

**ILLINOIS GENERAL ASSEMBLY
CHICAGO EDUCATIONAL FACILITIES TASK FORCE**

State Representative Cynthia Soto and State Senator Heather Steans, Co-Chairs

DRAFT MINUTES

Tuesday, November 9, 2010 Meeting
9:30 AM – 12:00 PM

Bilandic Building, 160 N. LaSalle, Room N-505, Chicago, IL

I. Call to order and welcome

- A. In attendance: State Rep. Soto; State Sen. Steans; State Rep. Golar; Cecile Carroll, Blocks Together; Rene Heybach, Chicago Coalition for the Homeless; Dr. Nona Burney, Grand Blvd Federation; Xian Barrett, Chicago Teachers Union; Dr. Clarice Berry, Chicago Principals and Administrators Association; Robert Runcie, Chicago Public Schools. There being 9 members present, quorum is established. The meeting was called to order by Co-Chair Soto at 9:48 a.m.
Staff in attendance: John Keigher, Speaker's Office; Jessica Handy and Becky Locker, Senate President's Office (by phone); Sarah Hartwick, House Republican staff (by phone); Jackie Leavy, pro bono advisor to the CEFTF; Mary Filardo, expert pro bono advisor to the CEFTF (by phone).
- B. Rep. Soto announced that Sen. Randy Hultgren has submitted his resignation from the Task Force. To date Senate Minority Leader Radogno has not named a replacement.
- C. The Co-Chairs called for the approval of the Minutes of the prior meetings. Having reviewed the October 5th Minutes, Rep. Golar moved approval; motion was seconded by Mr. Barrett; and the minutes were approved by voice vote. The Minutes of the October 21st special session at which CPS and the City of Chicago made presentations were not finalized, and the Co-Chairs tabled this matter until the next meeting.

II. Reports from the Standing Committees

III.

- A. **Facility Master Planning:** Cecile Carroll, Co-Chair reported that her subcommittee is finishing up summaries of master plans in other major cities, focusing heavily on the new plan being developed in the Los Angeles Unified School District. The subcommittee will produce a one-page summary on LAUSD soon. Ms. Carroll proposed that the FMP subcommittee would like to hold a joint subcommittee meeting with the Facility Needs, Spending & Funding Subcommittee, since their work is so closely aligned. Rep. Golar and Ms. Carroll proposed the date of Monday, November 22nd at 9:30 a.m. for that joint session. ILGA staff will arrange a meeting place. Ms Carroll then recommended that the Task Force look deeper into how CPS has spent capital funds by Phase of assessed need, since the CPS presentation on Oct. 21st stressed that CPS prioritizes schools with high Phase I and Phase II problems. She cited her previous reports showing that many REN2010 schools appear to get a large increase and expedited facility investment in improvements that CPS classifies as "Phase III" needs (interior improvements, often to support the delivery of the curriculum) when other schools cannot seem to get such improvements. The needs assessment analysis will be raised with the FNSF subcommittee and the Task Force's pro bono research team. Rep. Soto cited Whittier School as an example of the need for expedited Phase III investment in order to create the proposed library in the field house. Mr. Runcie stated that CPS' new Community Action Council community engagement process might be a means of developing a better needs assessment for schools. Dr. Berry returned to Ms. Carroll's point about how and why some schools seem to get interior improvements to support their instructional program, and cited Ogden School as another example of a school that seemed to get "speedy money" for

such improvements. She raised the concern that all schools should have a right to know how that process works. Ms. Carroll referred back to Mr. Runcie's comment about the Community Action Councils, noting that thus far there is no clear position by CPS that facility planning and educational planning are going to be coordinated and implemented. She said she fears that the CAC process could create "un-funded" mandates, i.e., community proposals and plans that CPS would not be committed to fund through its capital program without a master plan. Ms. Heybach noted that all of these examples once again raise the concern about lack of equity in the system, if new school applicants are getting facility planning assistance, outside resources, and have access to speeded-up Phase III improvements. Rep. Golar asked Mr. Runcie to name the neighborhoods where the CACs are being established. Mr. Runcie replied they were all areas with high concentrations of low-performing schools: Bronzeville, Humboldt Park, Austin and Englewood. Rep. Golar requested that CPS provide more details on how the schools in these communities are going to be assessed.

Ms. Carroll then reported further on her inquiries into the planning for new schools. She had previously distributed to Task Force members the RFP put out by CPS' Office of New Schools; and has now reviewed some of the applications submitted for REN2010 openings in the 2010-2011 school year. However, to do so, she had to read through the proposals at the CPS Central Office, and was not allowed to make photocopies of them. She discovered that in their applications, applicants for new charter schools are explicitly discussing and planning for their facility needs based on "educational specifications", i.e., what facility conditions and amenities they will need to conduct their instructional programs. In at least one application that she reviewed, the IFF (formerly "Illinois Facilities Fund") was cited as providing facility planning and financing assistance to the applicant. She recommended that the Task Force should invite the IFF and the CPS Office of New Schools to make presentations about how they work together and assist applicants for new schools with their facility planning. Her recommendation was welcomed by the other task force members. ILGA staff will work with Ms. Leavy to extend invitations to both IFF and the Office of New Schools to attend the November 22nd joint meeting; or alternatively a future full meeting of the Task Force. Dr. Berry remarked that principals are not allowed by CPS to integrate facility needs with their planning of their schools' SIPAAAs ("School Improvement Plans for Advancing Academic Achievement"), even though that would be a great opportunity for developing educational specifications for our schools.

