Chicago School Facilities Public Act 96803 (HB 363)

- Passed in both chambers unanimously in the 95th General Assembly
- Creates a bipartisan “Chicago Educational Facilities Task Force” appointed by General Assembly Leaders
Why the General Assembly Passed the Law

• Concerns about the selection and fairness of school closings
• Lack of objective criteria for decisions that impact school facilities
• Concerns about the fairness of school closings and the educational impact decisions have had on students and facilities, particularly when students are learning.
• CPS facility spending priorities are non-transparent
The Importance of High Quality School Facilities

• All children need access to quality educational facilities
• Quality school facilities are “essential” to positive educational outcomes
• Schools are community and public resources
• A school district’s decisions about facilities “often have a profound impact on education in a community.”
Mission of the Chicago Educational Facilities Task Force (CEFTF)

- Review and assess CPS’ prior decisions and current decision making about the use of public school facilities based on input from the public-at-large, educators, elected officials, experts, and community.
  “These decisions should be implemented according to clear system-wide criteria and with the significant involvement of local school councils, parents, educators, and the community.”
  (Section 5/34-18.37, p. 2, lines 16-22)

- Prepare policy and legislative recommendations to the
  1. General Assembly
  2. Governor
  3. Chicago Public Schools
  as a framework that ensures decisions about the uses and condition of public school facilities are based on “educationally sound and fiscally responsible practices.”
  (Section 5/34-18.37, p. 5, lines 24-36)
15 Member Composition

- 4 Representatives (2 Dem/2 Rep)
- 4 Senators (2 Dem/2 Rep)
- 1 Chicago Public Schools
- 1 Chicago Principal and Administrators Association
- 1 Chicago Teachers Union
- 4 Community Based Organizations
Examining CPS’ Decisions

- School openings
- School closings, consolidations, and “phase-outs”
- School construction
- School repairs and modernizations
- School “turn-arounds”
- School boundary changes
- Other facility-impacted decisions

- Includes understanding facility-related impacts and outcomes resulting from fair educational, demographic, and facility goals and decisions.
- Encourages maximizing educational opportunities and learning, as it relates to fair, transparent, accountable, and fiscally responsible facility-impacted decisions.
- Recommendations may not mean CPS cannot use its interventions; priorities should be educationally sound, fair, transparent, accountable, and fiscally responsible.
- Recommendations may be inspired by national best practices and proven policy implementations including but not limited to planning, community involvement, facilities management, financing, and oversight of the FMP.

Section 5/34-18.37, p. 5, lines 8-14.
Legal Mandates

1. Analyze past Chicago experiences including educational impacts school facility decisions have had on communities
2. Analyze CPS data and decisions with respect to school facilities issues, educational impacts, & related facility costs
3. Examine relevant best practices and proven facilities management policies from other school systems for dealing with these issues systematically and equitably
4. Gather and analyze pertinent information on CPS’ school facilities decisions using pro bono independent experts as needed, and directly from CPS and the Illinois State board of Education
5. Gather further evidence and information on CPS’ school facilities decisions from the public and “consult widely with stakeholders, including public officials” about these facility issues
Responsibilities and Work Plan

Responsibilities:
• Attend Task Force meetings
• Co-convene public input sessions
• Participate in sub-committees as practicable
• Provide substantive input into the formulation and refinement of the Task Force recommendations
• 2 Co-Chairs to convene and facilitate sufficient to meet the mandates in the law

Work Plan:
1. Solicit input from stakeholders, through hearings, focus groups, and/or interviews
2. Hold meetings sufficient to draft proposed legislative and policy recommendations
3. Hold at least 1 public hearing upon final draft
4. Finalize legislative and policy recommendations
5. Submit recommendations to the General Assembly, the Governor, and CPS
Ideal Outcomes from CEFTF Recommendations

• FAIR *not discriminatory*
• TRANSPARENT *not secretive*
• PLANNED OUT *not crisis-driven*
• COMPREHENSIVE *not piecemeal*
• FISCALLY RESPONSIBLE *not wasteful*
• RESPONSIVE TO THE COMMUNITY *not top-down*
Potential Impacts Beyond CEFTF

• Provide a replicable Educational and Facilities Master Planning process for CPS to implement that establishes clear criteria, priorities, and a process that is fair, transparent, accountable, and fiscally responsible.
• Demonstrate greater fairness and equal access to facility allocation and spending within the entire State
• Create a plan that could benefit school districts throughout Illinois to better manage their facilities and limited funding resources
• Promote educationally and fiscally sound “best practices” through implementation of model policies and legislation in Educational and Facility Master Planning within and beyond Illinois
Proposed Meeting Timetable and Goals

- **Meeting #1**
  - Orientation / overview
  - Hear from expert witnesses
  - Develop process & mechanisms for public input

- **Meeting #2**
  - Review CPS’ relevant data, policies, and initiatives (R2010, Modern Schools Across Chicago, CIP)
  - Review & synthesis of public input

- **Meeting #3**
  - Guidance from experts on best practices for Educational and Facility Master Planning
  - Review & synthesis of public input

- **Meeting #4**
  - Review, revise, and approve draft policies and recommendations
  - Invite pro-bono consultants for feedback on draft
  - Review & synthesis of public input
  - Begin establishing next steps post-CEFTF

- **Meeting #5**
  - Review & synthesis of public input
  - Review, Revise, and approve final policies and legislative recommendations for an Educational and Facilities Master Plan framework
  - Submit to the Governor, General Assembly, and CPS

*The Act does not specify a timetable or dissolve the TF by any deadline.*
Proposed Goals Between Meetings

Public Input:
- Develop a public input form with a point-person to receive input
- Schedule at least 3 public hearing dates with CEFTF participating members
- Identify interviews with specific stakeholders/experts if applicable
- Identify potential focus group opportunities
- Review input and feedback throughout the process and align with priorities, criteria, and/or policies
- Schedule at least 1 public hearing in response to CEFTF’s final draft recommendations
- Recommend revisions to the final recommendations if applicable per the last public hearing

Data Gathering:
- Review CPS data, policies, and initiatives relating to education and facilities
- Review national best practices on Educational Facilities Master Planning

Making Recommendations:
- Begin identifying potential priorities, criteria, and policies in an Educational and Facilities Master Plan to present to the CEFTF
- Continue to revise and refine as needed