

Developing a

# Neighborhood Planning Academy

APRIL 2023

 PRINCE GEORGE'S COUNTY  
Planning Department



# Abstract

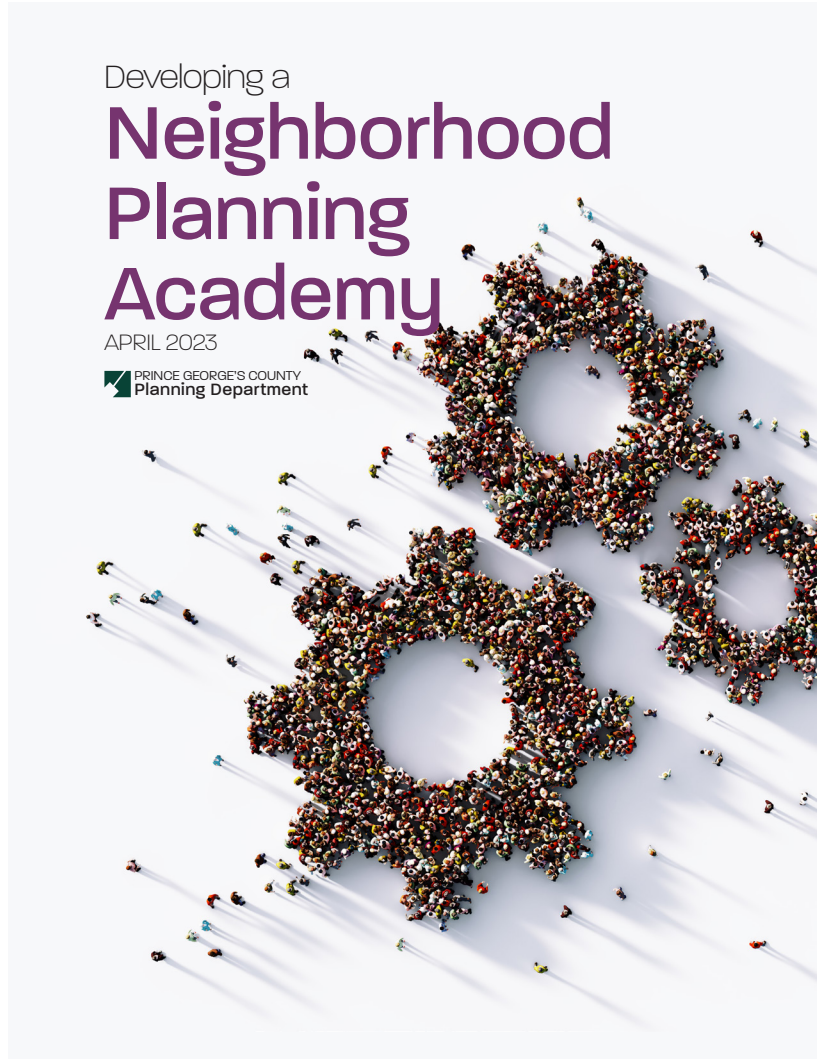
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In December 2020, the Prince George's County Planning Department developed an exploratory team to research and design a Neighborhood Planning Academy for Prince George's County. Neighborhood Planning Academies are increasingly becoming a pillar of equitable community engagement practice and support civic education. From February to April 2021, the exploratory team conducted in-depth research pertaining to existing stakeholder knowledge about Urban Planning and local government and performed a comprehensive review of the Department's civic educational activities. This document is a summary of the team's key findings. This study also provides a recommendation for the program design of a Neighborhood Planning Academy for Prince George's County.

Developing a  
**Neighborhood  
Planning  
Academy**

APRIL 2023

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Planning Department



April 2023

**The Maryland-National Capital Park and Planning Commission**

Prince George's County Planning Department

14741 Governor Oden Bowie Drive

Upper Marlboro, MD 20772

[www.pgplanning.org](http://www.pgplanning.org)



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The Maryland-National Capital Park and Planning Commission (M-NCPPC) is a bicounty agency, created by the General Assembly of Maryland in 1927. The Commission's geographic authority extends to the great majority of Montgomery and Prince George's Counties: the Maryland-Washington Regional District (M-NCPPC planning jurisdiction) comprises 1,001 square miles, while the Metropolitan District (parks) comprises 919 square miles, in the two counties.

The Commission has three major functions:

- The preparation, adoption, and, from time to time, amendment or extension of the General Plan for the physical development of the Maryland-Washington Regional District.
- The acquisition, development, operation, and maintenance of a public park system.
- In Prince George's County only, the operation of the entire county public recreation program.

The Commission operates in each county through a Planning Board appointed by and responsible to the County government. All local plans, recommendations on zoning amendments, administration of subdivision regulations, and general administration of parks are responsibilities of the Planning Boards.

The Prince George's County Planning Department:

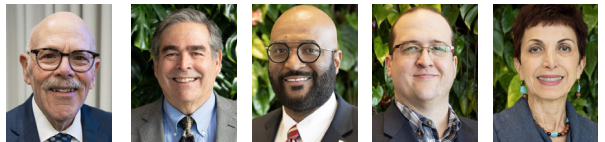
- Our mission is to help preserve, protect and manage the County's resources by providing the highest quality planning services and growth management guidance and by facilitating effective intergovernmental and citizen involvement through education and technical assistance.
- Our vision is to be a model planning department of responsive and respected staff who provide superior planning and technical services and work cooperatively with decision makers, citizens, and other agencies to continuously improve development quality and the environment and act as a catalyst for positive change

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# Prince George's County



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## **County Council**

The County Council has three main responsibilities in the planning process: (1) setting policy, (2) plan approval, and (3) plan implementation. Applicable policies are incorporated into area plans, functional plans, and the general plan. The Council, after holding a hearing on the plan adopted by the Planning Board, may approve the plan as adopted, approve the plan with amendments based on the public record, or disapprove the plan and return it to the Planning Board for revision. Implementation is primarily through adoption of the annual Capital Improvement Program, the annual Budget, the water and sewer plan, and adoption of zoning map amendments.

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# Neighborhood Planning Academy

## AUDIENCE

Designed to support all stakeholders of Prince George's County, with specific emphasis on



## SIX-WEEK PROGRAM

- 1** History, Present and Future of Prince George's County
- 2** Planning 101
- 3** Development Review Process
- 4** Building Healthy, Sustainable, and Resilient Communities
- 5** Multimodal Transportation and Street Safety
- 6** Capstone project

## PARTICIPATION



# Introduction

Civic involvement in the development review and planning process has been a critical component of local government since the federal codification of planning and zoning in the United States. The Standard Zoning Enabling Act of 1926 and the Standard City Planning Enabling Act of 1928 served as policy templates for instituting planning and zoning at the local-level. The Standard Zoning Enabling Act of 1926 required a public hearing prior to creating or amending a zoning code, and the Standard City Planning Enabling Act of 1928 required at least one public hearing prior to approving any comprehensive plan.<sup>1</sup> While public hearings were legally required, public input and feedback were not always considered.

During the first quarter century of professional urban planning, the Rational Planning model was the prevailing method. Under this planning practice, urban planners were technical experts and stakeholder feedback was often relegated to wealthy business owners or high-profile elected officials. Prominent community developers, such as Robert Moses, Harland Bartholomew, the consultant for the Wedges and Corridors Master Plan, and Eldridge Lovelace, used scientific methodologies to plan and design communities for maximum efficacy.<sup>2,3</sup> Efficacy was defined as decreased costs; the result was multi-lane expressways and urban renewal projects that segregated communities and made access to services difficult.

Increased calls for a social justice approach and democratization of community planning began

to emerge in response to backlash to large capital infrastructure projects such as urban renewal and highway construction. Critics argued that the lack of citizen voice in the planning decisions of the 1950s resulted in neighborhood disruption, increased industrial facilities, and community displacement.<sup>4</sup> For politically marginalized social groups, these impacts were even more pronounced.

Participatory Planning, in contrast to Rational Planning, is a practice of planning that seeks collaboration and input from the stakeholders of the area where development is slated. The role of the public in the planning process was further clarified by Sherry Arnstein's article "A Ladder of Civic Participation," which describes how local government can structure decision-making processes to enhance the voices of all stakeholders.<sup>5</sup>

Participatory planning uses community engagement as the crux of planning and values residents as vital in developing and implementing community visions. The practice reinforces the need for stakeholders to understand local government, the decision-making process, and their roles as citizens. As resident participation is increasingly solicited and encouraged, it is critically important to ensure they are equipped with the skills and knowledge to fully participate in the process. Public participation not only ensures collaborative designs, but also helps residents feel included and affords them an equitable opportunity to have agency and voice in the local government process.

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1 United States Department of Commerce. 1928. *Standard City Planning Enabling Act*.

2 Joseph Heathcott. 2005. "The Whole City Is Our Laboratory": Harland Bartholomew and the Production of Urban Knowledge. *Journal of Planning History* 4, no. 4:322-355.

3 Glazer, Nathan. 2007. Realizing the public interest: reflections on an elusive goal. *Daedalus* 136, no. 4:30-36.

4 Hyra, Derek S. 2012. Conceptualizing the New Urban Renewal: Comparing the Past to the Present. *Urban Affairs Review* 48, no. 4:498-527.

5 Arnstein, Sherry R. 1969. A Ladder of Citizen Participation. *Journal of the American Institute of Planners*.



Neighborhood Planning Academies help community stakeholders understand and get involved in the local planning and development process.

PHOTO BY PRINCE GEORGE'S COUNTY PLANNING DEPARTMENT



Parking Regulations  
YELLOW METER SECTION

NO PARKING 12:00 AM TO 2:00 AM	12 HOUR 2:00 AM TO 2:00 PM
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MORE PARKING SPACE AVAILABLE AT LANDOVER STATION  
Penny Drive off Landover Rd (Rt. 202)

MORE PARKING SPACE AVAILABLE AT HENSBEL STATION  
Rt. 85/885 NORTH TO RT. 202 AND  
DALLAS Dr. off Hensbel Station



# Neighborhood Planning Academies in the United States

As public calls for equitable development renew, there is a simultaneous need for local governments to be more transparent about opportunities for stakeholder input. Community engagement is a critical component of building equity and inclusion. One strategy, the Community Planning Academy, is cited as an evidenced-based best practice for increasing community capacity and civic participation. Community Planning Academies, often referred to as Neighborhood Planning Academies or Citizen Planning Academies, are adult civic education courses that provide context to the structure and processes of local government.

Community Planning Academies are series of workshops designed to help residents understand the major components of local government functions and the role and responsibilities of planning agencies in guiding development alongside community

stakeholders. These programs serve as an opportunity to inform residents on local land use laws; educate residents on contemporary planning issues that affect their communities; and build capacity among residents. Most importantly, the Community Planning Academy serves as an opportunity to restore public trust and build meaningful relationships between residents and government officials.

Generally, the program explains and reviews the land development process and conflicts that occur when developing new communities. Representatives from five jurisdictions—City of Baltimore, Maryland; Indianapolis, Indiana; Howard County, Maryland; Durham, North Carolina; and Philadelphia, Pennsylvania, were interviewed about the administrative and programmatic elements of their respective community planning academies.