Ms. Carroll also noted that so far, the Task Force has no data on private funding that REN2010 schools are getting for facilities. Mr. Runcie commented that he is not aware of any system in place at CPS to track and report to the public about what funds new schools get for their facilities. Mr. Barrett commented that CPS should track this; and also could and should work with outside funders to direct them to schools with long-standing facility needs, and urge them to invest in areas of need, not just accept foundation's initial preferences. Sen. Steans added that these external resources could be harnessed to address the funding shortfalls that CPS has in its capital program.

Ms. Carroll reiterated the often-made request of the Task Force to Mr. Runcie that CPS must disclose its 5-Year Capital Plan. Mr. Runcie replied that the preparation of the 5-Year Capital Plan is the responsibility of the Chief Operating Officer and her staff; and that neither he nor the CPS Board members have seen the 5-year plan yet. Rep. Soto said that the Task Force will have to follow up and that it is crucial that the Task Force get the 5-Year plan. Mr. Runcie stated he would make it a priority to get it. Dr. Burney remarked that any long-term CPS facility plan needed to set out more specific goals for bringing schools up to a basic standard of educational specifications. Sen. Steans and Rep. Golar noted that such an approach would also have to address future funding aligned with achieving that goal.

- B. **Public Input** Subcommittee Chair Valencia Rias submitted a written summary of public input thus far (attached to these minutes). Ms. Rias is working with her subcommittee to analyze

the input from transcripts from CPS' 2008 and 2009 Capital Improvement Program hearings, since none were held in 2010. She is focusing on testimonies from schools and communities that did not participate in Task Force hearings or focus groups, many from the north and northwest sides. These transcripts will enable the Task Force to identify facility issues that have been reported over the long term and are still unresolved. She is also noting instances in which unresolved facility complaints have led to City Building Dept. or Health Dept. citations for violations of city code. Ms. Rias asked if CPS has a system for documenting schools' concerns from the past CPS hearings, and tracking whether the problems were ever resolved. Mr. Runcie stated that he was not aware of any such system. Rep. Golar asked whether the Chief Area Officers, who are supposed to play a major role in the Community Advisory Council planning in the four selected communities, could play a role in documenting and addressing facility needs. Mr. Runcie commented that sometimes there are case-by-case instances in which CAOs work with CPS' Central Office to address some situations but that there is no systematic process at this time. At the conclusion of Ms. Rias' report, ILGA staff distributed a CD to Task Force members of the testimony submitted at the three public hearings held by the CEFTF Public Input Subcommittee, for their review.

- C. **Facility Needs, Spending and Funding:** Subcommittee Co-Chair Rep. Golar and Ms. Leavy reported that the subcommittee had not been able to meet prior to today's meeting. However she distributed a written report on the pro bono research team that has been assembled, and key research questions that Task Force members have suggested thus far. The report also recaps the initial approach to analyzing the facility assessment and capital spending data that CPS has given to the task force. Expert pro bono advisor Mary Filardo (BEST and 21st Century School Fund, Washington, DC) joined the meeting by phone conference and provided some examples of how the data could be analyzed (attached to these Minutes), such as by types of capital projects, by geographic distribution, etc. Ms. Filardo also cautioned that the data sets still have some "clean up" issues to be resolved with CPS. She also stressed that the Task Force has received no data thus far on spending going forward, and how it relates to CPS' needs assessment. She regards this as a critical missing piece of any useful analysis and in developing future facilities policies. Ms. Filardo reported that the amount of information is considerable (CPS reports over 5,000 individual capital projects from 1996-2010), and proposed that the Task Force select smaller samples of schools to analyze. She suggested a random sample of no more than 100 schools. Sen. Steans and other Task Force members supported this approach. Ms. Leavy suggested that the research team also look at the needs assessment data and identify the schools with the highest, un-funded Phase I + Phase II needs; and additionally look at a smaller sample of schools by community area. Ultimately facility needs and spending data will be correlated with enrollment, demographic, and academic achievement data. Ms. Leavy and Ms. Filardo will work with CPS to ensure that the data clean-up is completed, and the FNSF Subcommittee will address the research plan at its next joint meeting with the Facility Master Planning subcommittee.
- D. **CPS Policy Review:** Subcommittee Co-Chairs Clarice berry and Xian Barrett reported that the subcommittee is continuing to analyze CPS policies pertinent to the Task Force's mandate, using a checklist for review that the subcommittee has developed. Mr. Barrett stated that the subcommittee's report would include a few model policies in areas where there is clearly a void in existing CPS policies; as well as recommending changes to some existing CPS policies on School Actions. Dr. Berry suggested that the Policy Review Subcommittee also needs to be briefed by, or meet jointly with, the FMP Subcommittee to learn more about effective Facility Master Planning policies that may be in place in other school districts. The Subcommittee is also going to review any existing CPS policies dealing with facilities, although there do not appear to be very many. Dr. Berry has observed that too many CPS policies appear to be crisis-driven and reactive, rather than forward-looking and pro-active. Thus far, the subcommittee's work has revealed a troubling lack of coherence in existing CPS policies and too many that are contradictory. One possible area for

recommendations would be a model for reviewing and coordinating CPS policy making going forward. Dr. Berry also stated that the subcommittee should look frame a recommendation about the process for adopting policies, citing the example that the CPAA is often asked to review policies or policy changes without adequate notice, e.g., often just 48 hours before they are considered by the Board of Education.

