

## **UPP 505: Making Plans**

Tuesday 6.00 to 9.00 PM, Venue: 2LCC C006

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### **Course description:**

This course, in conjunction with UPP 506, introduces you to modalities of plan making. Professional planners, irrespective of their self-selected specializations such as community or economic development and physical or transportation planning, are expected to, and frequently, make different types of plans including land-use, historic preservation, and regional plans. Notwithstanding the differences between targeted audiences and intended objectives, planners often employ similar modalities to produce such a diverse range of plans. You will, therefore, do well to perceive this course sequence (UPP 505/506) as the first step towards comprehending how planners make plans in the “real-world.”

This course seeks to bring together, polish, and extend many of the skills you already have or will soon be acquiring in UPP 502 and 506. We will do so by undertaking a range of tasks in 505. We will examine and analyze diverse plans including those recently awarded by the American Planning Association (APA). We will also listen to, and question, several scholars, and practitioners who have first-hand experience of making plans. Finally, we will study and discuss a carefully chosen set of readings to comprehend different steps that constitute the making of a plan. Most sessions will begin with a discussion of weekly readings, followed by the guest-speaker’s talk. We will usually end by analyzing the talk of the guest speaker in order to link the key points to thematic ideas and substantive steps of plan making. In this respect, the organization of this course encourages a back and forth of concepts, knowledge, and discussions between UPP 505/506 (see course organization on page 4 and annexure B).

### **Course objectives:**

At the conclusion of this course, the students should have accomplished the following:

1. They should have comprehended the significance and potential outcomes of different steps of plan making. They should be able to assess present conditions of a given locale, identify planning issues, visualize future scenarios, develop viable alternatives, ascertain criteria for selecting a practical alternative, and develop and communicate the selected alternative in a professional manner. They should also have understood the importance of teamwork in the planning field.
2. Students should have understood how planners make plans in different institutional contexts. They should be able to investigate and document the political, economic, and institutional contexts that led to the adoption or submission of earlier plans or planning decisions.

3. Students should have learnt the possibilities and processes of designing and reviewing development proposals for aesthetic, environmental, and social objectives. They should possess legal and administrative knowledge of plan implementation.
4. Students should be able to combine different skills including writing, computing, enumerating, visualizing, designing, and speaking in order to compose professional advice. They should be able to develop and present soft and hard copies of a plan with the help of graphic aids.
5. They should be able to use ethical norms, professional judgment, and democratic skills to conceive and propose sound plans that are responsive to the often-conflicting demands for justices, efficiency, and sustainability.

**Course requirements and evaluation:**

*Assignment 1: Plan comparison; due February 2<sup>nd</sup> (15% of the final grade)*

The aim of this assignment is to compare two plans. You will begin by finding and collecting two similar plans. I want you to select plans that satisfy your interest, curiosity and expectations in some way.

1. The plans should focus on comparable conditions, issues or problems. I want you to compare two different plans about the same sorts of urban change. These might include community development, economic development, environmental concerns, physical development, comprehensive plans, land use plans or more. Start figuring out the type of plans you want to study. No need to stay in the US for the internationally minded.
2. The plans should be at the same scale. Do not choose a land use plan for New York City and one for Ottumwa, Iowa. You can include plans from the block scale up to the multi-state regional scale (e.g., the great lakes, Appalachia).
3. As you do your on line searching and start to find and read the plans, try and select one plan that you find persuasive and compelling and then another that you find unpersuasive and not compelling. No need to find 'perfect' or 'terrible' examples. Just enough to find differences along a preference scale that reflects your sentiments and beliefs. I do not imagine you spending more than a couple of hours. The course should greatly enrich these features of your judgment. So it helps to get started.
4. Once you have selected your two plans then write a brief commentary for each plan describing why you found one more persuasive than another. You should include the links where you downloaded each plan. Also post the web link on blackboard so that the curious can go and collect the whole thing.
5. These plans become a resource that we can all use during the course of the semester. They also provide an initial benchmark for your learning. You can return to your choice and comments at the end of the class and check out your current views about what makes for a good plan.

