



NEIGHBORHOOD CAPITAL BUDGET GROUP

Community Capital Planning Commission's Facility Master Planning Process: Proposed Mission & Roles

Mission of the Community Capital Planning Commission is:

- ☞ To ensure that our facility investments deliver equal opportunities and a world-class education for all our children;
- ☞ To envision a future of which our schools are interwoven with the life of our communities;
- ☞ To develop a model for a comprehensive, balanced, and cost-effective Facility Plan that serves all of Chicago's schools and neighborhoods.

Proposed Roles & Responsibilities of the Planning Commission:

1. To review & provide feedback on the development for the Facility Master Plan (FMP) framework. It is encouraged that members attend the 4 Community Capital Planning Meetings, scheduled between January and June 2004. NCBG also encourages individual meetings with members as requested.

Proposed *Commission* meeting dates:

January 23, 2004
February 27th, 2004
May 14th, 2004
June 11th, 2004

2. To serve as a technical assistant to the Commission by providing individual expertise and data sources to the FMP.
3. To assist in the facilitation of community dialogue meetings and/or individual meetings with interested stakeholders (i.e. Chicago Public Schools, Planning Department, Legislators, etc.) on a volunteer basis.
4. To endorse Chicago's first Facility Master Plan for our Schools & Neighborhoods.

Proposed Work Products:

1. A Model 'Facility Master Plan' for Chicago's Public Schools and Neighborhoods
2. A Piloted Community Engagement Model: Mini- Facility Master Plan for West Town

Framework for a Facility Master Plan (FMP) for Chicago's Schools & Communities

A comprehensive, data-driven and strategic Facility Master Plan should provide **policy statements and guidelines** in the following areas:

1. **Community Engagement:** Decisions should be grounded in a **community driven planning process** that includes parents, teachers, students, principals, community residents, civic leaders, non-profit community organizations and agencies, for-profit developers, elected officials, and all others invested in promoting world-class facilities for all of our children and neighborhoods.
2. **Comprehensive Community Planning:** The Chicago Public Schools, the City of Chicago Department of Planning and Development, the City of Chicago Department of Housing and the Chicago Housing Authority need to strengthen coordinated planning for redevelopment, so that the Chicago Public Schools can better predict and base its facilities planning decisions and spending upon future neighborhood redevelopment trends. **Coordinated planning will also promote fair and equitable distribution of capital resources and investment across neighborhoods and mitigate against any further racial re-segregation.**
3. **New School Construction:** The FMP would **establish guidelines for balancing the demand for new construction projects** needed to (a) Relieve overcrowding, (b) replace structurally deteriorated buildings, and (c) build new schools in newly developed or redeveloping communities lacking school facilities. These decisions will be based upon school enrollment, capacity data, and neighborhood demographic and future projection data.
4. **School Building Modernization and Renovation:** School modernization and renovation projects should be prioritized on the basis of urgency of need to correct health, safety, and fire code violations, as established through regularly updated building assessments. **Scope and design** of modernization and renovation projects should be driven by the curricular and programmatic needs of the schools. A data-driven decision making process for prioritizing modernization and renovation projects would assure that such investments are equitably distributed across Chicago's neighborhoods. Weight should also be given to schools in neighborhood which historically have not received modernization and renovation projects needed to support and deliver their educational programs.
5. **Class Size and School Size:** The FMP should address goals of class size reduction, overcrowding relief, and appropriate sizing of learning communities, and establish standards for building capacity and utilization. The FMP should include explicit policy statements regarding the promotion of small schools and small class sizes, with emphasis on related policy supports necessary for achieving these goals, such as appropriate levels of funding, adequate numbers of teachers, teacher training, site selection, and land acquisition.
6. **Disposition and Preservation of Existing School Buildings and Sites:** The FMP should provide clear guidelines for historic preservation of schools, particularly in the case of proposed school closings, school renovations, and school building re-use. The significance of older neighborhood schools to the history of a local community will also be recognized and considered in determining the disposition of a building. The FMP would provide a transparent and deliberative process for making decisions on school closings, school demolition, and proposed disposition of existing school sites for non-school purposes. Such guidelines should include a "School Closing Impact Study and Alternatives Analysis." When schools are closed, the FMP will prescribe a community driven process to identify alternative community uses for the facility (i.e. community center).
7. **Attendance Boundary Determinations and Adjustments:** The FMP would set out a clear decision making process, with community input, in determining attendance boundaries, and providing for public notification and review when attendance boundaries are adjusted. Any relevant terms and conditions specified in the Modified Consent Decree on School Desegregation would be taken into consideration in crafting the attendance boundary and adjustment decision making process.
8. **Early Childhood Education and Universal Pre-Kindergarten Facility Needs:** The FMP would establish a plan for the implementation of early childhood educational programs as needed throughout the City, and identify the classroom space and other facility conditions needed to achieve this system-wide educational

goal. The FMP policy and guidelines in this area should take into account existing and proposed non-public-school Pre-K programs, resources, and facilities in the surrounding community.