IV. Review of the final report time line

- A. Deadlines for preparing subcommittee submissions were discussed briefly, with the general consensus that the time line needs to be extended to the end of the calendar year. The CPS Policy Review Subcommittee will hold its next meeting on Friday November 12th, location and time to be determined and publicly posted. Another full task force meeting will be scheduled for Tuesday, December 7th at which time subcommittee co-chairs should try to produce an outline of their respective reports.
- B. The Task Force's work plan must include the posting and distribution of the full CEFTF report and preliminary recommendations to allow the public to comment. Rep. Soto reminded Task Force members that the CEFTF has no expiration date. Since it is likely some legislative actions will be recommended, Rep. Soto stated that she is prepared to submit shell bills in the next ILGA session until such time as the Task Force can finalize its recommendations.

V. New Business (Open Discussion): As each previous agenda item was discussed as it came up, there was no further discussion and no new business.

VI. Invitation for Public Comments

Statement by Karen Lewis, President, Chicago Teachers Union (attached to these Minutes):

Ms. Lewis commended the Task Force for its work, stating that the public schools in many communities have suffered from decades-long patterns of disinvestment. She stressed that “facilities are not just brick and mortar” but rather crucial to effective teaching and students’ educational success. She urged the Task Force to “please hold the current and future CPS Administrations accountable” for a Facilities Master Plan that is transparent, equitable, and research-based. She stated that the CTU supports facility decision making that “honors the wisdom of community and educators.” She remarked on CPS’ inconsistency on school size, at once encouraging the formation of “small schools” while at the same time closing some schools for under-utilization based on controversial formulas and questionable data. She condemned the “shame and degradation visited upon [students in] neighborhood schools” in the wake of forced co-locations, when the incoming educational program got the best part of a facility and students who’d been in the school originally did not enjoy the same benefits and improved conditions. She cited inequitable and discriminatory situations in schools such as KIPP-Penn, and Anderson School. She concluded by pledging the CTU’s continued support for the work of the Task Force.

Statement by Ms. Paulette Lane, Bronzeville, Parent at Chicago Academy for the

Performing Arts (“CHI-ARTS”): Ms. Lane urged Task Force members to review the volume of information that she and her husband submitted at the CEFTF’s public hearing. She reiterated her request that the Task Force investigate the current proposal by CPS to relocate the CHI-ARTS Academy from its current central location on the 3200 block of South Calumet, to the Lafayette Elementary school facility at 2714 W. Augusta in East Humboldt Park. She expressed frustration at the unwillingness of CPS to consider the alternative proposal from parents and the south-side community, to relocate CHI-ARTS into the state-of-the-art, but under-utilized National Teachers Academy school facility near CHI-ARTS’ current location. She believes that CHI-ARTS is greatly needed on the Near South Side as an option for parents with gifted students

Ms. Lane also pointed to the funding history for the National Teachers Academy as another reason why NTA should be used to house an expanded CHI-ARTS: Ms. Lane stated that the facility was built with City TIF funds that had been “ported out” (transferred) from the Bronzeville

TIF District, and thus with local property tax revenues generated from her south-side neighborhood. She emphasized that the proposed new location was much harder for students to reach, as it is not located near major public transit routes. She pointed to the proposed move as another example of a facility decision by CPS that will have dire consequences. Earlier school closings and phase-outs in Bronzeville have negatively disrupted students' education, and have created concentrations of high-risk and academically struggling students in "receiving schools," ultimately leading to other "school actions" against them by CPS. She cited Mayo, Daniel Hale Williams, Drake and Douglass schools as other cases of detrimental CPS decisions.

Task Force members' responses: Mr. Runcie stated that he would try to learn more about the proposed relocation from other decision makers at CPS, although he stressed that CHI-ARTS is a specialty school that attracts students from across the city, and is not a neighborhood attendance boundary school. Rep. Soto stated that CPS should not undertake such a relocation without first conducting an impact study to determine the potential for increased violence against students currently enrolled at both CHI-ARTS' south side location and Lafayette students, if a co-location were to be implemented and current CHI-ARTS students had to travel further distances through other communities. Dr. Berry commented that in general, CPS had failed to adequately plan for schools on the south side, and either ignored or failed to prepare for the changing demographics that could have been foreseen. Dr. Berry stated that Ms. Lane's concerns are a reflection of this larger problem and breakdown. Rep. Soto indicated that she is interested in following up.