Jurisdiction	Staff	Budget	Fee for Participants	Program Frequency	Program Length	Cohort/ Ad-Hoc
Philadelphia	2 FTE	\$8,000	Yes & Scholarships	Bi-Annual	8 weeks	Cohort
Durham	0.25 FTE	\$1,000	No	Annual	4 weeks	Cohort
Baltimore City	1.5 FTE	\$6,000	No	Bi-Annual	6 weeks	Cohort
Howard Co.	2 FTE	\$1,000	No	Annual	6 weeks	Cohort
Indianapolis	1 FTE		No	Annual	8 weeks	Cohort

# PHILADELPHIA

## Citizens Planning Institute



The City of Philadelphia has perhaps the most renowned community planning academy in the United States. Philadelphia's Citizens Planning Institute was established in 2010 as a critical community engagement activity for the city's General Plan update. The program was initially funded with support from the William Penn Foundation.

The Citizens Planning Institute launched after a nine-month research and development process as a three-class workshop in partnership with the local community college. Planning staff envisioned the program as a platform to develop advocates of policies that advanced the updated General Plan and to train residents on how to create change in their communities.

Today, however, the Citizens Planning Institute is a bi-annual, eight-week program that serves as the education and outreach arm of the Philadelphia City Planning Commission. The program provides government staff an opportunity to assist resident-led organizations with increasing capacity and build cross-regional partnerships with civic associations, other government agencies, and elected officials. Program participants are required to enroll in core classes such as Introduction to City Planning, Zoning, and Real Estate Development. The program incorporates special topics based on participant feedback, Planning Commission priorities, and other agencies' input. In Spring 2021, the special topics included Climate Resilience, Cooperative



#### Businesses, and Navigating City Government.

More than 600 Philadelphians have completed the program from across the city since its inception. To ensure geographic, ethnic, and income diversity, the city coordinates a robust application and recruitment process. Program staff work with planning staff to identify key community stakeholders. Prospective applicants are asked about their volunteerism and how they plan to use the knowledge they have gained through the program. Courses are generally two hours long when meeting in person and one hour when meeting virtually during the COVID-19 pandemic.

Staff facilitating the Citizens Planning Institute use a variety of methods including lectures, presentations, surveys, evaluations, small-

group activities, roundtable discussions, and experiential learning as a final project. Representatives from other city agencies, including the Department of Transportation, Office of Emergency Management, and the Mayor's Office conduct guest lectures. Upon the cohort's conclusion, the city hosts a large reception and invites program alumni to serve as guest lecturers.

Representatives from Philadelphia's Citizens Planning Institute encouraged Prince George's County to focus on building relationships and trust with community members. Additionally, they emphasized that the program can be used to bring people together from diverse backgrounds and to form stronger relationships between residents and city government.



# BALTIMORE CITY

## Baltimore Planning Academy



The City of Baltimore Planning Office has a robust planning community engagement program focused on remedying the long-term socioeconomic impacts of discriminatory practices and policies in the built environment. Baltimore's Planning Academy has its roots in the Community Planning and Housing Administration initiative and the East Baltimore Development Initiative, which are centered around redevelopment in the East Baltimore neighborhood surrounding Johns Hopkins University and was established nearly a decade ago.

At the time, the Annie E. Casey Foundation wanted to create a leadership program focused on community development to increase community leadership capacity. The program was intended to support residents in navigating the process of new development

proposals as Johns Hopkins University spurred increased development activity. City residents participated in three sessions over two weeks. The city adopted new equity goals following the death of Freddie Gray, and as a result, established a six-week Neighborhood Planning Academy, which was an expansion of the East Baltimore Neighborhood Redevelopment Initiative.

The current iteration of Baltimore's Planning Academy is designed to "build community across neighborhoods in Baltimore City through engagement around urban planning; to connect advocates and leaders to City resources, tools, and information around zoning and development; and to empower residents to shape the future of their neighborhoods and of Baltimore."

To increase interest and awareness in Baltimore's Planning Academy, staff conducted



nine pop-up sessions across the city from January 2018 to May 2018. At these sessions, participants were informed of planning staff responsibilities, practiced reading and analyzing a map, and conducted a mock capital improvement budgeting exercise to consider what types of investments they wanted in their community. Staff leveraged the existing civic fabric, social media, and community newsletters to advertise the program.

The application process for the academy was a critical element to ensure equitable participation across the city. Pop-up sessions were used to target neighborhoods with lower rates of response to the application process. Staff scored applications based on essay responses and provided additional points to individuals living in the targeted engagement neighborhoods.

The six-week program is designed to encourage program participants from all socioeconomic

levels to be fully involved. The Baltimore Office of Planning team recognized that to increase participation from neighborhoods that had not been traditionally involved in the planning process, they needed to reduce barriers that may prevent individuals from participating. Every week participants are provided a hot, catered meal, parking passes, and MTA bus passes. Childcare services are provided informally and ADA accommodations are made throughout the program design.

Graduates become Planning Ambassadors, are provided with additional support during pre-development meetings, and are recognized as community leaders within the agency. They are also asked to help with outreach efforts to recruit future participants. Baltimore's Office of Planning encourages other communities seeking to develop a Community Planning Academy to develop mechanisms for all staff to participate in the process to enhance the curriculum.

# DURHAM

## Durham Planning Academy



**T**he Durham Planning Academy started in 2016 with the goals of educating community members about the Department, helping residents participate in public hearings, and recruiting more diverse stakeholders to participate in the planning process. The program, sponsored by the City of Durham and Durham County, started as a four-week session, where interested residents were selected after the completion of an application

process.

Topics covered during the Planning Academy include: planning operations (how the department works and what each division does), comprehensive plan, planning history (AICP; participants are interested in Durham history), land-use law, special topics (transportation or affordable housing), regional transit agencies. The curriculum also aligns with



special topics of interest, with an emphasis on planning history that is specific to neighborhoods.

The format of the program evolved from a half-day training open to about 200 individuals into a cohort model. Staff noted that the larger format did not help with building community connections nor did it support participants in long-term retention of information.

A key lesson learned from Durham's City Planning Office is the importance of providing

adequate staff and financial resources to ensure the sustainability of the program. Other jurisdictions' programs were launched with funding from private foundations, while Durham's program was primarily financed from the Department's budget. While one staff member is assigned to the Planning Academy, representatives indicate that multiple staff need to be involved in developing the curriculum, serving as guest speakers, and facilitating breakout discussion, games, and other weekly assignments.

# INDIANAPOLIS

## People's Planning Academy



**T**he People's Planning Academy is a national award-winning community engagement program that launched in 2017. Like Philadelphia, the City of Indianapolis established their People's Planning Academy while the department was undergoing its comprehensive plan update. The program was intentionally designed to recruit underrepresented participants in the planning process.

There are many lessons that Prince George's County could borrow from the People's Planning Academy. Like Prince George's County, the government structure is a

combined city and county government covering a geography of 400 square miles. Prior to 2017, there were more than 135 inconsistent neighborhood land-use plans. The city's comprehensive plan update was a complete overhaul to develop one guiding land-use plan document.

Each year, the People's Planning Academy themes align with contemporary planning issues that the Department is facing. In 2020, the program focused on transportation equity as the city was updating its transportation plan; in 2021, the program focused on health



outcomes to align with public discussions about COVID-19. Weekly session topics include Planning & Zoning 101; Transportation History, Walkable Neighborhoods, Transit-Oriented Development, Development 101, Moving Forward and Taking Action (regulatory process), A How-To of Using Pattern Books, and a History of Indianapolis.

The People's Planning Academy is a great example of leveraging foundation support and grant resources to offset programmatic and staff costs. Indianapolis Division of Planning used an AmeriCorps VISTA staff member to conduct research on underrepresented groups in Indianapolis Planning. The planning

department then identified libraries and community centers in these areas, in addition to communities along the Traffic Transit Corridor. Based on this research, the team developed an equitable engagement network that serves some of the most politically vulnerable individuals in the community. Information is shared to the Equitable Engagement Network prior to being released to public.

Representative from Indianapolis Planning Agency encouraged jurisdictions interested in developing a similar program to root the program design and coursework into the local history of the community. They also recommend using gamification, education through games, to help reinforce concepts.



# HOWARD COUNTY

## PlanHoward Academy

The PlanHoward Academy is a nationally recognized engagement program launched in the fall of 2017. The program was conceived as part of an engagement strategy for the county's zoning rewrite effort and recovery following the 2016 Ellicott City flood. The department sought a way to educate citizens about the planning and zoning process. Staff worked to identify the number of people who could be accommodated during in-person meetings, ensure there would be a diverse group of participants representative of the population, and determine what content needed to be included.

PlanHoward Academy's instruction consisted of a combination of in-person courses, at the county's community college, and online courses. Sessions originally consisted of four classes but expanded to five because of the success of the first academy. Participants were divided into six cohorts of 25-40 students each. Each session was held once a week for five consecutive weeks, with each class building on the topics of the one prior. Each class included a lecture, open questions and answers, and table exercises. Online tutorials and guides were created to augment in-person classes.

These resources covered zoning information, community input, community registration, and search plan. The community input module contains flow charts that outline the development review process and optimal times for public input.

PlanHoward's recruitment process was designed to encourage diversity in participation from residents of different races, ethnicities, ages, genders, socioeconomic backgrounds, and spatial (rural, urban, or suburban) origins. Applications asked for age, race, and zip code of participants.

The PlanHoward Academy has been suspended due to the COVID-19 pandemic. Going forward, one County representative expressed the intention to include more equity components. Another representative recommended that learning outcomes and objectives be carefully considered, and that the initial launch should be as simple as possible. They also noted that audience requirements should not be overly vigorous, rather the focus should be on the lesson content. Additionally, improved accommodations for Spanish-speaking residents were recommended.

Conversations with peer jurisdictions that have organized a Neighborhood Planning Academy provide useful insights for the development of a similar program in Prince George's County. Specifically, successful Neighborhood Planning Academies have dedicated staff that are responsible for managing the robust program design and implementation. The Planning Academy content should focus on connecting participants, both staff and residents,

with local government and the history of the local community. Moreover, many communities apply for grants from local foundations to support the development and implementation of the program in year one. This is a critical funding support and can help reduce programmatic costs incurred by the department. Finally, the Neighborhood Planning Academy is most impactful if it builds upon previous outreach efforts and departmental initiatives.

# Community Engagement in Prince George's Planning

Public participation is a key tenet of practice for the Prince George's County Planning Department. The Prince George's County Planning Department has hosted and supported an array of award-winning community engagement activities—including a Scenario Building Tool for Plan Prince George's 2035, the County's current land-use plan, and the Citizen's Handbook.

The COVID-19 pandemic required a quick adaptation from in-person to virtual community meetings, drastically changing ways communities communicate with one another and participate in planning initiatives.

Moreover, there are new advocacy initiatives by both the County and M-NCPPC, such as Health Equity, Health in All Policies, Vision Zero, Climate Action, Housing Affordability, and Environmental Justice, that encourage more community involvement and input in the planning and development process. Maryland's Smart and Sustainable Growth Act of 2009 established 12 planning visions that represent the state's

aspirations for guiding and implementing policy. Vision 2 Public Participation reads, "citizens are active partners in the planning and implementation of community initiatives and are sensitive to their responsibilities in achieving community goals."

The County's new zoning ordinance legally requires community meetings with the development community to encourage transparency. Section 27-3402 requires a pre-application neighborhood meeting to inform and allow discussion of a proposed development with nearby land owners and occupants. This meeting is intended to encourage communication between the applicant and community stakeholders to resolve questions or concerns about the project before application submission. The new zoning ordinance retained the requirement that a plan to encourage public participation must be included in the District Council Resolution to initiate a General Plan, area master plan, sector plan, or functional master plan.



PRINCE GEORGE'S COUNTY PLANNING DEPARTMENT

The Prince George's County Planning Department encourages and seeks public participation in all its activities.