9. **Community Use of Public Schools:** The FMP would lay out a plan and identify the resources necessary to promote and expand the number of community-centered schools in our neighborhoods. The FMP would also delineate policies and guidelines to encourage intergovernmental agreements for joint-use, and promote shared-use agreements and public-private to maximize the full potential of public school facilities to serve as community assets and anchors.
10. **Vocational Education:** The FMP should provide an explicit and achievable plan to provide vocational educational facilities throughout Chicago's neighborhoods.
11. **The Accommodation of Students with Special Needs:** All school facilities should meet the requirements of the Americans with Disabilities Act, accommodate special education needs, and provide universal accessibility for all persons. The FMP would provide a needs assessment statement, and an implementation plan to provide the building renovations and/or designs necessary to achieve this goal over time.
12. **Technology Standards:** The FMP should provide an inventory of information technology resources and needs, and a clear procedure for regularly updating that inventory. The FMP should assure and maintain equal access for all students to state-of-the-art technology.
13. **A Capital Finance Plan:** The FMP should identify the short-term, mid-term, and long-term funding levels needed to implement the capital improvement program objectives derived from the FMP. The Finance Plan should propose strategies for sustaining the capital program over time. The proposed capital finance plan would identify existing revenue streams, potential creative financing opportunities, and plan for adequate funding of operating and maintenance costs associated with the school facility portfolio.
 - Existing revenue streams for the Chicago Public Schools Capital Program include:
 - i. Local – local property taxes, sales/leases from CPS owned property, Tax Increment Financing,
 - ii. State – Illinois School Construction Program
 - iii. Federal – FAA, ADA, E-Rate
 - Potential revenue and/or creative financing opportunities may include:
 - i. Qualified Public Educational Facilities (“QPEF”) Bond Program
 - ii. Tax Increment Financing
 - iii. Intergovernmental agreements
 - iv. Developer Impact fees
 - v. Joint-use and shared-use agreements
 - vi. Public/private partnerships
14. **Charter Schools:** The FMP should consider the current role of charter schools, their facility needs, and the anticipated future role of charter schools in our neighborhoods.
15. **Updating the Facility Master Plan:** The FMP should provide a process for the regular review, evaluation, and revision of the Master Plan, which includes public disclosure of progress to date, and community engagement in determining changes in the Plan. The establishment of an ongoing Community Capital Planning Commission would help to ensure leadership continuity.
16. **Effective and Efficient Implementation:** The FMP should provide for the annual reporting of capital expenditures, project implementation status, and disclosure of needs assessment and project rankings. An oversight and monitoring process should be established to report on the implementation of capital projects one year after their completion.

Proposed Community Area Planning Research Template

BASELINE COMMUNITY AREA PROFILE

I. Community Area Profile

- A. Population
 - 1) Live birth rates
 - 2) Population with projected immigration data
- B. Racial/ethnic breakdown
- C. Median income
- D. Number of school-age children
 - 1) Public vs. private school enrollments
 - 2) Pre-K age children
- E. Housing Stock and Real Estate Characteristics
 - 1) Housing values – change over time
 - 2) Ownership vs. renter
 - 3) # of Section 8 vouchers

II. Community Area Allies & Stakeholders

- A. Schools
- B. Community-Based Organizations & Non-Profit Groups
- C. Housing Developers
 - 1) Not-for-profit
 - 2) Private, non-subsidized

III. Schools

- A. Utilization & enrollment figures
- B. Capital investments to date
- C. New schools (if applicable)
- D. Building code violations
- E. Magnet & special-program schools

IV. Tracking Development

- A. Community-based non profit developers
- B. Private developers
- C. Tax Increment Financing Districts
 - 1) Impact & analysis of the TIF in the community
 - 2) Relevancy
 - 3) Future projected impact on the trends for community development (mixed-use, commercial, housing, redevelopment agreements, etc.)
- D. CHA planned redevelopment areas (if applicable)

COMMUNITY AREA MASTER PLAN

- V. **Community Area Master Plan** [Based upon framework & principals developed to date]

Community Engagement Planning Process

The Community Capital Planning Commission proposes a community-driven planning process whereby community members have an opportunity to actively participate in any Facility Master Planning process that impacts decisions concerning the its public schools and neighborhoods. Community planning recommendations will be used to guide the CPS Capital Improvement Program. The proposed community engagement and input policies are broken down into two primary tiers: community driven planning and public engagement opportunities.

1. **Area Planning Committee** (volunteer community groups and NCBG) will gather all the necessary baseline data to present to the larger community.
2. **Community Dialogue #1** with the Area Planning Committee
 - a. Present and update key and potential allies and stakeholders.
 - b. Present and update current school facility conditions, neighborhood conditions, demographic information, and major redevelopment projects (public and private) if applicable.
 - c. Define the desired conditions of the schools, as it relates to the neighborhood.
 - d. Identify the follow-up steps that will be necessary to meet these desired goals.
 - e. Create a methodology for a practical and fair way to prioritize the work needed.
3. **Master Planning Revision Process:** NCBG will assist with the draft model plan, based upon the community dialogue.
4. **Community Dialogue #2** with the Area Planning Committee: NCBG and allies will hold additional community dialogues and seek feedback on the revised draft Master Plan.
5. **Master Planning Revision Process:** NCBG will revise the model Master Plan, based on the feedback.
6. **Final Community Dialogue #3:** NCBG and community partners will host a final Community Area Dialogue meeting to approve and finalize the Community Area Facilities Master Plan.
7. **Model Master Plan Report.** NCBG and the Area Planning Committee will submit this piloted Master Plan to the Community Capital Planning Commission.

Public Engagement Opportunities

The public engagement opportunities, in addition to the community engagement planning process, will include:

- Annual Capital Budget Hearings that take place early enough in the school year to truly impact the Board of Education's final decision to approve the Capital Improvement Program. It is recommended that capital budget hearings shall take place after January 1st of the current fiscal year, and no later than April of the current academic year, in order to impact CIP decisions for the following fiscal year.
- Monthly Board of Education meetings
- CIP request forms available to submit via fax, mail, or website throughout the school year.
- Rights of Local School Councils to form a Facilities sub-committee to identify and advocate for the needed facility improvements.
- Building new schools – facilities planning and design
- School closings – proposals to combat school closings and propose alternative programs
- School closing and facilities re-use – impacting decisions to retain the facility and school site and propose alternative uses that can meet the community's needs.