VI. Conclusion

There being no further Public Comments, Rep. Soto called for a motion to adjourn. Mr. Barrett so moved; Ms. Rias seconded the motion; motion approved by voice vote. Meeting adjourned at approximately 12:15 pm.

ILLINOIS GENERAL ASSEMBLY CHICAGO EDUCATIONAL FACILITIES TASK FORCE

**SUBCOMMITTEE ON FACILITY NEEDS, SPENDING & FUNDING
STATE REP. ESTHER GOLAR AND STATE SEN. IRIS MARTINEZ, CO-CHAIRS**

November 5, 2010

MEMO TO: FNSF Subcommittee Chairs
FROM: Jacqueline Leavy, Pro Bono Advisor to the CEFTF
RE: Analysis of CPS Data – Briefing and Update

cc: Members of FNSF Subcommittee, Task Force Co-Chairs Rep. Soto and Sen. Steans;
and Pro Bono Expert Advisor Mary Filardo, 21st Century School Fund

As a result of the CEFTF's request for information on the Chicago Public Schools' facility needs, spending, and funding, the Task Force has now received the following data sets:

- Detailed capital project information, all capital spending on all buildings 1996-present
- Most recent detailed facility needs assessment data for all school facilities owned by CPS
- Enrollment trends
- Achievement data
- History of "School Actions"

The Task Force co-chairs and FNSF Subcommittee Chairs charged me with working with Ms. Filardo to review and develop an approach to analyzing the data provided by CPS; and to seek additional pro bono assistance on the research.

The following researchers have agreed to provide pro bono research assistance and GIS mapping of the CPS data:

Janet Smith and Andrew Greenlee, University of Illinois-Chicago, College of Urban Planning & Public Affairs, Voorhees Center for Neighborhoods & Community Improvement; Sarah Hains, researcher for the Chicago Teachers' Union; and Blocks Together volunteer researchers (possibly to do case studies on individual schools).

How the Research Team is Approaching the Analysis of CPS Data

By informally canvassing other CEFTF Subcommittees, we have been able to generate an initial set of research questions that the data sets may be able to answer. The questions submitted thus far by members of the Facility Master Planning Subcommittee (Cecile Carroll, Chair); and the CPS Policy Review Subcommittee (Xian Barrett, CTU, Co-Chair; and Rene Heybach, Chicago Coalition for the Homeless, member of the Policy Review Subcommittee); and are attached as an appendix.

Initial Data Analysis

As evident from the questions already generated (see Appendix at the end of this memo), the analysis of the data is a large undertaking. Mary Filardo has recommended a sampling approach, identifying subsets of schools to create analyses responsive to the research questions:

- Analyze capital spending and facility assessment data for the schools subject to CPS school actions, i.e., Closings, Turn-Arounds, Phase-Outs, Co-Locations, and new schools, as specified in the Public Act creating the CEFTF.

- Analyze capital spending for schools that CPS facility assessment data show have the greatest unmet need in Phases 1 and 2.
- Possibly analyze data for some specific “sample” neighborhoods

Ms. Filardo is also developing district-wide analysis to provide greater insight into the patterns of CPS facility spending, e.g., how much investment has there been overall for the various kinds of facility investments that CPS does?

UIC researchers can provide additional data on maps showing the demographic and socio-economic make-up of the affected communities. The UIC researchers will generate GIS maps to help CEFTF members “visualize” the spending patterns and facility needs patterns across the City, as well as the distribution of the locations of new schools, closed schools, CPS facility investments funded by TIF, etc.

The research team is also exploring ways to use the data CPS has provided to generate district-wide analysis to offer greater insights into how CPS school actions and facility spending have affected various sub-groups of students, particularly at-risk and vulnerable children.

I recommend that the FNSF Subcommittee schedule a meeting as soon as possible, so that a more detailed briefing by Ms. Filardo and myself can be given to all subcommittee members.

Jackie Leavy
Pro Bono Advisor to
The ILGA Chicago Educational Facilities Task Force
November 5, 2010

The initial list of research questions is attached.

APPENDIX: RESEARCH QUESTIONS GENERATED BY OTHER CEFTF SUBCOMMITTEES

Research Questions from CPS Policy Review Subcommittee (Rene Heybach, Chicago Coalition for the Homeless):

1. Which neighborhoods year-by-year, then over time got the greatest amount of money for school repair and maintenance? Which got the lowest?
Correlate that with poverty tracts, race and ethnicity and political figures such as the alderman, board members.
2. Which neighborhoods got the greatest amount of money for new buildings? Which got the lowest?
Correlate that to poverty, race, ethnicity and political figures.
3. Which neighborhoods suffered the greatest displacement of students? Which were the lowest for students displaced by closings, consolidations and phase outs?
Correlate that to poverty, race, ethnicity and political figures.
- (4), (5) & (6) Look at the same info related to ***schools***, as opposed to neighborhoods.
- 7-A. How many buildings have been sold by CPS over time and in what neighborhoods? The wealth realized from that and whether it was returned to those students or neighborhoods.
Correlate that to poverty tracts, race and ethnicity and political figures [city and state electoral districts].
- 7-B. Every situation in which CPS wealth (assets) were sold, leased at below fair market value. Look at who benefitted and see what trends or groups emerge.