*Assignment 2: Public Meeting Attendance Report; due before April 20<sup>th</sup> (15% of the final grade)*

The aim of this assignment is to learn how public meetings work. You will attend and study the activity that takes place in two planning meetings. During the first half of the course you should schedule and

attend two public planning meetings. The meetings may include formal public hearings, committee meetings, project meetings, or any organized assembly of three or more professionals, public officials, citizens or relevant planning actors doing planning. Probably best to attend two of the same kind of meetings to compare the differences in planning activity rather than the obvious differences based on your choice of committee type. We want you to learn more about how plans are made in meetings. Better to learn more about one kind of meeting than a little about more kinds of meetings.

*Assignment 3: Analyzing successful plans and their making*

Midterm presentation, March 9th: 25% of the final grade

Final presentation, April 13<sup>th</sup> and 20<sup>th</sup>: 35% of the final grade

The semester-long assignment aims to examine what makes a successful plan and how planners craft such plans in different contexts and circumstances. Towards this, students in groups (about ten students per group) will self-select and study one of the eight plans (see list at Annexure A) that were recently awarded by the American Planning Association (APA). Not only these plans offer innovative and cutting-edge solutions they also address topical issues including *Transit Oriented Development*, *Revitalization*, *Freeway Replacement*, *Bicycle Planning*, *Creative Class*, *Zoning*, *Growth Management*, and devising a *Framework for Urban Design*. Choose the plan carefully balancing your scholarly quest and the opportunity to learn more about an issue you are concurrently exploring in UPP 506.

The groups will collect information on these projects from a variety of sources including the websites of APA, local government, and consulting firms. They should ideally begin the research by contacting planners, who were involved in these projects, to ask for information including plan documents. They are also encouraged to conduct telephonic interviews with planners and other actors. Based on Instructor's own experience, practitioners and civic officials are often more amenable and helpful to out-of-town students than you probably envisage them to be. However, you want to be courteous and polite in these interactions.

First part of this assignment focuses on issue identification and analyses part of the plan represented by questions such as what were the institutional/political/cultural/social settings that enabled the making of these plans? How was the planning issue/problem identified? What frameworks/normative concerns guided the identification of subject, and what evidence was employed to posit the topic as an issue/problem? Who were the major players that influenced the identification of problem and what were their respective perceptions? What data was collected/analyzed and how was it obtained? Could planners have used other types of data? Why or why not? Groups are encouraged to meet with the Instructor/TA in order to fine-tune their inquiry. Groups will present their findings in a twelve-minute long mid-term PowerPoint presentation (+ five minutes for Q/A) to the class on March 9<sup>th</sup>.

The second part of this assignment will focus on plan's proposals, composition, communication, and implementation. Did planners present alternatives? When (e.g., conceptual, interim, pre-final, or draft stage) were the alternatives presented, if at all? How were conflicts (e.g., between concepts and aspirations) resolved? Were there any trade-offs, if yes what did they entail? What kind of images, graphs, charts and representation tools were employed in composing the plans? What sections/parts constituted the final plan? How was the plan communicated? Did planners' employ different

instruments to convey the plan to diverse actors? And, how was the plan implemented? Groups will present their findings in a 15 minute long PowerPoint presentation (+ five minutes for Q/A) to the class on April 13<sup>th</sup> and 20<sup>th</sup> (four groups each day). Finally, group colleagues will determine half of the midterm and final grades (30% of the final grade), and therefore, you will do well by fulfilling your fair-share of collective responsibility.

*Attendance and class participation* (10% of the final grade)

I expect you to attend all classes. Attendance and class participation would comprise 10% of the final grade.