PRINCE GEORGE'S COUNTY PLANNING DEPARTMENT

Before the COVID-19 pandemic, the Prince George's County Planning Department regularly hosted in-person meetings to educate community members about projects as well as solicit feedback.

## Previous Community Education Efforts

In March 2021, members of the Neighborhood Planning Academy working group interviewed 16 current and former staff members of M-NCPPC Prince George's County Planning Department, Planning Board, and Department of Parks and Recreation about their experience with community education and outreach. The interviewees addressed successes and failures of past efforts and provided recommendations for the Neighborhood Planning Academy.

Planning Department staff have applied a variety of strategies to educate and engage community members. Before the COVID-19 pandemic, staff typically conducted in-person education and outreach events, often in the form of public meetings. Communication strategies also included

- Informational mailings
- Contacting community organizations (church groups and civic groups) and business leaders
- One-page executive summary with a map on the back for mailings.
- Flyers to hand out at council members' meetings, Economic Development Corporation meetings, and community meetings.

- Workgroups with local leaders in the communities to help facilitate meetings.
- Meetings with the leaders of each municipality
- Block party as part of the Transforming Neighborhoods program

## ZONING ORDINANCE AND SUBDIVISION REGULATIONS OUTREACH

The Department's Zoning Ordinance and Subdivision Regulations update required significant community outreach. Since 2014, the project team conducted more than 400 stakeholder meetings, workshops, and training sessions.

## REMIX THE BLOCK

Staff members developed the Remix the Block brochure/activity book to engage summer 2019 high school, undergraduate, and graduate Planning Department interns in a project to rethink a specific area of the County. This six-week training program introduced interns to the history of Prince George's County, GIS, components of community planning including transportation, environmental, urban design, historic preservation, and placemaking. Interns were divided into groups of three to four participants and worked throughout the summer to learn more about places in the community. Each group of interns completed a walk audit of

an assigned study area, conducted demographic research, and used the StreetMix application to develop alternative street and land-use designs for the neighborhood. The interns' recommendations were drafted into a formal presentation to the Planning Department. Iterations of this program were facilitated with the Port Towns Youth Council and Oxon Hill High School students in 2017 – 2018.

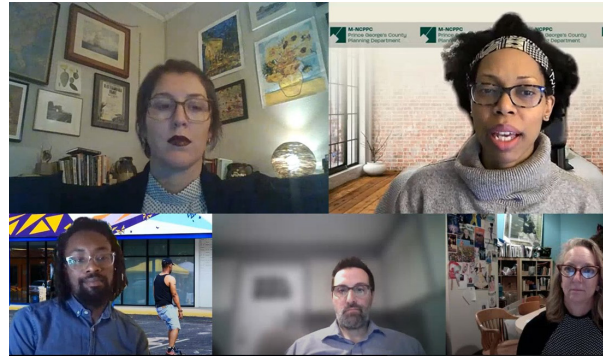
## PLANNING AND ZONING 101

Planning and Zoning 101 was a community educational program developed during the Department's outreach efforts for the new Zoning Ordinance and Subdivision Regulations. The program targeted residents of hard-to-reach neighborhoods in Prince George's County. During the 2.5-hour program, Planning Department staff instructed residents on the history and purpose of planning and zoning in Prince George's County. Community members then participated in a role-playing exercise simulating redeveloping a community with opposing community and individual goals.

Planning and Zoning 101 was an adaptation of the zoning rewrite team's prior Civic Association engagement, where approximately 200 County residents learned about the proposed changes to the zoning code. During this two-day (four hours total) workshop, residents participated in zoning charettes, board games, and facilitated dialogues. During COVID-19 restrictions, the team developed an online training website where residents could view lessons about the new zoning ordinance and development review process and complete quizzes.

## Current/Ongoing Community Education Efforts

Due to the COVID-19 pandemic, staff switched to virtual/digital community education and engagement strategies. Staff members working on a sector plan use social media (Facebook, Twitter, Instagram, and Nextdoor), send email newsletters, use a digital meeting signup (Eventbrite), and send print postcards to alert residents of engagement events. On an annual basis, staff members register County resident groups on the organization/association list to receive development notices for projects that go before the Planning Board. Staff has consistently answered citizen questions by email and phone and expanded social media outreach efforts.



PRINCE GEORGE'S COUNTY PLANNING DEPARTMENT

The Planning Department continued public meetings during the COVID-19 pandemic via virtual options.

Before COVID restrictions, in-person meetings required attendees to commit the time, required travel, and childcare arrangements to participate; virtual meetings allow attendees to participate without the time commitment and effort of travel and other arrangements. A few staff members observed that this may remove barriers to participation for residents who otherwise would not have considered participating. The accessibility and flexibility of virtual meetings may also encourage the engagement of younger citizens and, therefore, widen the range of typical participation. Virtual meetings, however, may also alienate/exclude populations without computers, smart devices, or access to the internet, as well as citizens who would be deterred by using technology to participate. The Neighborhood Planning Academy would reach a wider range of participants and accommodate COVID-safe procedures as well as vaccinated populations that may prefer in-person meetings if it held both in-person and virtual sessions.

## ENGAGING WITH IMMIGRANT COMMUNITIES AND HISTORICALLY MARGINALIZED COMMUNITIES

Two staff members highlighted past difficulties engaging immigrant and more specifically Latino community members. They explained that the information needs to be slowed down or stretched out, because the concepts are entirely new. Often these members of the community are not used to having a voice in the process, based on the culture or government structure of their country of origin. One of the biggest hurdles to overcome is getting these residents to register and participate in the planning process because there is a fear connected to anything government related.<sup>6</sup>

<sup>6</sup> Research Brief, Barriers to Immigrants Access to Health and Human Services Programs. Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health & Human Services, ASPE.



Other hurdles to participation for these demographic groups include time constraints and accessibility challenges. Many immigrants may work multiple jobs, so it is hard for them to find the time to participate. Additionally, 12 percent of Hispanic residents and 14.8 percent of American Indian residents lack access to broadband internet.<sup>7</sup> and 4 percent of Hispanic residents and 13 percent of American Indian residents do not have a computer.<sup>8</sup> This is especially important to note given the switch to digital engagement; however, staff believes these community members have and depend on smartphones for communication.

One staff member recounted speaking with a parent teacher association (PTA) about participation in planning department activities, but did not see an uptick in attendance at any event. Staff has also spoken with Latino teen community leaders who have shared that it is very hard to get their parents involved. Staff from the Community Planning Division, Public Affairs, and the Department of Parks and Recreation hope to continue having conversations regarding Hispanic, immigrant, and historically marginalized communities.

### SOCIAL MEDIA AND OUTREACH

In order to reach the widest range of County residents and encourage diverse participation, the following social media and outreach strategies are recommended, based on interviews with

experienced Planning Department staff. The Planning Department should work within and partner with existing communication channels through homeowners associations, civic associations, County Council, County Executive, municipalities, Parks and Recreation, Planning Department/Planning Board, churches, DPIE, and engaged citizens/citizen activists by asking them to post/re-post/promote the Neighborhood Planning Academy on their social media, newsletters, blogs, flyers at their facilities, and announcements at meetings. Partnering with existing third-party groups, as well as other agencies, can help build trust and reach engaged citizens and communities. The Department should also pursue promotion on local news, newspapers, and radio. These efforts will help reach people where they already get information about their community. Promoted posts and ads are also an option to consider.

Other outreach recommendations from the staff members include having a diverse outreach team to reflect the county's diverse communities, understanding communities in order to reach them, and emphasizing the benefit to the community and participant.

*See Appendix for list of interviewees and summary of responses.*

7 2019: ACS 5-year Estimates Subject Tables TYPES OF INTERNET SUBSCRIPTIONS BY SELECTED CHARACTERISTICS

8 2019: ACS 5-year Estimates Subject Tables TYPES OF INTERNET SUBSCRIPTIONS BY SELECTED CHARACTERISTICS



# Resident Feedback

The Planning Department administered a public survey regarding the Neighborhood Planning Academy between March 5 and April 9, 2021, on the Survey Monkey platform. The survey was designed to gather input on how a planning academy could best serve the interests of potential participants. The survey received 670 responses, which is a high rate of response compared to other Department surveys.

## Demographics

Nearly all of the survey respondents were adults over the age of 26, with the largest portion between ages 39 and 55 (35 percent). Nearly all (90 percent) of the respondents lived in Prince George's County, and most of them (70 percent) owned property in the County. Only one quarter of respondents work in the County; however, 20 percent of respondents were either elected officials or part of a homeowners' association.

The race/ethnicity demographics of the respondents differed from the County's overall demographics: 67 percent of respondents were black, 31 percent were white, and the remainder were either Asian; Native American, Alaska Native, or Hawaiian; Hispanic; Other; or some combination of multiple racial/ethnic backgrounds. Only 4 percent of respondents indicated Latin/Hispanic ethnicity, which does not reflect the demographics of the County as a whole. According to the U.S. Census 2015-2019 American Community Survey, 18 percent of the County identifies as having Hispanic ethnicity. The effort to create the Neighborhood Planning Academy should put more of an emphasis on reaching Hispanic participants.

## Previous engagement with planning

The survey results indicated that most (87 percent) of the respondents have engaged in some way with planning in the past, but only a minority feel fully aware of current ongoing planning efforts or

## KEY FINDINGS

There is strong interest in the Neighborhood Planning Academy. The survey takeaways are:



The academy will need to put more emphasis on engaging Hispanic residents.



The academy should likely require a commitment of one to three hours per month of group events, with additional homework and on-demand materials.



The academy should emphasize how residents can impact planning and building trust and relationships with participants who want an active role in planning.



The academy should cover a variety of topics but focus on local and state land-use laws that affect the communities in which participants live.

existing local land-use laws. Only 42 percent of the respondents were aware of current planning projects in their community, 37 percent said they had read a planning document in the past. While 28 percent felt that they could influence the outcome of a plan by engaging with the Planning Department, 9 percent felt strongly that they could not influence the outcome. This indicates some opportunity for the planning academy to build relationships and trust with residents who would like to play a more active role in planning.

## SURVEY RESPONDENTS



Almost everyone was over the age of 26



90% living in the County, but only a quarter work in the County



20% were elected officials or part of a homeowners' association



The race/ethnicity demographics were not representative of the County as a whole.

## Technical knowledge

Many of the respondents indicated that they have a technical understanding of planning but with room to improve. Nearly all respondents felt comfortable reading maps (90 percent) and tables of data (91 percent). About two thirds of the respondents agreed to some extent that they understand the difference and relationship between land use planning and zoning. But while 71 percent of respondents agreed that they understand real estate market forces that influence development, only 36 percent said they were aware of local land-use laws and state planning laws. The planning academy could provide a general focus on the relationship between land use planning and land-use laws with specific emphasis on local and state laws.

## Willingness to participate

Most respondents were open to the idea of participating in the neighborhood planning academy. (52% Yes, 42% Maybe, 6% No). A commitment of one to three hours per month was the most popular format, followed by one to three hours per week. Very few people (8 percent) were willing to put in more than four hours per week.

The most popular reasons for wanting to participate were a desire to improve one's own community (75 percent) and influence plans that affect one's own community (66 percent). Other popular responses indicated a desire to learn how land use decisions are made and know what development projects are happening. Few respondents expressed a desire to improve their ability to serve as community leaders or government officials (16 percent), or to develop their own property (12 percent). Presented with a list of potential topics for the course, respondents demonstrated a wide variety of preferences and general support for all the potential topics.