[PLEASE NOTE: At the October 5th, 2010 full Task Force meeting, Sen. Iris Martinez and other CEFTF members requested that CPS provide the CEFTF with details about the status and disposition of the old Robert Byrd Elementary School bldg (363 W. Hill, previously served Cabrini Green). Sen. Martinez and others also said that CPS should provide CPS with additional info on any buildings it has leased or disposed of. The ILGA staff and I still have to follow up on this. I don't think that the data sets we currently have adequately answer this question. -- Jackie]

8. Whether and how groups of needy students were --through CEO and board decisions-- bunched up in specific schools over time.
Groups to look at are **homeless students, students with disabilities, racial and ethnic groups, language groups, kids in extreme poverty.**
Where possible, look at how often same children were moved.
9. Comparison of resources spent or committed to CPS schools and charter schools or REN2010 schools.
10. Play with the data to see whether there are any trends regarding where the resources are going.
11. Look at schools closed because of the poor physical condition and trace back how that situation evolved (repeated underfunding, broken promises, etc.).

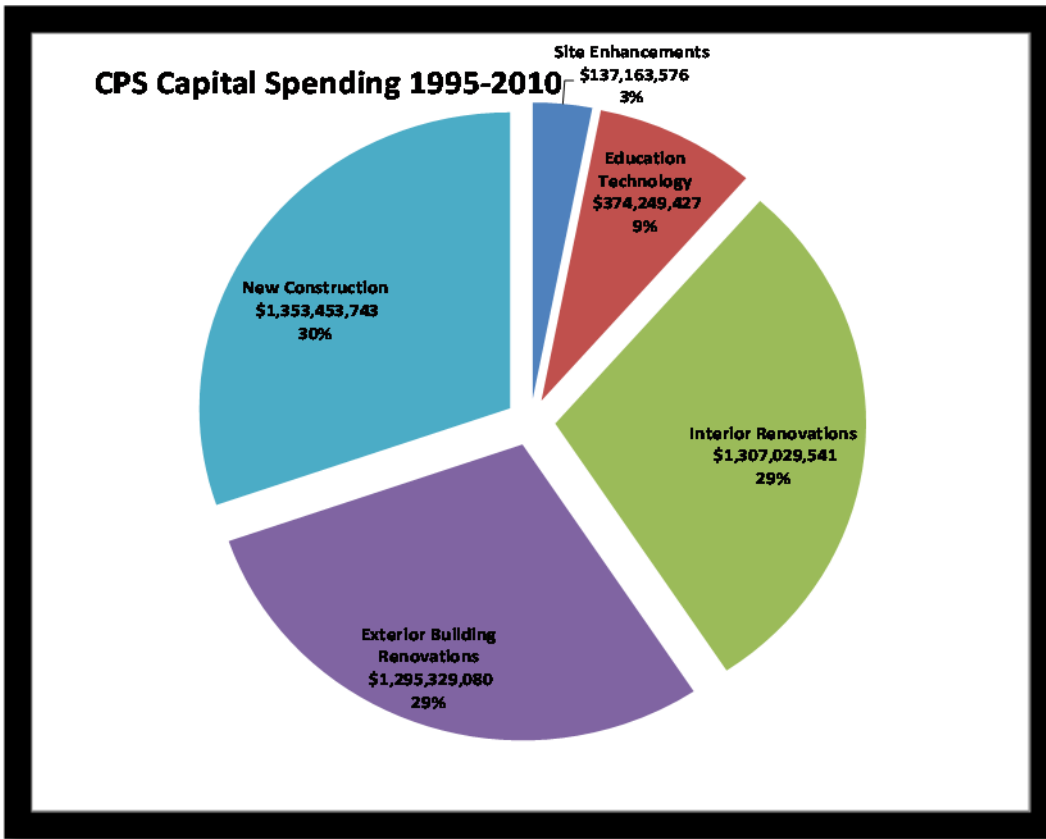
Research Questions submitted by CPS Policy Review Subcommittee Co-Chair Xian Barrett:

1. Is CPS actually following its own stated procedure of determining annual capital spending using its criteria of analyzing the needs of each school based on a tri-annual assessment and prioritizing projects by four phases?
2. Is CPS following its own stated procedure of also including "emergency" capital spending (i.e., a roof collapse) when deciding to modify the annual capital budget for new projects that weren't previously included?
3. Is new school construction following population projections, as stated by the CPS Dept. Of Planning and Demographics at the October Task Force meeting?
4. Do space utilization analysis procedures apply to charter, contract & performance schools, considering that these schools use CPS property?