<b>Course Organization</b>				
Date	Topic	Questions	Learning objectives	Tentative Speakers
January 12 <sup>th</sup>	Overview planning process	What does the plan making process entail?	Significance of settings and contexts	None
January 19 <sup>th</sup>	Types of Plans; Making plans; Evaluation Criteria & methods, Managing the plan process	How do you organize activities needed to make a plan?	Coordinating the planning process across time/space/sectors.	Hubert Morgan
January 26 <sup>th</sup>	Planning for Chicago Land	How do planners plan for regions?	Understanding the Chicago region	Alan Mammoser
February 2 <sup>nd</sup>	Analyzing and Mapping Data	How do planners collect, analyze, and map data	Understanding the import of pertinent data	None
February 9 <sup>th</sup>	Scenario development	Why and how planners use scenarios?	Comprehending urban change and forces	CMAP
February 16 <sup>th</sup>	Urban growth, density, & growth management	How is growth and density popularly perceived?	Comprehending popular urban growth perceptions	Robert Brugeman
February 23 <sup>rd</sup>	Visualizing and representing perceptions	How perceptions affect what planners see, analyze, and represent?	Understanding and representing different points of view	Jennifer Tamen
March 2 <sup>nd</sup>	Project review (mid-term jury)			
March 9 <sup>th</sup>	Group presentations			
March 16 <sup>th</sup>	Evaluating & reconciling alternatives/scenarios	How do planners reconcile alternatives?	Balancing and weighing multiple criteria	Norman Krumholz
March 30 <sup>th</sup>	Implementation tools: zoning, land use, and others	How do planners implement the conceived change?	Plan implementation	Tom Smith
April 6 <sup>th</sup>	Conflict resolution	How do planners resolve conflicts?	Preparing for political and social conflict and how planners anticipate and resolve conflicts	Rachel Weber
April 13 <sup>th</sup>	Composing and presenting final plans	What makes a good plan and presentation?	Communicating the planning process and final plan	None
April 20 <sup>th</sup>	The role of ethics in plan making	What are the moral traditions and rules guiding planning judgments?	Comprehending ethical and moral underpinnings of the enterprise.	President, APA IL chapter
April 27 <sup>th</sup>	Open house			

## Study and learning materials

UPP 505 requires following two mandatory textbooks:

1. Steiner, Frederick R. and Kent Butler. 2006. *Planning and Urban Design Standards*. Paper back (Student Version): American Planning Association
2. Schwieterman, Joseph P. and Alan Manmoser. John A. Shuler (Ed.) 2009. *Beyond Burnham: An Illustrated History of Planning for the Chicago Region*. Chicago: Lake Forest College Press.

Both the books are available at the UIC bookstore. Other readings comprise of journal articles, book chapters, and pertinent sections of several books that are available in electronic format on the Blackboard. The weekly schedule of readings is available below.

## Schedule of readings

**Week two** (January 19th): *Type of plans and making plans*

Doxiadis C, and Douglass T. Chapter one in *The New World of Urban Man*

Hoch, Charles. Planning Craft: How planners compose plans. *Journal of Planning Theory*

Neuman, Michael. Does planning need the plan? *Journal of the American Planning Association*

Steiner and Butler. *Planning and Urban Design Standards*. Pages 3-30.

**Week three** (January 26th): *Understanding the Chicago region*

Fishman, Robert. The Death and Life of American Regional Planning

Schwieterman and Manmoser. *Beyond Burnham: Illustrated History of Planning for the Chicago Region*

Steiner and Butler. *Planning and Urban Design Standards*. Pages 223-227

**Week four** (February 2<sup>nd</sup>): *Mapping and analyzing data*

Berke et. Al. Chapter Five in *Urban Land Use Planning*

Marsh, William M. Chapter One in *Landscape Planning: Environmental Applications*

Steiner and Butler. *Planning and Urban Design Standards*. Pages 297-333

**Week five** (February 9<sup>th</sup>): *Scenario development*

Avin, Uri. Using scenarios to make urban plans in *Engaging the Future*

Harwood, Stacy Anne. Using Scenarios to build Planning capacity in *Engaging the Future*

Hopkins and Zapata. Glossary of Planning Terms in *Engaging the Future*.

