

Historic Resources Element

Synopsis: Protecting and conserving structures, landscapes and places of historic significance are imperatives that can create zoning restrictions related to historic districting that may create barriers to affordability in housing.

1. Does the plan recognize and promote the preservation of historic resources throughout the community?
 - a. [Internal] [Yes Generally] The county doesn't identify specific areas where historical resources are regulated. They are regulated generally.
Related Policies: Goal 1; Objective 1.1-->5.1
 - b. [EAB]
2. Does the plan encourage the documentation of historic resources within the community?
 - a. [Internal] [Yes Generally] We have a policies related to historical surveys.
Related Policies: Policy 1.1.2(e)(f); Policy 2.1.1; Policy 2.1.2; Policy 2.1.4; Policy 3.1.1
 - b. [EAB]
3. Is there a plan or initiative for the county to conduct thematic historical surveys that document cultural histories i.e. African American cultural and development patterns, Latinx historical contributions, historic school buildings and leaders, etc.
 - a. [Internal] [No] These are tasks that the county is doing however it is not articulated in the comp plan.
 - b. [EAB]
4. Does the plan encourage rehabilitation over demolition?
 - a. [Internal] [Yes Specifically] There are several policies in the comp plan promoting rehabilitation over demolition.
Related Policies: Objective 2.1; Policy 2.1.5; Policy 2.1.7
 - b. [EAB]
5. Does the plan discourage demolition by neglect?
 - a. [Internal] [No] The plan is silent on demolition by neglect.

b. [EAB]

6. Does the plan emphasize partnerships with relevant and diverse parties regarding the interpretation of historical entities?

a. [Internal] [No]

Related Policies: Loosely Policy 4.1.1 (I would say the Florida Museum can be a relevant party, as for interpretation- not specified. For diverse...not so much.

b. [EAB]

7. Is there a goal of telling the full multicultural history of Alachua County—i.e. a truth-telling and reconciliation goal?

a. [Internal] [No]

b. [EAB]

8. Is there a goal to locate and acquire funding related to historic preservation, documentation, etc. for individuals, neighborhoods, and communities?

a. [Internal] [Yes Generally] Staff noted that our approach can be strengthened and at the moment, may be passive.

Related Policies: Policy 2.1.4; Policy 2.1.8

b. [EAB]

9. Is there a goal to pursue Certified Local Government status?

a. [Internal] [Yes Specifically] Growth Management Staff Liaison to the Historical Commission will present a report to the Board on Certified Local Government.

Related Policies: Policy 1.1.3(c)

b. [EAB]

10. Is there a goal to advance racial equity and social justice through historic preservation?

a. [Internal] [No] Staff noted that this is an area that we can improve upon in our Comp plan.

b. [EAB]

11. Is there a goal of preserving intangible historic aspects i.e. cultural practices and heritages?

a. [Internal] [No]

b. [EAB]

12. Does the plan promote design standards for new buildings that align with well-established neighborhood design to protect a community's sense of place?

a. [Internal] [No]

b. [EAB]

Public Schools Element

Synopsis: Public School Facilities are vital infrastructure elements and key to achieving educational equity. These facilities serve many purposes- locations of public compulsory education, election sites, and emergency shelters. This element focuses primarily on the provision of schools as educational facilities and coordination with SBAC, land-use compatibility, housing concurrency, and site design to ensure adequate and safe facilities. A key concern regarding public school facilities throughout the United States is the well-being and maintenance of the aging infrastructure particularly in low-income areas.

1. Does the plan support the development of community schools, i.e. schools that are joint use for the community?

a. [Internal] [Yes Generally] Staff discussed that we do support the development of community schools to the extent of our control.