## Topics of Interest

TOPIC	RESPONSES	
Housing	470	74%
Parks and public spaces	470	74%
Shaping long-term vision	457	72%
Economic development	416	66%
Transportation	414	65%
Real estate development	392	62%
Sustainability and resilience	370	58%
Public health	361	57%
Urban design	350	55%
How projects are funded and completed	346	54%
PGC government	253	40%
Demographic analysis and projection	245	39%
Development review	232	37%
Other	48	8%

Note: Respondents could pick multiple topics

Respondents also indicated interest in multiple academy activities and workshop formats. Gathering for live group workshops was the most popular format with 70 percent of votes in favor, as well as community walking tours (61 percent). Being provided with on-demand access to materials like handouts and readings was a popular feature (51 percent in favor), as was learn-at-your-own-pace virtual training (60 percent).

Given this feedback, the planning academy may be most successful if it incorporates a mixture of live group events on a variety of planning topics while also providing on-demand materials and individual homework.

# Proposed Program Design

Buildings upon existing community engagement strategies from our master and sector planning process and using the feedback collected from peer Planning Departments, stakeholder interviews, and staff interviews, staff identified the following design for the Neighborhood Planning Academy for Prince George’s County. This proposed program builds upon the existing Planning and Zoning 101 and the Remix the Block youth program.

## Program Budget

It is critical to have dedicated funding for the Neighborhood Planning Academy, as this will ensure that the program can support residents of all socioeconomic backgrounds throughout the County. The team proposes two budgets for this program to accommodate COVID-19 social distancing requirements.

A budget of \$5,000 is needed to successfully implement the program virtually and \$7,500 is needed to conduct the program in person. This budget includes funding for printing, certificates, and translation services.

The Planning Department estimates that implementing the pilot program will require approximately five staff for 60 hours each (a total of about 300 staff hours). This includes time for team members to review participant applications, develop weekly lesson plans, facilitate weekly sessions, and conduct a post-program evaluation. As the program moves into the subsequent classes, required staff hours will decrease.

## PROGRAM GOALS

The Neighborhood Planning Academy should:



Help community stakeholders understand opportunities for input and empowerment.



Support residents in understanding how the development process works, how to better engage, and advocate for community goals and visions.



Support all municipalities in Prince George’s County, except Laurel, which has its own planning and zoning authority.



Support local developers with understanding how to navigate the development process.

## PROPOSED STAFFING NEEDS

Category	Hours
Program Design	50
Application Review	40
Marketing & Recruitment	20
Program Coordination	20
Program Facilitation	120
Evaluation	40
<b>TOTAL</b>	<b>290</b>



## Program Recruitment

Recruitment for the Neighborhood Planning Academy will leverage the Planning Department's extensive community network and existing relationships. Notification of the enrollment period will use both digital and print communications.

Emails will be sent to the Planning Department's e-newsletter distribution list, survey respondents, Prince George's County municipalities, civic associations, Prince George's County Council distribution lists, and other civic/advocacy groups such as Prince George's County Healthcare Action Coalition; Active Transportation Workgroup, MUTC committees, and others. Digital flyers will be posted on social media and the Department's website. Targeted flyers will be distributed to select County Parks and Recreation sites and planning staff will work with Public Affairs to include advertisements in the Your Guide.

## Program Application

The application process for the Neighborhood Planning Academy should be designed to ensure geographic diversity. To accomplish this, the team proposes both a digital and print application process that includes past involvement with the Planning Department.

## Program Design

The design, schedule, and curriculum of the Neighborhood Planning Academy is based on the research of precedent projects, interviews with experts and stakeholders, and feedback gathered by the community survey.

The planning academy will consist of groups of 25-30 people who complete the course together in a class group. Each cohort will meet once a week for six

weeks for a total of six workshops. These workshops will be live sessions, available to be joined in person (pending COVID-19 restrictions) and virtually via Microsoft Teams. In-person meeting locations should be in the central part of the County, accessible by either bus or rail transit, and generally pedestrian-friendly to accommodate walking tours and place-based activities.

Each workshop will feature presentations by planning staff or guest speakers and interactive activities. The presentations will be recorded and saved to the Planning Department's YouTube account and planning academy website. Upon completion of the curriculum and a presentation on lessons learned, each student will be awarded a certificate of completion at an awards ceremony hosted by the Planning Department.

## Proposed Curriculum

The program curriculum is adapted from existing presentations that Department staff have developed over the past five years. Reference the Appendix for a list of presentations currently available.

### **SESSION 1: SETTING THE STAGE: HISTORY, PRESENT, AND FUTURE OF PRINCE GEORGE'S COUNTY**

The first session will provide a history of the County and review the structure of today's county government. This session is critical to establish a strong foundation for participants to navigate subsequent lessons. Participants will be provided a brief overview of the planning academy and an opportunity to introduce themselves and get to know each other. The Planning Department senior management team and the chair of the Planning Board should attend this session. Furthermore, representatives from the County Council leadership, County executive team, and sessions' guest speakers should be invited to attend.

## **SESSION 2: PLANNING 101**

This session will provide a broad overview of the national history of planning and zoning and a focused investigation of local planning. Students will learn more about the role of a planner, the role of residents in planning, how planning is implemented in Prince George's County, and the legal framework for planning in the State of Maryland.

## **SESSION 3: DEVELOPMENT PROCESS IN PRINCE GEORGE'S COUNTY**

How does a real estate development project go from concept to construction? This session will provide an overview of how projects are planned, reviewed, developed, funded, and completed, with an emphasis on the role of residents and planners in the development process.

## **SESSION 4: BUILDING HEALTHY, SUSTAINABLE, AND RESILIENT COMMUNITIES**

What role do planners and residents have in ensuring public health, access to green space, clean air and water, energy security, and other important requirements for a healthy community? What strategies are planners and residents using here and elsewhere to prepare for a sustainable future? This session will explore the connections between environment, economy, and equity, and provide examples of new ways planners are addressing holistic threats like climate change. A case study will focus on the relationship between affordable housing and healthy and sustainable communities in Prince George's County.

## **SESSION 5: MULTIMODAL TRANSPORTATION AND STREET SAFETY IN PRINCE GEORGE'S COUNTY**

This session will focus on the complex challenges of providing safe and efficient ways for Prince George's County residents to get to their various destinations regardless of whether they choose to walk, bike, drive, or take public transportation. Guest speakers will

introduce the role of transportation planners and highlight recent efforts to increase safety in Prince George's County.

## **SESSION 6: TEAM PRESENTATIONS & GRADUATION**

During each session, participants will complete exercises that support a better understanding of their own neighborhoods. At the last day of class, participants will briefly share their findings. This presentation can be completed in numerous ways (written document, video, photo collage, slideshow, public event) and may focus on a topic of the students' choosing that is somehow related to planning in Prince George's County.

## **Program Schedule/Next Steps**

The following is a proposed schedule for launching the pilot class of the Neighborhood Planning Academy.

### **PROGRAM DESIGN & REFINEMENT – FALL 2022 TO SPRING 2023**

During this phase, the Neighborhood Planning Academy team will develop all aspects of the program curriculum including the program application, program lesson plans/facilitator's guide, and evaluation materials.

### **TEST CURRICULUM/ENGAGEMENT – SPRING 2023**

This phase includes distributing survey results and the Neighborhood Planning Academy Report to the public, testing the program curriculum with a small group of Planning Department staff, and finalizing the program's website and online presence.

### **PROGRAM IMPLEMENTATION – FALL 2023**

This phase includes launching the Planning Academy webpage; recruiting program participants; and implementing the first class group of the program.





The key to planning a successful neighborhood is community engagement.



# Appendix

# Prince George's County Planning Staff Interviews

## Staff Interviews

Interviews conducted by Alex Howle, Planner III, and Elena Perry, Planner II.

- Wendy Irminger, Project Manager for PAMC (former staff)
- Sam White, Planner II, Community Planning
- Kierre McCune, Planning Supervisor, Community Planning
- Christine Osei, Planner III, Countywide Planning
- Chidy Umeozulu, Planner III, Community Planning
- Calista Black, Acting Public Affairs Officer, Office of the Chairman
- Bryan Barnett-Woods, Supervisor, Transportation Planning (former staff)
- Anika Jackson, Acting Public Affairs and Marketing Officer, Office of the Chairman (former staff)
- Arnaldo Ruiz, Planning Technician III, Community Planning
- Sarah Benton, Planning Supervisor, Community Planning
- Brian Byrd, Planner Coordinator, Community Planning (former staff)
- Jordan Exantus, Planner Coordinator, Parks and Recreation (former staff)
- Helen Smith, Supervisor, Planning Information Services
- Jonathan Greene, Senior Planner, Community Planning (former staff)
- Rana Hightower, Planner IV, Office of the Planning Director
- Shannon Sonnett, Publications specialist, Management Services Division

## Staff Interview Questions

### PREVIOUS EDUCATION/OUTREACH EXPERIENCE

- What is your experience or familiarity with resident planning academies (in other

jurisdictions)? What are important aspects/goals of those academies, if familiar?

- Are you aware of or have been involved in any previous initiatives to educate Prince George's County residents about the planning process?
- Why do you think previous Departmental programs were unsuccessful?
- Are there any presentations or resources from those previous initiatives that we could reuse or use as a reference? Who was involved in creating/presenting them? Where are they saved?
- What is your experience with engaging the public with educational programs, workshops, or presentations? And what is most important in developing public education programs? (prep, presentation, turnout/outreach, location/time, speakers, issue-based meeting?)

### ACADEMY CONTENT

- What is most important to teach/share with the public in a resident planning academy?
- What topics and issues do you think the public is most eager to learn about?
- What ideas do you have for the structure/lesson plan of a resident planning academy?
- Should we develop a training for stakeholders of all levels? (Planning Board, Planning staff, County Council, County Agencies, County Executive, residents, etc.?)
- What platform do you think is best to provide the resident planning academy? (on-demand/self-guided online, in-person workshop [single/multiple sessions], hybrid of guided and self-guided [online and in-person], online/webinar via Go-To-Webinar or similar, etc.?)

### HOW TO ENGAGE PUBLIC

- How can we encourage public turnout and motivate public engagement? (issue-based, geographically, etc.?)
- We will be asking the public to participate in a questionnaire to gauge interest and determine desired topics for the academy. What should we



include on the questionnaire to the public to gauge beliefs/understanding/interest of planning process?

- How should we measure the success/efficacy of the resident planning academy? (attendance of the academy, attendance in public meetings, public comment in public meetings, follow-up/survey after academy, engagement of those residents/communities in future, etc.?)

**LOGISTICS**

- What do you think we should charge for a resident planning academy, if anything? Should we provide scholarships or waived tuition of certain groups?
- Do you have any thoughts on what the budget should be for academy?
- What should staff’s time commitment be to create and conduct the academy? Which division should take the lead, if not fully joint-led?

**FOLLOW-UP**

- Can you send or upload any previous resources or presentations? (email or link)
- Who else should we talk to on staff who will have good information to share?
- Are you interested in being a part of the resident planning academy? (as a presenter, organizer, etc.?)