**Week six** (February 16<sup>th</sup>): *Urban density, growth, and its management*

Anderson, Larz T. Chapter Fourteen in *Planning the Built Environment*

Bosselmann, Peter. Chapter Three in *Urban Transformation*

Rusk, David. Growth Management: The Core Regional Issue

Steiner and Butler. *Planning and Urban Design Standards*. Pages 270-273 and 377-383

**Week seven** (February 23<sup>rd</sup>): *Visualizing and representing perceptions*

Healey, Patsy. Spatial Imaginations & Urban 'Region' strategies in *Urban Complexity & Spatial Strategies*

Holcomb Briavel. Place Marketing: Using Media to promote cities in *Imaging the city*

Neuman, Michael. How we use Planning In *Engaging the Future*

Vale, Lawrence J. City Imaging: A Bibliographic Essay in *Imaging the city* (optional)

**Week eight and nine** (March 2<sup>nd</sup> and 9<sup>th</sup>): *Midterm presentations*

**Week ten** (March 16<sup>th</sup>): *Evaluating and reconciling alternatives*

Berke et. Al. Chapter Three in *Urban Land Use Planning*

Steiner and Butler. *Planning and Urban Design Standards. Pages 310-31*

**Week eleven** (March 23<sup>rd</sup>): *No Class (spring break)*

**Week twelve** (March 30<sup>th</sup>): *Plan implementation*

Brooks, Michael. The Politically Savvy Planner in *Planning Theory for Practitioners*

Steiner and Butler. *Planning and Urban Design Standards. Pages 347-372, 384-399, and 401-409*

**Week thirteen** (April 6<sup>th</sup>): *Conflict resolution*

To be assigned

**Week fourteen** (April 13<sup>th</sup>): *Composing and presenting final plans*

Duhr, Stefanie. Illustrating Spatial Policies in Europe. *European Planning Studies*

Zapata, Marisa. Person Oriented Narratives in *Engaging the Future*.

Steiner and Butler. *Planning and Urban Design Standards. Pages 336-342*

**Week fifteen** (April 20<sup>th</sup>): *Ethics and Plan making*

Brooks, Michael. The critical role of values and ethics in *Planning Theory for Practitioners*

MacIntyre, Alasdair. Utilitarianism and the Presuppositions of Cost-Benefit Analysis in *Ethics in Planning*

### Annexure A

APA 2008

**Transit Oriented Development** Program Portland, Oregon

In 1998 the Portland (Oregon) Metro Regional Government was devoted to building up, not out, with its assertive 2040 Plan. But Metro persuaded federal funders that planning was not enough. The Federal Transportation Administration allowed Metropolitan Transportation Improvement Program funds to go for purchase of land and easements near transit stations. Today, 26 projects on transit-rich corridors, ranging from dense housing to edgy creative workspace, are adding 2,500 homes and 1.2 million square feet of offices next to light rail and bus lines. The projects will create 3,139 "induced riders per day" on the public TriMet transit system and exemplify the importance of place-making.

APA 2007

Chattanooga **Bicycle Planning** Chattanooga, Tennessee

Bike ridership in Chattanooga more than doubled in 2003 from 2002. The jump came one year after the completion of the area's Urban Area Bicycle Facilities Plan. The plan provided a 20-year blueprint for

investing \$24 million in bicycle lane and route improvement. It identified 377.5 miles of new bicycle facilities to be built and lay the groundwork for putting bike racks on city buses, implementing annual bike counts, and bolstering the bike-to-work program. By 2007 a \$50,000 Chattanooga Bicycle Facilities Master Plan had been produced and adopted by 10 neighboring communities and \$300,000 in federal Surface Transportation Program had been obtained to add even more miles of bike lanes and routes.

