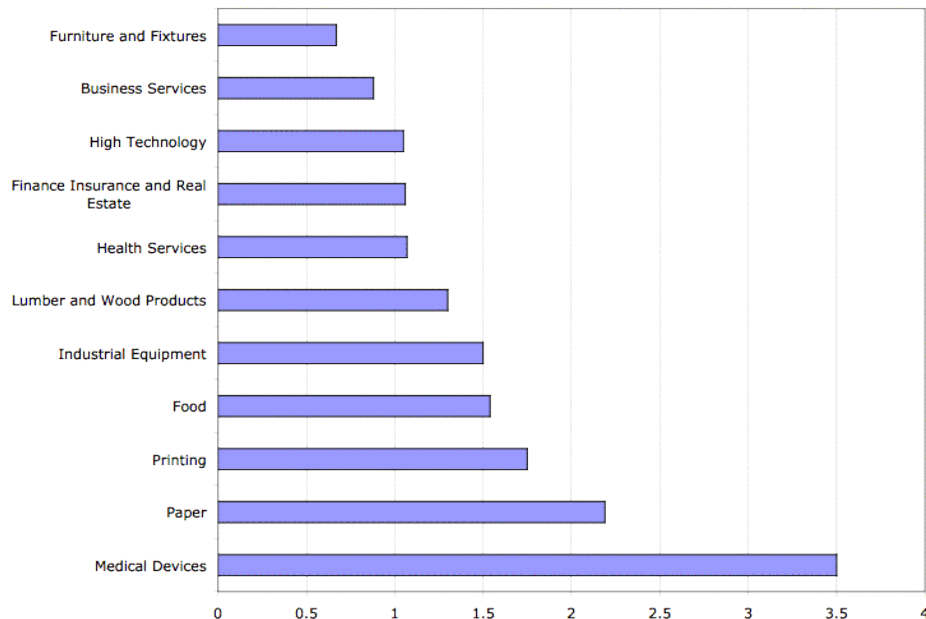
$E$  = total national activity

Assumes base year is identical

Result >1 means export or basic

Result <1 means import or non-basic

Location Quotient for Selected Industries in Minnesota (2000)



# Sample Question

| Industry | Local<br>Employment | National<br>Employment |
|----------|---------------------|------------------------|
| X        | 3%                  | 6%                     |
| Y        | 10%                 | 7%                     |
| Z        | 11%                 | 3%                     |

5. Listed above are two types of employment percentages for industries X, Y, and Z in a metropolitan area. The local employment for each industry is listed as a percent of total local employment, and the national employment in each industry is listed as a percent of total national employment. Under the location quotient method, an economic planner can assign which of these industries to the export sector of the metropolitan area?

- A. Y only
- B. X only
- C. X and Z
- D. Y and Z

*Answer: D. This is a realistic example of the type of calculation question that the exam may have (from the Georgia Chapter).*

# Areas of Practice

## Economic Development



### ❖ Economic Base Multiplier

- Measures local economic growth as follows:

$$\text{EBM} = \text{TOTAL ECONOMIC ACTIVITY} / \text{BASIC SECTOR ACTIVITY}$$

- An EBM of 3, for example, would mean that for every basic job/output/dollar, three non-basic jobs/outputs/dollars are created

### ❖ Shift Share Analysis

- Descriptive technique for analyzing sources of change in the regional economy by looking at national share, industry mix, and regional shift.
- National growth share: portion of local growth due to growth in the national economy
- Industry mix: the effect of industry trends on local employment
- Regional shift: unique local factors relating to local employment growth or decline

# Areas of Practice

## Urban design

### ❖ Major Traditions of Urban Design

- Monumental City Design
- Garden Suburb and Garden Cities
- Modernism
- Megastructure
- New Urbanism and Neotraditional

### ❖ Social Aspects of Urban Design

- Place Making
- Walkability
- Car Dependency
- Public Realm



People and places are critical:

1929 *Regional Plan for New York City and Its Environs* and its explanation of the neighborhood unit concept by Clarence Perry for example.