**Logistics Recommendations:**

- Timing 6:30-8 p.m. – when people are available
- Location near Metro ( for in-person sessions)
- Free or minimal charge to help ensure continued engagement and show academy’s value
- Potential partnership with Council members for budget
- Reference materials for attendees to take home (English/Spanish materials/sessions)

**Best Practices Learned from Staff Interviews**

Based on interviews with experienced Planning Department staff, the working group has the following recommendations for conducting academy sessions:

Do	Don't
Connect education to specific is-sue/planning process	Educate without showing immediate ways for residents to exercise their new tools of engagement
Use visuals in presentations with limited text	Use only text or dry information in presentations
Be interactive/integrate questions/discussion	Present information without asking questions/discussion/activities
Emphasize what residents can do now to engage (can cause people to see the "fruits" of their efforts/ encourage engagement)	Explain away the process by saying how long planning can take (can cause people to despair/disengage)
Use plain language	Use jargon
Use community-specific examples/topic	Use general/conceptual or out-of-county examples
Provide bite-sized pieces of information/lessons	Provide large/long overviews of complex information/ lessons
Provide specific lesson plan to participants	
Provide hand-outs/Notes	
Show how planning affects residents	
Show what planning does and does not do	
Be blunt, be honest	
Tell them what you are going to tell them/ Tell them/ Tell them what you told them	
Provide ways to engage at every level	
Provide breakout session, smaller discussion groups	
Use graphics and writing that are inclusive of diversity, sexual orientation, etc.	

# Inventory Of Planning Department Educational Materials

Title	Type	Description
DRD Training 1	PPT presentation	Review of high-level constitutional law, zoning basics, and development review process
Development Review Presentation	PPT presentation	Defines development review cases and provides flowchart summaries of process
Planning 101 and Zoning 101__ ABRIDGED	PPT presentation	Defines planning generally and within the context of the County. Provides an overview of real-world tradeoffs to consider. An overview of zoning including descriptions of each zone in the County and discussion of the impacts of zoning. Explanation of form and design standards and of zoning rewrite project. Blocks & Lots Game with discussion questions.
Planning 101 and Zoning 101__ FULL__2.19.2019	PPT presentation	Defines planning generally and within the context of the County. Provides an overview of real-world tradeoffs to consider. An overview of zoning including descriptions of each zone in the County and discussion of the impacts of zoning. Explanation of form and design standards and of zoning rewrite project. Blocks & Lots Game with discussion questions.
Planning and Zoning 102 PPT Draft 2	PPT presentation	Overview of new zoning and subdivision ordinances
New_Zoning Ordinance-Subdivision Regulations Rewrite Presentation__ RZW -1.26.21mp4.mp4 <a href="https://www.youtube.com/playlist?list=PLxg7rQe2e4u9jNLiENT2qvSjrs3J96uKE">https://www.youtube.com/playlist?list=PLxg7rQe2e4u9jNLiENT2qvSjrs3J96uKE</a>	Video w/ accompanying quiz document	Defines zoning and provides overview of zoning rewrite project. Discussion and examples of changes in new zoning and subdivision ordinances. Quiz to test knowledge at the end.
Zoning Rewrite__Test Your Knowledge.docx	Quiz document accompanies video	10-question quiz to test knowledge at end of zoning video
Development Review Process Video Series.mp4 <a href="https://www.youtube.com/playlist?list=PLxg7rQe2e4u__2F-u9XAEVqFctvHGUO__O">https://www.youtube.com/playlist?list=PLxg7rQe2e4u__2F-u9XAEVqFctvHGUO__O</a>	Video w/ accompanying quiz document	Provides overview of the seven steps of the development review process and the stake-holders involved. Quiz to test knowledge at the end.
Development Process Quiz.docx	Quiz document accompanies video	8-question quiz to test knowledge at end of development review process video.
Citizens Handbook 2014 (English and Spanish)	Reference handbook for residents of the County	Describes roles of each decision-making body in the County, the types of plans, the plan process, zoning, and subdivision. Provides links to important online resources and addresses frequently asked questions.
Build Your Neighborhood Agenda STAFF	Public Meeting Agenda	Description and timeline of "Know Your Neighborhood" event held in 2015 to discuss zoning rewrite project.
BUILD YOUR NEIGHBORHOOD Facilitator Packet - 9.15.15	Public Meeting Facilitator's Guide	Provides guides for conduct-ing the 2015 zoning rewrite public meeting conversations, breakout sessions, and dialogue scenarios and ques-tions.
Know Your Neighborhood KEY TERMS	Glossary	List and definitions of key technical zoning and subdivi-sion terms
Discussion Questions for ZOSR: Module-1-Discussion-Questions__ FINAL__1__15__16-APF	Discussion Questions	List of questions and suggest-ed reading about proposed changes to the zoning ordi-nance (zones and use regula-tions)
Discussion Questions for ZOSR: Module 2 Discussion Questions__ FINAL ABP	Discussion Questions	List of questions and suggest-ed reading about proposed changes to the zoning ordi-nance (development standards and public facility adequacy)

Title	Type	Description
Blocks and Lots Kit	Board/Online Game and Facilitator's Guide	Guide to how to play Blocks and Lots game to understand planning, zoning, community stakeholders, balancing trade-offs, etc.
Blocks and Lots Script 7-20-15FINAL	Blocks and Lots Game Facilitator's Guide	Script to facilitate Blocks and Lots game with post-game discussion questions
Evaluation Form 7-10-15FINAL	Evaluation sheet	Evaluation questions for participants of zoning rewrite public meetings
Know Your Neighborhood Agenda 7-22-15 STAFF	Public Meeting Agenda	Description and timeline of "Know Your Neighborhood" event held in 2015 to discuss zoning rewrite project.
Building The Block	PPT presentation	Defines planning generally and the role of a planner. Outdoor Neighborhood Survey activity with discussion questions. Streetmix + Re-mixing Our Block activity to reimagine the streetscape.
Countywide Tour AGENDA	County Tour Agenda	List of stops on one-day 2019 Countywide tour
Creating-a-World-Class-Public-Participation-Process	Research Paper	Recommended improvements to planning department processes concerning development in the County
Know Your Block PPT - Bowie Library	PPT presentation	General overview of zoning. In-depth run-through of Blocks and Lots Game with discussion questions.
Know Your Block Youth Workshop Description	Public Meeting Agenda	Description and list of activities for youth zoning work-shop
Planning and Zoning 101 _BND_BBW	Project Outline	Overview of project to conduct a series of workshops to educate community members about local land-use planning. Planning 101 and Zoning 101 workshops.
Remix The Block Lesson Plan - Summer 2019	Workshop Outline and Agenda	Overview of workshop to introduce high school students to the planning discipline and encourage their engagement in designing their communities.
remix-the-block-brochure-v1_Optimized	Activity Book	Book of series of activities to engage in urban planning, assess your surroundings, and design alternatives.
Visualizing-the-Zoning-Rewrite_final	Walking Tour Agenda	List of tour locations and proposed changes in zoning to consider on a walking tour. Questions to facilitate discussion at each location.
Volume-4-lets-play-urban-planner-the-use-of-game-elements-in-public-participation-platforms	Research Paper	Review of public participation tools in the form of games.
Zoning Rewrite Trivia	Activity Instructions	Instructions for mash up of trivia and Jenga game with questions
Plan 2035 5 year review MWCOG 12-18-2020	PPT presentation	Overview of Plan 2035 growth policy, indicators, goals, and targets. Data and graphics showing progress toward indicator targets.
Plan 2035 5 year review PB 11-5-2020_cbEdit2	PPT presentation	Overview of Plan 2035 growth policy, indicators, goals, and targets. Data and graphics showing progress toward indicator targets.
Plan2035 overview 5-10-19	PPT presentation	Comparison and change from 2002 General Plan and Plan 2035. Discussion of growth policy and trends in the County. Discussion of Plan 2035 downtowns.
Plan2035 overview 9-26-19	PPT presentation	Comparison and change from 2002 General Plan and Plan 2035. Discussion of growth policy and trends in the County. Discussion of Plan 2035 downtowns.
PGAtlas - Help	Website	Includes video tutorials on how to navigate and get the most out of the information in PGAtlas, the online mapping program for the County
History of General Plans in Prince George's County	PPT Presentation	Overview of the history of General Plans in Prince George's County, which was used in preparation for Plan Prince George's 2035.
History of M-NCPPC	PPT Presentation	Overview of the History of the M-NCPPC and state enabling legislation. Presented by the M-NCPPC Legal Office
Blocks and Lots	Game Boards	Physical Gameboard to play Blocks and Lots Zoning Activity.

# Potential Resources

## Session 1: Meet & Greet

Potential resources, materials, and links:

- Planning Academy website
- [Prince George's County Planning Department](#)
- [Maryland-National Capital Park and Planning Commission](#)
- [Get Involved | M-NCPPC, MD \(pgplanning.org\)](#)
- [Speaker / Film Series](#)
- [PG Planning YouTube](#)

## Session 2: Setting the Stage: History, Present, and Future of Prince George's County

Potential resources, materials, and links:

- [Prince George's County, MD | Official Website](#)
- Plan 2035 overview PPT ( from Inventory of Planning Department Materials)
- Plan 2035 Five-year review PPT ( from Inventory of Planning Department Materials)
- Potential Guest Speaker: John Peter Thompson (Chair of the Prince George's Historic Preservation Commission)

## Session 3: Planning 101

Potential resources, materials, and links:

- [Comprehensive Plans \(maryland.gov\)](#)
- [Citizen's Handbook: Planning, Zoning and Development Review in Prince George's County](#)
- [Glossary of Planning Terms](#)
- [PGC Plan 2035, MD | Official Website \(planpgc2035.org\)](#)
- [Zoning Ordinance & Use Tables | MNCPPC, MD](#)

[\(pgplanning.org\)](#)

- [Planning | MNCPPC, MD \(pgplanning.org\)](#)
- [Zoning Ordinance-Subdivision Regulations Rewrite Presentation](#)
- Zoning Rewrite\_Test Your Knowledge ( from Inventory of Planning Department Materials)
- Blocks and Lots Kit ( from Inventory of Planning Department Materials)
- Blocks and Lots Script ( from Inventory of Planning Department Materials)
- Building The Block PPT ( from Inventory of Planning Department Materials)
- BUILD YOUR NEIGHBORHOOD Facilitator Packet ( from Inventory of Planning Department Materials)
- Know Your Neighborhood KEY TERMS ( from Inventory of Planning Department Materials)
- Zoning Rewrite Trivia ( from Inventory of Planning Department Materials)
- Planning 101 and Zoning 101 PPT ( from Inventory of Planning Department Materials)
- Planning and Zoning 102 PPT ( from Inventory of Planning Department Materials)
- Discussion Questions for ZOSR: Module 1 Discussion Questions ( from Inventory of Planning Department Materials)
- Discussion Questions for ZOSR: Module 2 Discussion Questions ( from Inventory of Planning Department Materials)
- Remix The Block Brochure ( from Inventory of Planning Department Materials)
- Guest Speaker: Community Planning Division; Zoning Ordinance and Subdivision Regulations Rewrite Team.



## Session 4: Development Process in Prince George's County

Potential resources, materials, and links:

- [PGAtlas](#)
- [Development review | MNCPPC, MD \(pgplanning.org\)](#)
- [Development Review Process Video Series](#)
- Development Process Quiz (from Inventory of Planning Department Materials)
- DRD Training 1 PPT (from Inventory of Planning Department Materials)
- Development Review Presentation (from Inventory of Planning Department Materials)
- Guest Speaker: Development Review Division, Department of Permits Inspections and Enforcement, and Park Planning Division (DPR), Office of Management and Budget (Capital Improvement Program (CIP)/Capital Budget)

## Session 5: Housing, Density & Affordability

Potential resources, materials, and links:

- Remix the Block brochure/activity book
- [Housing Opportunities For All Work Group | Prince George's County Legislative Branch, MD \(pgccouncil.us\)](#)
- [Comprehensive Housing Strategy | Prince George's County, MD](#)
- Potential Guest Speaker: Special Projects Division, Department of Housing and Community Development, CASA de Maryland, Housing Initiative Partnerships

## Session 6: Building Healthy, Sustainable, and Resilient Communities

Potential resources, materials and links:

- [Department of the Environment \(DoE\) | Prince George's County, MD](#)
- [Climate Change Resources \(planning.org\)](#)
- [County Climate Action Commission](#)
- Potential Guest Speakers: Environmental Planning Section, Park Planning Division, Healthcare Action Coalition, Department of the Environment.