#### Octavia Boulevard — **Central Freeway Replacement** Project San Francisco

For decades certain San Francisco neighborhoods were blighted by the Central Freeway, a 1.2-mile, double-deck structure built in 1959 that they couldn't eliminate. Even when the Freeway was shut down in 1996 for seismic improvement, residents of neighborhoods that relied on the Central Freeway succeeded in getting a measure on the 1997 ballot calling for it to be restored. They won, but the next year opponents came back with their own initiative — offering residents something new. The new plan included a boulevard concept drawn up by Jacobs Macdonald: Cityworks, a firm owned by Allan Jacobs, San Francisco's well-regarded former planning director, and his partner Elizabeth Macdonald. The city's electorate reversed itself, voting for the boulevard. The two initiatives faced off on 1999 ballot where boulevard supporters triumphed. Today, the boulevard's central lanes allow commuters to access streets leading to and from the city's western neighborhoods, while the outer edge of the boulevard has a single lane in each direction for local traffic.

#### **Revitalization** of Hannibal Square Winter Park, Florida

In 1881 Hannibal Square was the area founded to house Winter Park's African American workers. The community quickly became a stronghold of culture and community pride for its residents, but by the 1980s, the infrastructure of this once-thriving neighborhood had deteriorated. However, city planners and residents saw potential. At the center of the Hannibal Square revitalization is the Community Redevelopment Agency Plan, adopted in 1994. The plan provided the vision for Hannibal Square and was used to protect the community's unique character. The city, in partnership with its redevelopment agency, initiated a number of community improvements designed to rebuild infrastructure, increase affordable housing, and encourage new mixed-use development. In a tribute to the area's history the city planned for a Heritage Center, which would focus on the contributions of Winter Park's African American residents.

#### APA 2006 awards

#### **Zoning:** West Chelsea/High Line Plan Manhattan, New York

An unlikely urban park is taking shape along a 1.5-mile abandoned rail line on Manhattan's West Side. In 2005, the city planning department developed a new zoning district with three priorities: preserving and transforming the High Line, creating new housing, and protecting the art gallery district. The zoning allows the owners of the land underneath the elevated line to capitalize on their property through a transfer of floor area to "receiving sites," where new residential and mixed-use development is now permitted. The plan mandates that low- and moderate-income housing be included in all new development resulting from the adopted zoning district.

**Growth Management:** South Livermore Valley Specific Plan Livermore, California

Faced with the potential loss of thousands of acres of prime agricultural land in the heart of an active wine-producing region, the City of Livermore created an innovative conservation mechanism to curb sprawl and permanently protect the community's vineyards. For each residential unit or acre of land developed under the plan, an acre must be planted and placed under permanent agricultural easement. Implemented in 1996, by 2006 the plan had resulted in the direct placement of 3,229 acres in the greater South Livermore Valley under permanent agricultural easement. The plan also established new patterns of development at the urban edge to ease the transition from urban to rural. Now there is an urban growth boundary that prevents urban development from creeping further southward without voter approval.

APA 2004 awards

**Creative Class:** Lower Town Neighborhood Plan/Artist Relocation Program Paducah, Kentucky

For decades Lower Town, a neighborhood adjacent to downtown Paducah remained dilapidated. In 2002, however, after extensive neighborhood participation, Paducah's City Commission adopted a plan to redevelop the blighted areas through aggressive code enforcement, flexible zoning techniques, and protection of historical design. An historical mixed-use zone was established so business and residential uses could occur in the same area. With financial incentives offered by the Paducah Bank, the city recruited 32 new artist-residents to the neighborhood. New art-related businesses began springing up and tourists started making trips to the area once thought unsafe.

**Urban Design Framework** for the Near Southeast Washington, D.C.

For most of the past century, the banks of the Anacostia River in Washington, D.C., have been dominated by large industrial and governmental uses. Efforts to rehabilitate the area have stalled due to the lack of cooperation between the 18 federal agencies that had jurisdiction over the riverfront. Confronting the challenge in 2000, Mayor Anthony Williams established the Anacostia Waterfront Initiative as a partnership between the District of Columbia and the federal agencies. Their goal: transform the city's forgotten riverfront into a D.C. gem. The collaborative efforts of the mayor's initiative and dozens of neighborhood action meetings resulted in the Urban Design Framework. The plan for a vibrant waterfront neighborhood includes 4,200 new housing units, 41 acres of open space, and over 14 million square feet of office and retail space.