Related Policies: Policy 3.1.2; Health Element Policy 1.4.4

b. [EAB]

2. Does the address inequities and dissimilarities between neighborhoods and strategies to avoid reinforcing patterns of segregation and advancing pathways to de-segregation and integration?

a. [Internal] [No] We have policies related to inclusionary housing, however after much discussion, staff determined that for this question “no” is the best fit. Work can be done to address this question within the comp plan.

b. [EAB]

3. Does the plan support strategies for adaptive reuse of school facilities that are no longer in use?

a. [Internal] [No] We address adaptive reuse for housing. As for schools, the only policy that we have that is fairly related encourages the use of schools as neighborhood centers or focal points. This item would be more appropriately addressed by the school board, as this would be in their powers. (Current example- Waldo school is being used as community building)

Related Policies: Closest we get to this is Policy 3.2.1

b. [EAB]

4. Does the plan support the need for sustained and continuous partnership with SBAC to address missing opportunities for efficiency and coordinated investment?
- a. [Internal] [Yes Generally] Sustained and continuous partnerships are happening more now than ever before. The county and our Comp plan is moving in the right direction.
Related Policies: Yes, Objective 5.1 and Policies, Objective 4.4 and policies; Goal 4; Objective 3.4; Policy 3.3.1; Policy 3.1.2; Policy 3.1.3; Policy 2.6.1; Policy 2.1.1; Goal 1
- b. [EAB]
5. Does the plan address an equitable process relating to the maintenance schedule of public school facilities?
- a. [Internal] [No] County does not have anything to do with the maintenance schedule for schools.
- b. [EAB]
6. Does the plan contain strategies that are locally tailored to foster socioeconomic diversity across and within classrooms?
- a. [Internal] [No]
- b. [EAB]
7. Does the plan address strategies related to cluster elimination—e.g. all special needs students clustered, all ESOL students clustered?
- a. [Internal] [No] In the purview of the school board. Outside of County Jurisdiction.
Related Policies: (While these are not in the comp plan, there is work that seems to be in progress to address some of these issues. The school board established an Office of Educational Equity and Outreach in 2017 to address the achievement gap. The last equity report was in 2018. The Childrens Trust of Alachua County has conducted studies to understand Racial Inequity in Alachua County (2018), A Comprehensive strengths and needs assessments, and Listening Project (2021))
- b. [EAB]

8. Does that plan address ways to address educator shortages—housing diversity, etc.?

- a. [Internal] [No] We have general goals related to this question but not specific to educators.
- b. [EAB]

Community Health Element

Synopsis: Community health disparities can be attributed in part to design and planning. Our definition of community health is broad and emphasizes our goal to ensure that everyone has a fair and just opportunity to be healthier. This requires a willingness to address racial and social inequity by removing obstacles to health such as poverty, and discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care. We have seen that communities that face the worst health problems such as asthma, cancer, obesity, psychological well-being, and premature deaths are likely to be concentrated in neighborhoods that also experience a host of other social and environmental inequities. Public health officials are partnering with urban planners to aid in addressing these complex and interwoven issues that undermine opportunity. Both professions recognize that place inequities—such as residential segregation, urban divestment, over-policing, and environmental injustice—function as social determinants of health that may help explain inequitable distributions of death and disease across population groups.

It is also important that we recognize that systemic and institutional racism were historically accepted in the urban planning profession and codified through zoning (exclusionary), and other land use efforts that increased the separation of the wealthy and the poor. Oftentimes, areas, where the poor and/or marginalized communities reside, are subject to limited or no transit, increased pedestrian fatalities, reduced access to healthy food, reduced access to essential businesses including care facilities, reduced social and economic mobility, reduced quality of life, reduced access to open and public spaces like parks and trails, reduced access to urban forests (trees), increased policing, increased exposure to hazardous and particulate pollutants, and are more likely to live in areas where exposure to harmful pollutants are prevalent. The African American community specifically, is more likely than any other race to be energy insecure—unable to meet their baseline energy needs. Additionally, older adults and people walking in low-income neighborhoods were more likely to be killed than any other population.