## Session 7: Multimodal Transportation and Street Safety in Prince George's County

Potential resources, materials, and links:

- [Transportation Planning | MNCPPC, MD \(pgplanning.org\)](#)
- [Approved Countywide Master Plan of Transportation by Maryland-National Capital Park & Planning Commission](#)
- Potential Guest Speakers: Transportation Planning Section and Department of Public Works and Transportation

# Agency Interviews

## Peer Agency Interview Questions:

1. When did this program start and what was the rationale for starting this program?
2. Does this program align with policy goals or internal priorities?
3. How did you launch the community planning academy? Was the program a phased program roll-out or was the program designed as one comprehensive program?
4. How do you recruit for program participants? Is there an application process or is it open to all residents?
5. Where there any incentives for residents and/or developers for participating in this program?
6. How many staff are assigned to support the program? What are the roles and functions of staff supporting the program?
7. Is there an estimated annual budget to operate the program?
8. How has the program adapted or shifted due to COVID?
9. What materials are provided to program participants?
10. What types of materials or tools do you use to support people of different literacy or physical abilities?
11. What types of teaching methods did you use?
12. Do you have a website?
13. Any additional thoughts?

## Interview 1: Baltimore, MD

Stephanie Smith, Assistant Director Baltimore Office of Planning

March 8, 2021, at 1:00pm

1. *When did this program start and what was the rationale for starting this program?*

The project started in the CPHA (Community Planning and Housing Administration) around John Hopkins redevelopment. Annie E Casey wanted to start a community leadership program around community development in alignment with Baltimore Planning

Department. The program met three times over 2 weeks. Land-Use instruction was developed from Baltimore's Staff. Because it was limited to only East Baltimore, there were untapped needs from residents as demand increased and additional staff was needed. A Departmental Equity Action Plan was developed, and the program launched in Fall of 2018.

2. *Does this program align with policy goals or internal priorities?*

A. The Equity Action Plan was a template for city to adopt equity goals. It requires all agencies to adopt community engagement plan. We were ahead of the game as compared to other agencies.

3. *How did you launch the Community Planning Academy? Was the program a phased program roll-out or was the program designed as one comprehensive program?*

A. Roll out of the project commenced from January of 2018 to May 2018, including 9 community planning pop-ups. The project included an overview of what planning does, a map, and distribution of capital dollars to consider what types of investments they want to do. These were not baked into existing community association meetings and were migrated from traditional programs. Could be on offense instead of defense. Incorporated maps, age, gender, and what part of the city are they from. At least 50 people were in attendance. Survey was built in. Flexibility is important. All presentations were recorded. Academy operated through a cohort model.

4. *How do you recruit for program participants? Is there an application process or is it open to all residents?*

A. Community Planning Division is primary catalyst. 9 community planning districts. We would pass out flyers and partner with Library to advertise pop-ups and programs. Used social media, newsletter to get the word out. Social Media, Community Planner, Civic Fabric between libraries and community planners. Goal was 60-80 members would apply, 330 members applied, pop-ups. Used pop-ups as an opportunity to target locations that did not have as high of rates of response.

5. *Is there an application process? Or selection criteria.*
  - A. Application Process is open-ended set of free-responses questions.
    - i. What are Baltimore's Strengths?
    - ii. What are Baltimore's Weaknesses?
    - iii. Will you share information with your community? (ask questions)
    - iv. Clear that you do not need to be a HOA or CA Leader to be a Community Leader to serve as a community member?
    - v. Utilized Violence Prevention – Housing Market (corresponds with Redlining Map, Weakest Housing Market Strength) additional points
    - vi. Developed a rubric.
    - vii. Open to all (small developers, real estate agents, must live in Baltimore City).
6. *Are there any incentives for residents and/or developers for participating in this program?*
  - A. Yes, including...
    - i. 6-week process (every Wednesday for 2 hours)
    - ii. Warm Meals
    - iii. Parking Passes and MTA (Bus Passes)
    - iv. Daycare (not formal, but provided informal information)
    - v. Therapy Dogs permitted
    - vi. Pre-Development Meetings and Community Leader
    - vii. Notification to participants to help navigate the process
7. *What are the expectations for Community Leaders who participating in the program?*
  - A. Three Expectations
    - i. Initially there was an expectation that leaders would do a community project.
    - ii. Residents create a project, project pitch to local government.
    - iii. Alums are interested in next level of program, where people learn how to apply.
8. *How many staff are assigned to support the program? What are the roles and functions of staff supporting the program?*
  - A. We have 1.5 staff (Elina and Stephanie part-time). Every division has a night of focus of the presentation. Largest focus is how the Department works, and some information around how/what is planning. Build in a couple of hours are trends that are emerging to add presenters later.
9. *Is there an estimated annual budget to operate the program?*
  - A. Operating from salary-savings. Budget \$5-6K per session (Fall and Spring).
10. *How has the program adapted or shifted because of COVID-19?*
  - A. May 2020 Cohort was postponed to September (Fall). Most sessions were online apart from one was a walking tour (Former Water Tower East Baltimore to have a walking tour). Presentations were tapped. Spring 2021 sessions will be virtual, fall may be different.
11. *What materials are provided to program participants?*
  - A. Canvas bags about community which are the blueprint for the development. Everything needed for class is in the binders.
12. *What types of materials or tools do you use to support people of different literacy or physical abilities?*
  - i. Application includes Age, Tenure (in how long living in city),
  - ii. Developed Ground Rules, co-developed at the beginning of the first session.
  - viii. Write things on sticky notes to make space for people who may not be outwardly vocal.
  - ix. More challenging to establish a socially inclusive space virtually.

Also considering adding more translation services for individuals onsite. Language Access program. Are equipped to meet the need when it emerges.
13. *Anything else that I should know about the program?*
  - A. People feel entitled to be at the table

- B. Judge application blindly and residents
- C. Application Review Committee - (1st Agency; alums make up application review committee)
- D. Have additional mixers and engagement to build bonding and networking
- E. Benefits that the knowledge that residents are effective and better partners in the programs.

## Interview 2: Durham, NC

Kayla, Senior Planner Office of Planning

March 15th at 9:00am

1. *When did this program start and what was the rationale for starting this program?*
  - A. Program started in Spring 2016 with several Missions: educating community members about what Department does, helping residents participate in Public Hearings; Boards and Commission at Planning Department Staffs, and recruiting more diverse stakeholders who participated in the programs. The long-term goal is to build relationships with community members who live in different parts of the community and develop ongoing feedback loops.
2. *Does this program align with policy goals or internal priorities?*
  - A. Comprehensive Plans do not include specific ways to engage the community. Writing new policies around Community Engagement in the General Plan. General expectation of how to address and connect with residents.
3. *How did you launch the Community Planning Academy? Was the program a phased program roll-out or was the program designed as one comprehensive program?*
  - A. Started as a four-week curriculum ( four sessions over four weeks) interest in doing this 2-3 times a year. The next steps for the program are phases and finally application.
4. *How do you recruit for program participants? Is there an application process or is it open to all residents?*
  - A. Application period, select between 30-40 residents who attend all four sessions.

Historically, first come, first serve, ask demographic questions. Most engaged residents' line-up first. Sort by zip code, with at least one resident. Questions, preferential treatment already on a board or commission or already. One person reviews applications and sorts them. (at least 100 applications). High Demand.

5. *Are there any incentives for residents and/or developers for participating in this program?*
  - A. Dinner is provided for every session. Residents receive certificates.
    - i. Hosted at City Hall and provides free parking (interest in moving away from City Hall).
    - ii. Not currently preferential treatment: Residents do add in their biographies that they
6. *How many staff are assigned to support the program? What are the roles and functions of staff supporting the program?*
  - A. More than one person needs to be assigned to this project (part-time, not sufficient timing need more). Roles listed below...
    - i. Develop curriculum, reviewing applications, ordering food, advertising, scheduling speakers.
    - ii. Guest Speakers – mainly planning staff and special guest speakers.
    - iii. Make sure experts are there who can talk about issues.
    - iv. Encouraging to facilitate from a place of humility.
7. *Is there an estimated annual budget to operate the program?*
  - A. Operating Budget – less than \$1,000.00 (10-12 per person for meals).
8. *How has the program adapted or shifted because of Covid?*
  - A. A one-time all-day academy for 100 people was not recommended. Rather, a small cohort is ideal with focus on a specific mission. The program has shifted away from being a planning academy because of COVID, which prevented meeting in-person and led to high staff turnover has limited staff resources. We would like to see combination of both a virtual and in-person model and develop materials for online environment and in-person environment. Specialized in-person and small group sessions are more helpful for Latino and non-usual



stakeholders.

9. *What materials are provided to program participants?*
  - i. PowerPoint Presentations (PDF)
  - ii. Guest Speakers have handouts about specific topics or state-law.
  - iii. Primarily paperless, anything big going on, be prepared for questions.
  - iv. Follow-up materials
10. *What types of materials or tools do you use to support people of different literacy or physical abilities?*
  - i. Focus on equitable engagement.
  - ii. Standard accommodations provided.
11. *What are the topics that you cover?*

A. Planning Operations (How the Department Works, Which Each Division Does), Comprehensive Plan, Planning History (AICP; participants are interested in Durham History), Land-Use Law, Special Topics (Transportation or Affordable Housing), Regional Transit Agencies. Curriculum should also align with special topics of interest or popular topics. Importance given to Planning History, specific to neighborhood.
12. *What types of teaching methods did you use?*

A. Primarily lecture style. Walking tours also incorporated.
13. *What type of Marketing and Branding do you use?*

A. Durham Plan - <https://durhamnc.gov/3174/Planning-Academy>
14. *Any additional thoughts?*
  - i. Helpful for staff and community
  - ii. Other staff who participate, Planning Academy for Staff half day session, about the Department. Feedback for content. Very high demand
  - iii. Need to make it a full department task; all divisions included.
  - iv. Additional funding needed (Staff and Financial Resources).

March 15, 2021, at 11:00 AM

1. *When did this program start and what was the rationale for starting this program?*

A. State Charter, to a mandate Comprehensive Plan update. Philly 2035, as a 25-long range city, 18 district updates, based on census tracts (which created plan district). Needed to educate residents on why general plan was important. Reforming the Zoning Code, which had not been updated since 1960s. 33-member steering committee.