Annexure B

## Plan-Making Workshop

UPP 506, Fall 2010

Each class section of UPP 506 will do the following:

1. Develop three alternative plans for the community shown in table 1 below for the year 2040, one plan for each of the three Chicago Metropolitan Area Planning Commission (CMAP) scenarios: Reinvest Innovate and Preserve.

Table 1: Community Assignments by UPP 506 Section

CRN	Day	Time	Instructor	Community
26492	W	03:00 PM - 05:50 PM	Zhang	Lyons, IL
26490	W	06:00 PM - 09:00 PM	Smith	Riverdale Community Area
26491	R	12:00 PM - 02:50 PM	Hoch	Oak Park, IL
28692	R	06:00 PM - 09:00 PM	Winkle	Plano, IL

2. Present the three plans to UPP 506 on March 2.
3. Assess each of your three plans based on their likely impact on regional indicators used by CMAP and local values.
4. Develop a preferred synthesis plan.
5. Turn in the plan and present it to a jury and UPP 506 on May 4.

**The Objectives**

Primary and secondary objectives for UPP 506 and this assignment are as follow:

- Primary
  - Learn how to **offer practical professional advice** that different individuals, groups and organizational leaders can use to anticipate, cope with, and create changes in complex urban relationships.

- Be able to **compose professional advice** combining writing, speaking, enumerating, visualizing and computing skills to offer practically relevant and professionally competent products
- Be able to combine planning knowledge and skills to **compose practical plans and professional advice for real world problems** within real world constraints
- Be able to lead a discussion and **manage meetings** effectively
- Be able to **frame research questions** and possess basic skills to conduct research.
- Be able to **work effectively as members and leaders of planning teams**. The exceptional graduate works as a mediator or negotiator in dispute situations.
- Values: Graduates should be able to **use ethical norms, knowledge, professional judgment, and democratic skills** to conceive and propose sound plans that are responsive to the often conflicting demands for justice, efficiency and sustainability.

➤ Secondary

- Demonstrate knowledge about a range of **secondary data sources**
- Be able to **apply quantitative reasoning** and appropriate analysis techniques to problem identification, detailing alternatives and selecting among alternatives

**The Region and CMAP**

CMAP is developing a 2040 plan. As part of the planning process, it has developed three possible scenarios for the future of the region: Reinvest, Preserve and Innovate. These are described in Table 2 and on the CMAP website.

Table 2: CMAP’s Three Scenarios

Reinvest	Preserve	Innovate
<p><i>What if we <b>reinvest</b> in our existing communities, by rebuilding current infrastructure to support growth and development?</i></p> <p>Instead of developing in areas that have never had development before, we could focus growth in existing communities that already have roads, water and sewer lines to</p>	<p><i>What if we <b>preserve</b> the best features of our communities and region for generations to come, trying to accommodate growth without changing what we value in the region?</i></p> <p>Existing suburban and urban communities could look much like they do today, with moderate increases in density.</p>	<p><i>What if we rely on <b>innovation</b> and technological improvements to make our region better?</i></p> <p>The region could continue to grow outward, but use clean energy and more efficient homes and vehicles to reduce the impact of development. To reduce the impacts of new construction on the environment</p>