1. Does the plan describe a capacity-building initiative within planning institutions and communities to support sustained engagement, participation, and leadership by community members?
 - a. [Internal] [No]
 - b. [EAB]
2. Does the plan disaggregate health data to understand the disparities and inequities based on specific communities?
 - a. [Internal] [Yes Generally] Yes, the Community health needs assessment has disaggregated health data; Additionally, the comp plan has a policy on health data and how we use it.
Related Policies: Policy 1.5.1.1
 - b. [EAB]

3. Are we communicating with public health officials in an information exchange capacity?
 - a. [Internal] [Yes Generally] Staff mentioned that it is a matter of public health officials communicating with the county. Staff may be able to strengthen this relationship and information exchange, however.
Related Policies: Policy 1.5.1.3
 - b. [EAB]
4. Are we prioritizing vulnerable communities and their access to health in policies?
 - a. [Internal] [No] The comp plan is not prioritizing vulnerable communities in any specific way.
Related Policies: Closest related policy we have is Policy 1.9.1
 - b. [EAB]
5. Does the plan address food environments when discussing health equity? Is it specific about improving access to healthy food options?
 - a. [Internal] [Yes Specifically-Both]
Related Policies: Policy 1.3.1; Policy 1.3.1.1--> Policy 1.3.1.5; Policy 1.3.2; Policy 1.3.2.1--> Policy 1.3.2.6
 - b. [EAB]
6. Does the plan address goals to increase physical activity by way of recreational facilities and increased proximity (and quality)?
 - a. [Internal] [Yes Specifically]
Related Policies: Located in our recreation Element Goal 1; Objective 1.1-Objective 1.6
 - b. [EAB]
7. Does the plan address exposure/proximity to environmental hazards in the form of industrial facilities that emit hazardous waste, or other sources of contaminants?

- a. [Internal] [Yes Specifically] We have policies that speak towards Environmental Justice
Related Policies: Land use: Heavy Industrial- Objective 4.4; Policy 4.4.1; Policy 6.2.9(f); General Strategy 1

- b. [EAB]

8. Does the plan encourage more walking and biking by allowing mixed-use or compact residential development, increasing sidewalk widths and coverage, permitting bike lanes, requiring bike parking throughout the county, and reducing minimum parking mandates?

- a. [Internal] [Yes Specifically] Located mostly in the land use element, Transportation element, and health element.
Related Policies: Yes; (Heath Element) Policy 1.2.1; Policy 1.2.4, Policy 1.3.3.3; Policy 1.3.3.2; Policy 1.3.3.1; Policy 1.3.3; Transportation Element Objective 1.1; Objective 1.1.2; Policy 1.1.8(a)(b)(c)(f); Policy 1.6.5(c)(f)(g) Recreation Element Polic 1.6.6

- b. [EAB]

9. Does the plan require quick access to health care centers?

- a. [Internal] [No] The plan allows medical facilities in many of the land use categories but nothing in the way of access.

- b. [EAB]

10. Does the plan prioritize healthy food access (allowing farmers' markets, farm stands, community gardens or urban farms, corner stores, and grocery stores within or near residential areas?

- a. [Internal] [Yes Specifically] Policies addressing this question can be found in the Health element and land use element.
Related Policies: Objective 1.3 and its policies; Policy 1.2.3

- b. [EAB]

11. Does the plan contain a goal related to food security or food access?

- a. [Internal] [Yes generally] The goal for food access would be Goal One where Objective 1.3 and its related policies address ways in which food security and access to healthy foods can be achieved. We can be more specific by adding food in the language for Goal 1.

Related Policies: Goal 1

- b. [EAB]

11a. Does the plan include objectives for that goal?

1. [Internal] [Yes Specifically]

Related Policies: Objective 1.3

2. [EAB]

11b. Does the plan include implementation steps for that goal?

1. [Internal] [Yes Generally] The comp plan includes implementation steps in terms of policies

Related Policies: Policy 1.3.1; Policy 1.3.1.1--> Policy 1.3.1.5; Policy 1.3.2; Policy 1.3.2.1-->Policy 1.3.2.6

2. [EAB]

11c. Do the implementation steps have responsible parties attached to them?

1. [Internal] [No]

2. [EAB]

11d. Do the implementation steps have a timeline attached to them?

1. [Internal] [No]

2. [EAB]