  - i. How do we educate residents and create community liaisons?
  - ii. Original Intention - Serve as advocates to testify in support of planning policies and to educate city council members. And to give
  - iii. How can residents act, giving residents the ability to make a change?
2. *Does this program align with policy goals or internal priorities?*
  - i. Education and Outreach Arm of the program
  - ii. Program is delivered as a component of the Comprehensive Plan
  - iii. Equity and Collaborative Group that meets across agencies. Anti-racist training is instituted across.
  - iv. Rebooting the Comprehensive Plan with equity focus.
  - v. Focus now on network on empowering residents.
  - vi. Geographic and demographic diversity
  - vii. Use this program as an opportunity to capture historic and cultural programs and use preservation to liaison to help staff resources.
  - viii. Focus heavily on Building Community.
  - ix. Teach people how to work with developers as a result of Comp Plan Update (with Registered Civic Organizations).
3. *How did you launch the Citizen's Planning Institute? Was the program a phased program roll-out or was the program designed as one comprehensive program?*
  - i. William Penn Foundation donated funding to develop the project. No consultants for the Planning. 9-month pilot project research the

### Interview 3: Philadelphia, PA

Donna Carey

- project to develop it.
- ii. Launched a 3-class program at the Community College.
  - iii. Expanded program to a six-class format. 150 people applied for the 30 seats when the program first started. Keeps with the six-class, and 7th week for pizza presentation. Final Project included as needed for certificate. 8th week added during covid including an Orientation; 9-week happy hour and mixer for all residents (to help mix and network).
  - iv. Participants are required to do a community project.
  - v. Meetings are held at City Hall
4. *How do you recruit for program participants? Is there an application process or is it open to all residents?*
    - i. Identify key stakeholders in the community and ask key stakeholders with what they need.
    - ii. 30 people per cohort (Spring and Fall)
    - iii. Geographic and demographic
    - iv. Youngest was High School Student (18 – 80+)
    - v. Required essay used as an indicator that people want to be engaged
    - vi. All members of the community
    - vii. Seeks geographic diversity in cohort
    - viii. Are you a member of a neighborhood organization?
    - ix. Did not accept people from “Center City” was not interested in Center City, need to be community focused.
    - x. How will you share information?
    - xi. Are you a member of a neighborhood?
  5. *Where there any incentives for residents and/or developers for participating in this program?*
    - i. A Catered Dinner (\$3000)
    - ii. Certificate
    - iii. ULI Urban Plan only for CPI graduate
    - iv. Look at CPI community
    - v. CPI students can take classes at local university for free
    - vi. Annual celebration for CPI with mayor attending
  6. *How many staff are assigned to support the program? What are the roles and functions of staff supporting the program?*
    - i. Full-time on CPI; (2015 institutionalized position in City).
    - ii. One Intern
    - iii. Program Manager starting soon.
  7. *Is there an estimated annual budget to operate the program?*
    - i. Seek grant funding to support
    - ii. No budget for paying staff
    - iii. \$25,000 website developed
    - iv. Full catering
    - v. \$8000 budget; with \$5000 recouped for course fees
    - vi. Live Courses are \$100 (\$50 for core courses; \$25 for specialty)
    - vii. Online Courses are \$25
    - viii. Need to charge something to ensure commitment
  8. *How has the program adapted or shifted as a result of COVID-19?*
    - i. 1-hour Class online, versus 2-hours in person.
    - ii. No online
    - iii. Started 10-minute educational video
    - iv. Need to have a hybrid approach following COVID
    - v. Use trained facilitators for lessons
  9. *What materials are provided to program participants?*
    - i. Neighborhood Planning Work (Goals and Strategies DIY) - Philadelphia Centric
    - ii. Print outs and handouts for each course (PowerPoints activities, and handouts)
    - iii. Online Course mailed handouts and packages.
    - iv. Canvas online chat
    - v. Evaluation each class; compile all information
  10. *What types of materials or tools do you use to support people of different literacy or physical abilities?*

- A. Testing how to do different learning styles. Use different learning approaches.
11. *What types of teaching methods did you use?*
- i. Surveys and Evaluations
  - ii. Final Project
  - iii. Lectures and Presentations
  - iv. 1/3rd of class is small group activity and discussion (use roundtables)
  - v. Needs to be highly interactive.
  - vi. Need to touch on different learning
  - vii. Jamboard
12. *Do you all have a marketing and branding.*
- A. Website - <https://citizensplanninginstitute.org/>
13. *Classes do You Teach?*
- i. Orientation (Core)
  - ii. What is planning (Core)
  - iii. Land-Use and Zoning (Core)
  - iv. Development Process (Core)
  - v. Special Topics - (Registration process so graduates can sign-up for a special topics classes)
  - vi. Special Topics are selected based on current events in community or public feedback.
  - vii. City Government representatives have expressed interest in wanting to share information with cohort members
  - viii. Navigating City Government (request to have a required course); did vacant land course
  - ix. Office of Emergency Management – did a class on reducing risk in community; Pandemic and communities that are in greater environmental risks.
  - x. Broad Germantown Intersection Project – Streets Department got involved
14. *Any additional thoughts?*
- i. Focusing on Building Relationships. Using this program to build trust.
  - ii. Bringing people together from diverse backgrounds and between city government.
  - iii. Look at Sacramento Program, Adult Education model. (Paused the program because

- of budget cuts).
- iv. Spreadsheet of different academies and different academies
- v. Program is focus on Equitable Engagement Toolkit. We're always extracting from residents, is not seen as a mutually beneficial process. Training tool for all departments doing engagement. This takes more time to do it right, but over the long-term the rewards are greater.
- vi. Feedback from participants – helped to Philly as a city and not just individual block or neighborhood, comprehensive.
- vii. What are the common things that everyone shares,
- viii. Provide more than just a series of classes and support, find something to do with them.
- ix. 600 graduates from the program.
- x. Need to have incentives afterwards.
- xi. Are pre-application neighborhood meetings going to happen via zoom?
- xii. Need transparency
- xiii. Are pre-application neighborhood meetings going to happen via zoom?
- xiv. Strong emphasis on teaching and pedagogy, and to convey things in an interesting way.
- xv. Equip Residents with tools, and not necessarily knowledge.

## Interview 4: Howard County, MD

Steve Brigham

March 15, 2021, at 12:00pm

1. *When did this program start and what was the rationale for starting this program*
- i. Launched four years ago (2017)
  - ii. Was working on engagement for recovery on the first Ellicott City Flood
  - iii. Department head was concerned that they were launching General Plan process that public meetings were unproductive and wanted to help citizens get savvy.
  - iv. A month of meetings to identify number of people who could be accommodated during in-

- person meetings; how to ensure that there was a diverse representative of citizens, what did content needed to be.
2. *Does this program align with policy goals or internal priorities?*
  3. *How did you launch the Community Planning Academy? Was the program a phased program roll-out or was the program designed as one comprehensive program?*
    - A. Four Sessions; each Session built upon the previous session. Classes were two-hours and held at Community College, not County Hall.
  4. *How do you recruit for program participants? Is there an application process or is it open to all residents?*
    - i. Held application process; answer where they lived, why they were interested, what they were hoping to learn; involvement in community.
    - ii. First cohort was 25-30 participants (approximately 50 – 100 participants)
    - iii. Geographically represented Groups
    - iv. Racially diverse 1/3 to 40% were of BIPOC
    - v. Did not list education levels on application – believes that Most participants had between a 2 and 4 year degree
  5. *Where there any incentives for residents and/or developers for participating in this program?*
    - A. Dinner and Graduation Ceremony at the End of 4th Session. County Executive Attended and reception held.
  6. *How many staff are assigned to support the program? What are the roles and functions of staff supporting the program?*
    - i. Launching the project there were about – one representative from across the Howard County Planning Agency
    - ii. Integrated curriculum so that people could build upon it. What else is happening in your session.
    - iii. Deputy Director, Head of Community Planning, 2-3 Specialist who designed program.
    - iv. 5-6 staff onsite to serve as staff facilitators. Allowed for subject matter expert discussions.
  7. *Is there an estimated annual budget to operate the program?*
    - i. Program Design
      - ii. Facilitate
      - iii. Cost of Space
      - iv. Cost of Food
      - v. Celebration Event
  8. *How has the program adapted or shifted as a result of Covid?*
    - A. “Howard County is committed to working with our national, state, and local partners to take steps to safeguard our community due to the COVID-19, or coronavirus, outbreak. As a result, all PlanHoward Academy sessions have been cancelled until further notice”
  9. *What materials are provided to program participants?*
    - i. 3-ring notebook on the first evening
    - ii. Reading materials; slide presentations
    - iii. Worksheets
    - iv. Evaluation Forms
    - v. Provided handouts
  10. *What types of materials or tools do you use to support people of different literacy or physical abilities?*
    - A. Get into teacher mode (and think about the person who sits next to you in community event). Moving beyond expert (geared towards layperson) who may not consider these concepts on the day to today.
  11. *What types of teaching methods did you use?*
    - A. Each session had lecture; open question and answers; and table exercises. Staff debrief is held after each sessions.
  12. *Do you all have marketing and branding*
    - A. <https://www.howardcountymd.gov/PlanningAcademy>
  13. *Any additional thoughts?*
    - i. Need to consider learning outcomes and objectives
    - ii. Do it as simply as possible for first launch; then add on more components over time.
    - iii. Don't make audience requirements too rigorous, focus on contents

## Interview 5: Baltimore, MD



Tamara Woods

March 15, 2021, at 3:00pm

1. *When did this program start and what was the rationale for starting this program?*

i. East Baltimore Leadership Academy started in 2013 (2012), working with East Baltimore neighborhood around Hopkins Area (East Baltimore Neighborhood Community) 88 project. Woods was community planner. Found that residents were unable to engage with the process. Residents did not understand planning, zoning, and how they enter the public engagement process. Staff response was that residents were unable to get engaged in the process.

ii. Goal was to bring residents up to level to engage in process.

iii. Current development projects; Connected with the Annie E. Casey Foundation,

iv. Focus of East Baltimore Leadership Academy was community organizing and leadership development, in addition to urban planning. Looking at engaging neighborhoods. 70-80 residents who participated.

v. When Stephanie Smith joined Baltimore Planning, project expanded with Elina and new staff.

vi. Developed program that could grow, in other parts of the City Government (Budget, CIP)

vii. Morphed to a city wide project

2. *Does this program align with policy goals or internal priorities?*

i. Focuses on transparency and outreach for community.

ii. Program is about transparency and education.

iii. No specific policy that addresses this.

3. *How did you launch the Community Planning Academy? Was the program a phased program roll-out or was the program designed as one comprehensive program?*

A. Spring and Fall Cohort/Semester.

4. *How do you recruit for program participants? Is there an application process or is it open to all residents?*

i. Application process

ii. Questionnaire and Essay

iii. Selection Panel, where applicants are ranked.

iv. Seeking diversity in geography and socioeconomic level

v. Choosing people who are underrepresented in communities, or need extra push.

5. *Where there any incentives for residents and/or developers for participating in this program?*

i. Paid dinners.

ii. Currently brainstorming next step as to program participation.

iii. Directing residents to other opportunities in the City, but no formal program

6. *How many staff are assigned to support the program? What are the roles and functions of staff supporting the program?*

A. Staff will teach specialty courses. Stephanie and Elina are core job people

7. *Is there an estimated annual budget to operate the program?*

A. Yes

8. *How has the program adapted or shifted as a result of Covid?*

i. Online program; all virtual training went okay. Provides greater ease of access

ii. Group exercises became more difficult to manage and navigate in all critical settings.

iii. No meeting each other

iv. Length of time was shorter

9. *What materials are provided to program participants?*

i. Handouts

ii. PowerPoint Materials (made available afterwards).

iii. Issues pre-work or homework to participants.