<p>support them. Homes and businesses could be more compact, near to transportation stations, and within walking distance of commercial districts. We could invest in rebuilding and improving our roads, rail lines, and other infrastructure to support growth and overall economic development. These strategies would reduce development pressure on natural and agricultural areas, and encourage sustainable transportation options less harmful to the environment.</p> <p><b>This future scenario would keep our existing infrastructure and communities strong—but it will also be quite costly, and could change the character of our communities and neighborhoods as they accommodate new growth.</b></p>	<p>Without dramatically changing the character of our communities quality of life could be improved by aesthetic improvements to our public spaces, streetscaping, and planning for diverse communities. The region’s transportation system could be upgraded to serve more people more efficiently, but without major new projects -- instead, it could use small-scale improvements like the addition of bike lanes, sidewalks, and more transit.</p> <p><b>This future for our region would preserve our assets -- but it might be difficult to accommodate our region’s growth between now and 2040.</b></p>	<p>and energy use, homes and businesses could use “green” development practices. The use of advanced technology and alternative fuels could allow transportation systems to operate more efficiently and support the use of alternative transportation in lower-density areas.</p> <p><b>This future for our region would let us continue to grow as we have been -- but it relies on the adoption of advanced technology that may or may not come to pass.</b></p>
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Images were created showing how a number of Chicago area communities might look in 2040 under each of the three scenarios. Click on a community name below to see the CMAP visualizations:

Communities with Visualizations:

[Arlington Heights](#)

[Barrington](#)

[Blue Island](#)

[Chicago \(Rogers Park\)](#)

[Chicago \(UIC / Greektown / West Loop\)](#)

[Elgin](#)

[Fairmont](#)

[Fox River Grove](#)

[Streamwood](#)

[Sugar Grove](#)

[Tinley Park](#)

[Wheeling](#)

[Winfield](#)

[Yorkville](#)

CMAP has also identified key regional outcome measures associated with the three scenarios as well as indicators associated with local community development. These are listed below. Click on links to CMAP for more description.

Regional Indicators:

- [Land consumption](#)
- [Infill](#)
- [Open space access](#)
- [Imperviousness and runoff](#)
- [Water use](#)
- Energy and greenhouse gas emissions
- [Air quality](#)
- [Congestion](#)
- [Mode share](#)
- [Travel times](#)
- H+T (housing + transportation) cost
- [Jobs-housing access](#)
- [Environmental justice](#)
- [Industry mix](#)
- [Scenario cost](#)

Community Development Indicators:

- [Arts and culture](#)
- [Crime and justice](#)
- [Education \(including early childhood, K-12, and higher education\)](#)
- [Emergency preparedness](#)
- [Food](#)
- [Health](#)
- [Human relations](#)
- [Hunger](#)
- [Workforce development](#)
- [Disabled residents](#)
- [Elderly residents](#)

## The Four Communities

The four communities are briefly described below so that you will have an idea of the range of projects that are addressed in UPP 506 sections.

- **Lyons, Illinois.** Lyons is an inner-ring suburb just west-southwest of Chicago. The 2000 population was 10,255, 87 percent of which was white. The median household income is \$44,306. A large quarry site is being filled and will become Village property within the next four years providing a major opportunity for the Village.
- **Riverdale Community Area.** Riverdale is a Chicago Community area located on the far Southside of Chicago. Riverdale is geographically isolated, bounded on the north by a water treatment plant, on the east side by a highway and dump, and on the south and west sides by the Little Calumet River. There is a large forest preserve along the river. An extension of the CTA red line to Riverdale has been proposed. The population was 9,809 people in 2000, with 96.6% black and a median income of \$13,178.
- **Oak Park, Illinois.** An inner-ring suburb, Oak Park is directly west of Chicago's downtown and shares a border with Chicago. Its population was 52,524 in 2000, with a median household income of \$50,950. It is served by the Eisenhower expressway, two CTA lines and Metra.
- **Plano, Illinois.** Plano is on the fringe of urban development, about 50 miles west-southwest of Chicago. Its population was 5,633 in 2000, with 82 percent white and a median income of \$46,526. Since then, the population has nearly doubled to 11,500 due to rapidly growing subdivisions. Plano has an old downtown area with an Amtrak stop. Metra has proposed extending the BNSF railway into Plano. The proposed Prairie Parkway would go right through Plano. The glass Farnsworth House designed by Mies van der Rohe is just south of Plano on the Fox River.