5. How many projects are being funded and carried out that aren't published in the capital plan or budget?
6. How often is CPS funding projects for new schools and charter expansions when projects for existing schools are on the "needs" list?
7. How does CPS determine which capital improvement projects to put on hold in a given year when expected budget revenue does not meet actual revenue (i.e., the state budget crisis)?
8. What percentage and what is the geographic distribution of schools that receive capital improvement funding only to eventually close due to low enrollment or failure to meet adequate yearly progress?
9. How many of the schools identified in Q8 become charter, contract or performance schools?
10. When did CPS decide to convert the schools in Q8 to charter, contract or performance schools? I.e., was the capital improvement spending that was carried out while the school was a regular, neighborhood school really intended for the benefit of the charter, contract or performance school?
11. To what extent do the redesign of attendance boundaries result in funding shifts among schools in a given community? (i.e., reduction in enrollment resulting in a loss of school income, which results in a loss of teachers and support staff)
12. What is the geographic distribution of schools that receive capital improvement funding vis-à-vis gentrification?
13. Is there a correlation between an area's median family income or median home value and the amount of capital improvement or new construction funding of the local schools?
14. How much TIF money is going into capital spending? [**NOTE: This question was addressed in the presentations provided by the City of Chicago Dept. of Community Development and CPS' Bob Runcie at the 10/21/10 full Task Force meeting.**]
15. Which aldermen are spending the most TIF money on new school construction?

Research Questions submitted by the FMP Subcommittee (Cecile Carroll, Chair):

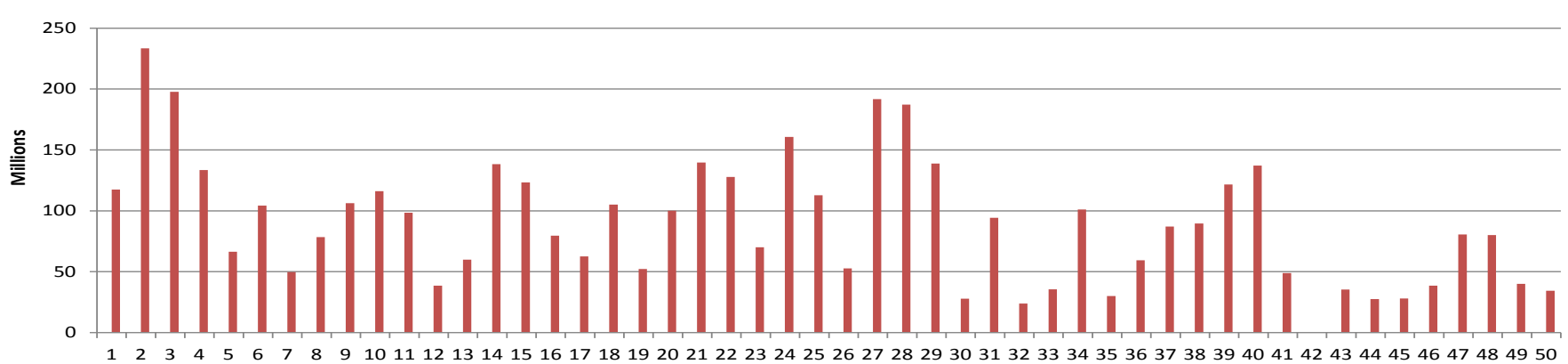
1. Do CPS capital spending priorities since 2004 correlate to the communities and/or schools recommended in IFF's 2004 and 2009 reports on "Demand for 'Performing Seats'"?
2. Do CPS capital budget allocations align with CPS's building assessment process? At the Oct. 21st CEFTF Meeting, CPS's presentation stated that its priority for capital investment is to invest in school facilities that have unmet Phase I (Exterior Envelope) and Phase II (Mechanical Systems) needs ("deficiencies" and "failures"). CPS stated that these combined Phase I and Phase II priorities represent \$2.7 Billion in unfunded facility need.
3. Can we also look at the building assessment phases that CPS uses to prioritize capital projects? Note from Ms. Carroll: In my presentation [10/05/10 Task Force meeting], I showed how CPS spent millions in interior renovations in RENAISSANCE 2010 schools in FY 2009, while we have seen schools in need of Phase 3 money (interior renovations) not get help. Where has Phase 3 money has gone since 2004; which schools are getting these funds (are they are mostly REN2010 schools?); and also, what neighborhoods/wards have gotten Phase 3 money since 2004?
4. Also according to CPS, in their last three years of the overall budget they say they have close to 90% of Phase 1 completed and are moving on to Phase 2. Can the data confirm this? CPS has also stated that Phase 3 is not a priority right now. How much has been spent on Phase 3 compared to the need for Phases 1 and 2 school-district-wide?



YEAR	Capital Spending
1995	\$ 401,406
1996	\$ 94,740,703
1997	\$ 320,062,410
1998	\$ 621,993,793
1999	\$ 422,468,258
2000	\$ 444,587,374
2001	\$ 294,620,045
2002	\$ 389,615,293
2003	\$ 311,487,972
2004	\$ 242,665,937
2005	\$ 204,532,334
2006	\$ 280,079,114
2007	\$ 214,860,458
2008	\$ 228,720,670
2009	\$ 109,015,541
2010	\$ 287,185,405
Total	\$ 4,467,036,713

Source: Chicago Public Schools Capital Spending Data.