10. *What types of materials or tools do you use to support people of different literacy or physical abilities?*

11. *What types of teaching methods did you use?*

i. Small Group Discussions

ii. Lecture and presentations

- iii. Role-play and vignettes
- iv. Class activities/homework
- v. Open Discussion
- vi. Pre-work and homework
- vii. Do you all have a website

12. *Any additional thoughts?*

- i. Virtual events must be well organized.
- ii. Figure it out what we are trying to give to and get from residents.
- iii. Quality feedback is a components of
- iv. Where are gaps I the process.
- v. Figure out the best way to separate the county for small group discussions.
- vi. Create small bite sized pieces.
- vii. This is the tip of the information iceberg.
- viii. What level are we willing to engage.
- ix. Developed a handbook
- x. Application includes leadership questions
- xi. Topics around trash dumping; how do you know how to navigate key issues
- xii. Not focused on organizing.
- xiii. Virtual no longer than 1 hour
- xiv. In person 1.5-2hours
- xv. Pre-recorded videos do not permit for “information control”

prior to 2017 over 135 neighborhood land-use plan; inconsistent; complete overhaul one guiding land-use plan document for community residents. City-County structure is convoluted (BZA)

2. *Does this program align with policy goals or internal priorities?*

- i. Really increase representations.
- ii. How did you increase participation in underrepresented groups? Not as proactive in targeted recruitment in previous years. First come, first serve.

3. *How did you launch the Community Planning Academy? Was the program a phased program roll-out or was the program designed as one comprehensive program?*

- i. First year was just part of the engagement for land-use plan update.
- ii. Assembled a stakeholder group to develop the curriculum.
- iii. Fundamental Planning Class (Planning and Zoning, Rationale) invited instructors to teach four classes on bi-centennial agenda or the vision and values of the (Healthy, Resilience, Inclusive, Competitive); teaching people how to use the pattern book (how to use actual tools)
- iv. 2017 – need to educate people on the fundamental work on the purposes of different intuitions and not pitching individual organizations. One cohort, (200 people)

v. 2020 People’s Planning Academy -- Planning & Zoning 101; Transportation History, Walkable Neighborhoods, Transit-Oriented Development, Development 101, Moving Forward and Taking Action (what is the regulatory process). (Focus was on transit-oriented development to align with Code update to focus on permitting more TOD). 100 participants

vi. Two different tracks 1.5 hours on weekday (6 weeks)

4. *How do you recruit for program participants? Is there an application process or is it open to all residents?*

- i. 2019 – Americorps Vista did research on underrepresented groups in Indianapolis Planning. Identified libraries and community centers in these areas, in addition to communities in BRC corridors. (Traffic Transit Corridor). Research resulted in

## Interview 6: Indianapolis

Brittanie Reed

March 25, 2021

1. *When did this program start and what was the rationale for starting this program?*

- i. 2017 – People’s Planning Academy. Two purposes (1) underrepresented populations in the Planning Process. Primarily white, middle-upper middle-class, white people. See this as an opportunity to equip residents with information to advocate for themselves (2) updating land-use plan and wanted to engage people in the process.
- ii. City/County Government (400 Square Miles);

- developing an equitable engagement networks; visited organizations that serve. Prior to announcements being released to general public, information is shared to Equitable Engagement Network (clients receive priority)
- ii. 2021 – Focus on the contacts for the Census that are in “hard to contact.” Planner for community engagement in Indianapolis, will reach out to same contacts.
5. *Where there any incentives for residents and/or developers for participating in this program?*
    - A. Program Participants receive participants. Graduates become Ambassadors for Planning. Resources for the Department to distribute information to the broader community.
  6. *How many staff are assigned to support the program? What are the roles and functions of staff supporting the program?*
    - A. 4-5 person teams. Instructors were not planning staff. Outside partners. Developed a workbook that participants used throughout the academy.
  7. *Is there an estimated annual budget to operate the program?*
    - i. 2017 Grant-funded, Local CBO provided funding.
    - ii. 2019 – Remaining funds
    - iii. Moving towards adding to operational
    - iv. Budget funds food, childcare, printing for workbook, class materials and games, stipend instructor (\$200),
    - v. Centrally located, center of the city, on the bus line, free parking.
    - vi. 2019 Office of Sustainability provided grocery bags and materials; educational materials.
  8. *How has the program adapted or shifted as a result of Covid?*
    - i. 100% percent virtual program in 2021
    - ii. Classes were uploaded on YouTube but held in person.
    - iii. Open-access TV Channel (consider this)
  9. *What materials are provided to program participants?*
  10. *What types of materials or tools do you use to support people of different literacy or physical abilities?*

- i. Gamify a lot of things; developed a game to keep little pieces. Residents would have to develop ideal community (without context) once they applied land-use pieces.
  - ii. Gamifying scenario plans with development scenarios.
11. *What types of teaching methods did you use?*
    - A. Games, Lectures, and Optional walking audits
  12. *Do you all have a website?*
  13. *Any additional thoughts?*
    - i. Be mindful of inclusion with recording event and sharing online.
    - ii. Year 1 – focus on more than technical aspects of urban planning. Focus on redlining, KKK violence. 1920s how racism impacts how the city was shaped, restrictive deed covenants.
    - iii. Participated in People’s Planning Academy prior to starting Graduate school, went into graduate school by being aware.
    - iv. 2021 Indianapolis Bicentennial – Focus on community histories; developing community exhibition to share with you’ve learned.
    - v. Different histories in Indianapolis
    - vi. Research Institute write-up about People’s Planning Academy

## Interview 7: Howard County, MD

Kristin O’Connor & Victoria Olivier

Wednesday, April 7 2021, at 10:00am

1. *When did this program start and what was the rationale for starting this program?*
  - i. Starting a Zoning Rewrite effort
  - ii. Zoning regulations were older and ineffective.
  - iii. Community didn’t have the vocabulary, when to participate, how to best participate. There was a disconnect between interacting with residents and needed an educational component to move through the zoning rewrite process.
  - iv. Developed rewrite assessment – recommended to develop a zoning update and

- develop a community planning academy.
  - v. Currently undergoing a general plan update.
  - vi. Working with Public Engagement Associates (after major and fatal floods in Ellicot City) identify year.
  - vii. Has operated 6 cohorts; currently on hiatus due to Covid.
  - viii. Received NAACO Award for this program.
2. *Does this program align with policy goals or internal priorities?*
    - i. Goals to help build relationships between Planning Staff and Residents
    - ii. Educate Citizens about
    - iii. Teach Residents about Web-based Maps and Tools.
    - iv. When and How to participate in planning process
    - v. Build relationships.
    - vi. Build a cadre of informed citizens that become planning ambassadors in the community.
  3. *How did you launch the Community Planning Academy? Was the program a phased program roll-out or was the program designed as one comprehensive program?*
    - i. Consultants completed recruitment, curriculum, evaluation, and facilitation.
    - ii. 5 week course, with 25-40 participants
    - iii. Program operates Winter, Spring, and Fall
    - iv. Do not post PowerPoint presentations online.
    - v. Classes are 3 hours long; held on Tuesdays
    - vi. Will incorporate equity components into research moving forward.
  4. *How do you recruit for program participants? Is there an application process or is it open to all residents?*
    - i. Residents only
    - ii. Initially program recruitment and application process were designed around diversity in age, gender, spatial and geography (rural, urban, suburban), economic.
    - iii. Applications ask for age, race, where you live in the county (zip code)
  - iv. Currently first come, first serve
  - v. Recommendations get a group of applications that you can review (idea: potentially use community interest groups and develop a list of network partners to spread the word)
5. *Where there any incentives for residents and/or developers for participating in this program?*
    - i. Requested to be Ambassadors.
    - ii. Provide refreshments during graduation.
    - iii. Said that you've gone through – offer alumni opportunities to distribute key information. Serve as point of contacts for the department.
    - iv. Gather Ambassadors for key community input during General Plan Update
    - v. Meet with County Executive
  6. *How many staff are assigned to support the program? What are the roles and functions of staff supporting the program?*
    - i. All classes are currently taught by planning staff to ensure that residents and planners can make connections with one another
    - ii. How many staff are present during each class?
    - iii. Staff are responsible for administering the program and conducting program evaluations
    - iv. 7 Division Chiefs speak at this. (need to figure out how to incorporate Historic Preservation and Agriculture)
    - v. Director and Deputy Director is Available at each session.
    - vi. Jeff is responsible for administering and preparing materials for session.
    - vii. 7-9 staff are present each session.
    - viii. Rotate staff who implement presentation.
    - ix. Main staff expenses are organizing.
    - x. Victoria
    - xi. Establish office hours for staff (2)
  7. *Is there an estimated annual budget to operate the program?*
    - i. Aside from staff time, most expensive is printing costs (done in-house)
    - ii. Signs Printed to help people navigate to classroom.



- iii. Approximately \$150 for
- 8. *How has the program adapted or shifted as a result of Covid?*
  - A. Program on Hiatus due to Covid
- 9. *What materials are provided to program participants?*
  - i. Binder with handout materials that is built over time
  - ii. Certificate
  - iii. Organization Chart of the Department and Directory
  - iv. Names of People in their Cohort and Emails
  - v. Glossary of Key Terms
- 10. *What types of materials or tools do you use to support people of different literacy or physical abilities?*
  - i. Encourage a variety of people.
  - ii. All classrooms are ADA accessible
  - iii. Two sign-language interpreters
- 11. *What types of teaching methods did you use?*
  - A. Lectures, Homework Assignments, and Mock Assignments (Gamification)
- 12. *Do you all have a website?*
- 13. *Any additional thoughts?*
  - i. Modified program for New Council Members, Planning Board members, new Administrative Staff. Can be modified to meet the need of different groups at the agency levels.
  - ii. Incorporating equity into the framework;
  - iii. Be mindful of updating programs.
  - iv. The Name is Important; make sure it is not aligned with existing program
  - v. Ensure buy-ins for elected officials.
  - vi. Language accommodations for residents diverse background
  - vii. Need good facilitator
  - viii. Consider room setup
  - ix. Law Ones – Have an engaging lawyer and inside the department
  - x. What other groups are you involved in? Have you ever attended a Planning Board meeting?

#### 14. *Program Design*

- i. Classes are held at Howard Community College (central location) and allows for people of all geographic locations to attend.
- ii. Class 1 – Background of Howard County: Demographics in Howard County, Development of Planning in Howard County, background of what the General Plan is. Taught by Research Division
- iii. Class 2 – What is Zoning 101, why do we have it. Taught by Office of Law; reviews major precedent cases. Homework Assignments – Zoning and Chickens.
- iv. Class 3 – Development Review – What Happens when Plans Come in? Have residents look and review the site plan and identify what the key elements of the Plan. Activity: People take roles as a “transportation” “special projects” and mock SDRC meeting. Helps residents understand the major goals and requirements.
- v. Class 4 – Adequate Public Facilities – School Capacity, Road Capacity,
- vi. Class 5 – Open Discussion about how all the pieces fit together and where residents should be involved in the process for engagement.
- vii. Graduation and participants get Certificate of Completion. County Executive comes at beginning and graduation.

# Acknowledgments

Andree Green Checkley, Esq	Planning Director
Derick Berlage, AICP	Acting Deputy Planning Director of Operations
Suzann King	Deputy Planning Director of Administration
Michelle Hedgepeth*	Chief, Management Services Division
Kipling Reynolds, AICP*	Chief, Community Planning Division

## Project Team Members

Brittney Drakeford, AICP*	Project Lead, Special Assistant to the Planning Director
Erin Garnaas-Holmes*	Senior Planner, Neighborhood Revitalization Section, Community Planning Division
Alexander Howle	Planner III, Zoning Review, Development Review Division
Elena Perry	Planner II, Special Projects, Countywide Planning Division
David Green	Planner IV, Long-range Planning, Community Planning Division
Carly Brockinton	Senior Public Affairs and Marketing Specialist, Publications Section, Management Services Division

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\* Former employee



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