# Areas of Practice

## Parks, Recreation, and Open Space

- ❖ Inventory of Facilities and Needs
  - Types of parks: community, neighborhood, pocket, tot lots, gardens, greenways
  - Needs Assessment Bases - Resource, Activity, Economic, Behavioral – will influence the outcome of a plan effort
- ❖ Active Use as Open Space
- ❖ User Satisfaction and Measures of Effectiveness

Link back to:

Case law (Overton Park v Volpe, 1971 for example)

Legislation (Section 4(f) of the Dept of Transportation Act)





# Areas of Practice

## Health and Active Living

### ❖ Planning Has a Direct Impact on Public Health

- Active Living through Design
- Walkability and Car Dependency
- Aging in Place / Lifecycle Communities
- Service Distribution

### ❖ Health Needs Assessment

- Required by federal law of all non-profit health facilities
- Analysis of health issues in a community
- Guide to providers on which services are needed
- Also can be guide to development and planning needs

### ❖ Social Determinants of Health

- Economic Stability
- Education
- Social/Community Context
- Healthcare Availability
- Neighborhood and Built Environment



APA Policy Guides:  
Child Care and  
Healthy Communities

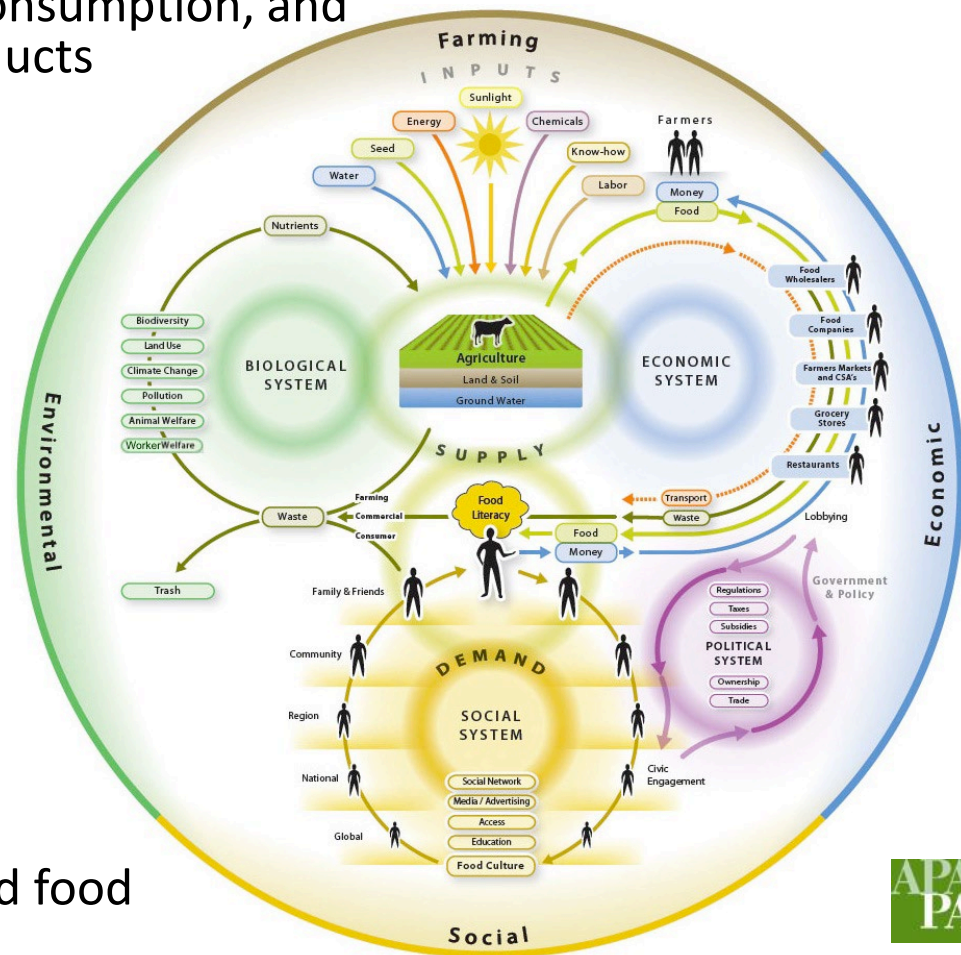


# Areas of Practice Food Systems

APA Policy Guides:  
Food Planning and  
Agricultural Lands  
Preservation

## ❖ Food System and Foodshed

- All production, transportation, consumption, and disposal of food and related products
- Production facilities
  - Agriculture
  - Horticulture
  - Aquaculture
- Consumption
  - Supermarket
  - Street Market
  - Farmer's Markets
- Impacts
  - Food Waste
  - Food Deserts
  - Access and Excess
  - Over-processing and modified food



# Equity and Advocacy

- ❖ Land Use Planning
  - ❖ Place-making
  - ❖ Mobility
  - ❖ Housing
  - ❖ Economic opportunity
  - ❖ Access to facilities and services
  - ❖ Repairing legacies of harm
- Advocate for equitable policies and regulations that will serve and benefit all residents of a community in ways that reduce or eliminate inequity.