Total Chicago Public School Capital Spending by Ward 1995-2010



ILLINOIS GENERAL ASSEMBLY
CHICAGO EDUCATIONAL FACILITIES TASK FORCE

**Public Input Sub-Committee Report on Hearings Held
August 31, 2010, September 25, 2010, and September 28, 2010**

Hearing Summary

Table 1- Attendees

	CEFTF Members	Schools	Organizations	Students	Churches	Elected Officials	Media	General Public	Total Attendees
August 31, 2010	9	25	12	6	1	0	3	52	106
September 25, 2010	7	8	6	15	0	0	1	22	45
September 28, 2010	7	6	9	4	0	0	3	8	38

Table 2 – Comment Type

	Openings/ Charter, contract, etc.	Closings	Phase Out	Turn around	Consolidation	Under Utilization	New Construction Disposition of Bldgs	Shared/Co - Location	Repairs	Oral Comments	Written Documents	Feedback Form	Other Education Curriculum Finance
August 31, 2010										31	4	6	
September 25, 2010	1	3		9			3	1	13	20	1	4	4
September 28, 2010	1	2	3	5			1		3		7	5	4

ILLINOIS GENERAL ASSEMBLY
CHICAGO EDUCATIONAL FACILITIES TASK FORCE

**Public Input Sub-Committee Report on Hearings Held
August 31, 2010, September 25, 2010, and September 28, 2010**

Full IGA Public Input Subcommittee Hearing Reports

August 31, 2010

Attendance

CEFTF MEMBERS(9): Co-Chair Senator Steans, Representative Golar, CPAA – C. Berry, CTU – X. Barrett, CPS- R. Runcie, DFC - V. Rias, BT – C. Carroll, GBF – Kaitlin Kerney. ?, Spkr Madigan’s Ofc. - J. Kiegher

PUBLIC: 76 signed in on attendance sheets. Estimated 15 children and 5-6 that declined to sign in.

CBO-Organizations(12): Renaissance School Fund, Grand Blvd. Federation, Friends of Denise Brown, Designs for Change, Pullman CDC, Developing Communities Project, Greater Chatham, CORE, CTU, Greater Auburn Gresham Dev. Corp., Stand Up, Englewood Elders.

SCHOOLS(25): Oglesby , Harper, Julian, Englewood H.S, Pullman, Schmid, Altgeld, Kenwood, Auburn Gresham, Whittier, Little Village, Herzl, Cumberland(?), South Shore H.S. , J.N. Thorp, Brownell, Aldridge, Beasle, Bronzeville, Carver H.S. , Randolph, Fenger, Chicago Vocation Career Academy, Gallistel, Perspectives.

UNIVERSITY(IES): City Colleges of Chicago.

CHURCHES: (0)

2

Submitted by Valencia A. Rias-Winstead, Co –Chair Public Input SubCommittee October 5, 2010

ILLINOIS GENERAL ASSEMBLY
CHICAGO EDUCATIONAL FACILITIES TASK FORCE

**Public Input Sub-Committee Report on Hearings Held
August 31, 2010, September 25, 2010, and September 28, 2010**

MEDIA (3): Chicago Tribune, We the People Media, ??

WARDS (2): 17th Ward, 15th Ward,

**HEARING COMMENTS & TYPE - Available to Task Force Members Only Upon Requests
September 25, 2010**

Attendance

CEFTF MEMBERS(9): Co-Chair Senator Steans, Representative Golar, CPAA – C. Berry, CTU – X. Barrett, DFC - V. Rias, BT – C. Carroll, Spkr Madigan’s Ofc. - J. Kiegher

PUBLIC: 45 signed in on attendance sheets. Estimated 15 children. No declines to sign in.

CBO-Organizations(6): Renaissance School Fund, Grand Blvd. Federation, Designs for Change, CTU, West Side NAACP, Displaced Teachers .

SCHOOLS(8): Herzl , Deneen, Douglas, Brunson, Stowe, Orr, Whittier, Phillips H.S.,

UNIVERSITY(IES): None

CHURCHES: (0) None

MEDIA (1): Austin Weekly

WARDS (0):

ILLINOIS GENERAL ASSEMBLY
CHICAGO EDUCATIONAL FACILITIES TASK FORCE

**Public Input Sub-Committee Report on Hearings Held
August 31, 2010, September 25, 2010, and September 28, 2010**

HEARING COMMENTS & TYPE - Available to Task Force Members Only Upon Request

September 28, 2010

Attendance

CEFTF MEMBERS(6): Co-Chair State Representative Soto , CTU – X. Barrett, CPS- R. Runcie, Designs For Change - V. Rias, Blocks Together – C. Carroll, Grand Boulevard Federation – N. Burney, Spkr Madigan’s Ofc. - J. Kiegher

PUBLIC: 30 signed in on attendance sheets.

CBO-Organizations(10): Chicago Coalition for the Homeless, Renaissance School Fund, Grand Blvd. Federation, Designs for Change, PURE, Displaced Teachers, AUSL, C.Y.I.C. , Educational Village Keepers, Stand for Children

SCHOOLS(5): Anderson , Carpenter, Deneen, Beasley, Chatham, Julian,

UNIVERSITY(IES): (0)

CHURCHES: (0)

MEDIA (3): Substance, Community Reporter, ??