## Areas of Practice

# Regional & Multijurisdictional Planning

### ❖ Regional Planning

- Metropolitan Planning Organizations (MPOs)
  - Deal largely with transportation
  - Role expanding with recent legislation
  - Also Rural Planning Organizations
- Councils of Government
  - Voluntary association of local governments
  - Established by contract
- Special Districts
  - Florida water management districts
  - Denver Transit District
  - Local Development Districts



## Areas of Practice

# Regional & Multijurisdictional Planning

### ❖ Statewide

- State-National Overlaps
  - Transportation planning
  - Environmental protection
  - Housing & Economic Development
  - Emergency Management
- Unique State Planning Roles
  - Growth Management
  - Statewide Planning and/or Smart Growth laws: FL, HI, MD, TN
  - Health regulations
  - Coastal zone management – 34 States



## Areas of Practice

# Regional & Multijurisdictional Planning

### ❖ Sub-State Regions

- Parks, environmental, transportation
- Examples of area-based planning for sub-state regions:
  - Outer Banks
  - Olmsted Parkway in Louisville KY
  - NJ Pinelands
- Issue-based planning for sub-state regions:
  - Climate change (ex. SE FL Regional Trans. Plan)
  - Tourism (ex. Finger Lakes region)
  - Economic development (ex. Silicon Valley)



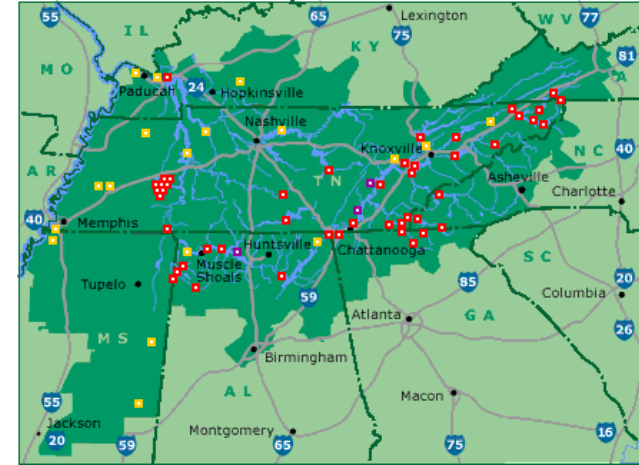


## Areas of Practice

# Regional & Multijurisdictional Planning

### ❖ Multi-State Regions

- Tennessee Valley Authority, 1933
  - Convert two munitions factories and one hydroelectric plant into a regional power authority and a factory producing fertilizer.
  - First example of multi-state planning for power and flood control.
- Hoover (Boulder) Dam, 1936
  - Apportioned the waters of the Colorado River among AZ, CA, CO, NV, NM, UT, WY.
  - Significant environmental impacts

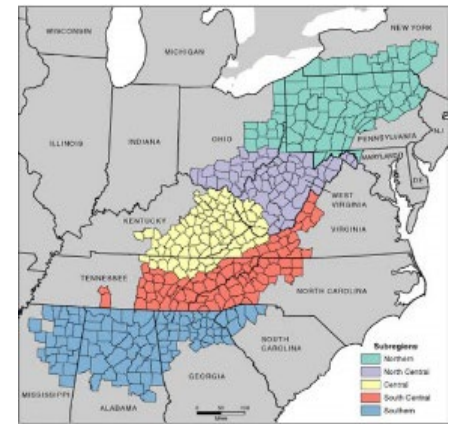


## Areas of Practice

# Regional & Multijurisdictional Planning

### ❖ Multi-State Regions

- Chesapeake Bay Agreement, 1983
  - Address and plan for pollution affecting the Chesapeake Bay watershed.
- Port Authority of NY and NJ, 1921
  - Created to run most regional transportation infrastructure (bridges, tunnels, airports, seaports) within NY-NJ Port District along Hudson and East Rivers
  - In charge World Trade Center plaza rebuilding
- Appalachian Regional Commission, 1963
  - Federal, state and local government partnership initially formed in 1963 to create economic development in Appalachia
  - 420 counties, 13 states, 8 independent cities



Map by Appalachian Regional Commission, November 2008



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# PA Chapter of the APA

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