WARDS (0):

4

Submitted by Valencia A. Rias-Winstead, Co –Chair Public Input SubCommittee October 5, 2010

ILLINOIS GENERAL ASSEMBLY
CHICAGO EDUCATIONAL FACILITIES TASK FORCE

**Public Input Sub-Committee Report on Hearings Held
August 31, 2010, September 25, 2010, and September 28, 2010**

HEARING COMMENTS & TYPE - Available to Task Force Members Only Upon Request

Public Hearing Focus Group Results - Summary

Recommendations of Focus Groups to Task Force

Process for School Actions

- The district should undertake impact studies before taking school actions
 - assessing student mobility, travel distance, and quality of receiving schools
- Schools should be provided with concrete criteria (“school action indicators”) and be given a chance to improve before a school action is taken
 - Often times turnarounds do produce positive results, but this is because of the increased resources that the turnaround brought
- Hearings should be done by an independent third party
- Schools should receive more advanced warning
- A plan should be made for the current school population and not just the anticipated one
- Parents and students should be provided assistance in the transition process
- Do actions more intentionally, not with a club--Students from a turnaround school did acknowledge that there were some teachers who should have been fired, but that firing everyone was unhelpful and eliminated good teachers, as well as poorly performing teachers, which ruined the chance for positive relationships between students and teachers

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Prioritizing Capital Improvements

- A comprehensive system should be in place and methodically applied
- Discussion with school personnel and principals should take place prior to making decisions regarding capital improvements
- Track E/summer schools need air conditioning

Student Assignment

- Travel distance should be respected when envisioning student assignment policies
- Students should be able to attend a high quality neighborhood school within walking distance but choice should (not?) be eliminated.
- Schools with admittance based on lottery should have a significant number of slots designated for students in the neighborhood

Governance and Accountability

- State should provide adequate funding for school facilities
- State should hold district accountable for equity and adequacy
- Chicago should be viewed as embedded in the state at large, not excepted from standards and oversight
- Independent audits of school actions and capital plans/budgets
- Transparency and purpose in how TIF dollars are spent

- Reform Governance structures (various options)
 - A city-wide elected school board with designated spots representing a variety of stakeholders—parents, teachers, educators, business community etc.

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- Create smaller school districts with separate governance and administration, but with funding collected centrally and dispersed equitably
- Reinstate and support LSC's responsibilities and power
- Capital budget and school actions approved by city council

Good morning, esteemed task force members. I would like to commend the general assembly's vote that created this task force to ultimately improve CPS's facilities decision-making process. A democratic, transparent process is the necessary starting point for rectifying Chicago's decades-long pattern of community disinvestment.

Career educators intimately understand the connection between safe and supportive working conditions and the conditions that our students need to learn and reach their fullest potential. Facilities decisions are not just about bricks and mortar. They are about the right of every child to receive equitable access to the fullest range of educational opportunities our society offers. Students and families often interpret the physical condition of their schools and the location of new schools as a value statement – which communities are more or less highly valued. They are not wrong.

With this much at stake, we ask the general assembly to hold the current and future CPS administrations responsible for a transparent, equitable, research-based facilities process that includes the wisdom of community and educators.-.

Under the current process, communities have witnessed firsthand the devastation a poorly planned school closing, turnaround or co-sharing arrangement. because CPS is often unwilling or unable to produce

basic documentation to back up its capital improvement and new construction proposals. Right now, the 2007-2010 facilities plan is still unavailable on the CPS website, let alone the 2010-2013 plan. It is my understanding that the task force has experienced this dynamic and it continues in the latest charter school opening process that is taking place even as this task force is convening—our staff and members attended 6 hearings in the last month on this very issue.

We have also witnessed the gross inequities in the current system where one school will be opened as a small school even as a high performing neighborhood school is closed for underutilization. (De La Cruz and half the charters in the city)

We have seen schools where a high performing community school has been forced to share with a non-neighborhood school and then watch as neighborhood children and teachers face the indignities of segregation and discrimination within their own school building as their proud school community is dismantled piece by piece. (Carpenter and Andersen; Penn and Kipp)

I do want to commend CPS for coming to the table on this task force. It is my understanding that CPS has—eventually—shared much of the facilities data with this task force. It's a good first step, but everyone in the city should have access to this public information without the

members of the General Assembly having to write multiple letters requesting it.

The working and learning conditions in our schools are too important to trust to a small group of people executing an opaque process. I encourage this taskforce to take decisive action to ensure that all are able to fully contribute in a transparent, scientific process in which the district is held responsible for providing equitable access to world-class learning institutions for every child in the city of Chicago.

END – Q&A

If CPS tries to play Gotcha: “I don’t want to get into a debate about your procedures. My statement is based on the data easily available through your website and what has been available publicly. If it is not fully accurate, that merely highlights the need for a streamlined, open process. If the President of the Chicago Teachers Union or members of the General Assembly have difficulty accessing vital facilities processes, how is the average parent supposed to be involved in these decisions which deeply affect their child’s education? It’s maddening that CPS denies us our right to public information and then tries to slap us on the wrist when we don’t know the hidden plan. Can you imagine if I tried to do the same thing in my classroom to my students?”

If Task force members want more information: “I would be happy to have my staff follow-up with further documentation. I will make sure that the proper information gets in your hand via Xian, our representative on the task force.”