

Summative Assessment: Speech on Public Policy

Tax Increment Financing or (TIF) funds have been categorized by the mayor as a “slush fund,” an issue so important she vowed reform. As learned in class, these projects begin with the elected officials of Chicago making decisions about where to make investments with taxpayer monies in “blighted areas.” There has been much debate historically over who receives these monies, issues with lack of transparency, and whether investing taxpayer money for the sake of economic development is ethical, especially at a time when essential services go underfunded throughout the city. Our school itself falls within the *53rd Street* TIF investment zone, whereas the majority of the Kenwood neighborhood itself has no opportunity for these funds. **While the means for the creation of the funds were controversial, the boons of these investments over the last decade are undeniable, with over 2 billion dollars available for future investment.**

When coming into office Mayor Lori Lightfoot promised sweeping reforms to the TIF program, and in your role as a city councilman it is your responsibility to hold her accountable to the promises she made to voters. After having provided her adequate time to implement the plan she debuted in February of 2020, you plan to deliver a speech to the constituency of your own choosing, on whether or not you believe she has adequately met those specific goals, as well as, whether those goals go far enough. **Has her plan been effective enough in dealing with the effects of gentrification brought on by large scale investments in large corporations instead of small businesses, neighborhood services and education? Is there a better place to invest this money?**

Your great speech should include:

- 3-5 minutes in run time**
- An explanation on how gentrification impacts communities in Chicago**
 - 1 specific examples of non harmful socio and economic effects of gentrification in a local community
 - 2 specific examples of harmful socio and economic effects of gentrification in local communities
- Review of key points of mayor’s plan on TIFs**
 - What did she promise?
 - What did she deliver?
 - What could be better?
 - Does it address the negative implications of gentrification?
- A clear position on whether those funds should be open to community services and education services in residential areas, and in what capacity**
 - One strong piece of evidence as cited from material in the unit.
- Awareness of audience**
 - Proper tone
 - Adaptation for demographics of constituency

Criteria/Standards	Limited (C-D)	Proficient (B/C+)	Exemplar (A)
<p>Articulate effective summary of key impacts of gentrification</p>	<p>Student provides a limited or partially incorrect summary of how gentrifications affects communities in Chicago.</p> <ul style="list-style-type: none"> • Does not provides a correct example of non-harmful effects of gentrifications • Provides an unclear example of the harmful effects of gentrification 	<p>Student presents a vague or less complete summary of how gentrification affects communities in Chicago.</p> <ul style="list-style-type: none"> • Provides at least 1 partial example of non-harmful effects of gentrification • Provides at least 1 clear example of harmful effects of gentrification 	<p>Student presents accurate and comprehensive summary of how gentrification affects communities in Chicago</p> <ul style="list-style-type: none"> • Provides at least 1 clear example of non-harmful effects of gentrification • Provides at least 2 clear example of harmful effects of gentrification
<p>Articulate effective critique on how the elected officials of Chicago are addressing gentrification through public policy creation.</p>	<p>Students present an ineffective argument on the success of Lori Lightfoots aims of TIF reform through creation of misc. public policies</p> <ul style="list-style-type: none"> • Provides unclear example from the goals of Lightfoot's reform • Provides an unclear example of a promise fulfilled through misc. policy action • Student does not provide a clear suggestion for improvements that could be 	<p>Students present a partially effective argument on the success of Lori Lightfoots aims of TIF reform through creation of misc. public policies</p> <ul style="list-style-type: none"> • Provides clear examples of at least 1 goal of Lightfoot's reform • Provides a somewhat clear example of a promise fulfilled through misc. policy action • Provides at least 1 suggestion for how improvements could be made to reform efforts 	<p>Students present an effective argument on the success of Lori Lightfoots aims of TIF reform through creation of misc. public policies</p> <ul style="list-style-type: none"> • Provides clear examples of at least 2 goals of Lightfoot's reform • Provides at least 1 clear example of a promise fulfilled through misc. policy action • Provides at least 1 suggestion for how improvements could be made to reform efforts <p>Students' speech has a clear position on whether the city is doing enough to address the negative</p>

	<p>made to reform efforts</p> <p>Students' speech has a clear position on whether the city is doing enough to address the negative impacts of gentrification.</p> <ul style="list-style-type: none"> • Provides unclear example of suggested TIF reform and does not cite whether that effort would help or harm the cities efforts to address gentrification. 	<p>Students' speech has a clear position on whether the city is doing enough to address the negative impacts of gentrification.</p> <ul style="list-style-type: none"> • Provides at least 1 example of other suggested TIF reform and but fails to fully cite whether that effort would help or harm the cities efforts to address gentrification. 	<p>impacts of gentrification.</p> <ul style="list-style-type: none"> • Provides at least 1 example of other suggested TIF reform and cites whether that effort would help or harm the cities efforts to address gentrification.
<p>Presentation of Knowledge and Ideas</p>	<p>Student does not present appropriate substance or style for chosen audience.</p> <ul style="list-style-type: none"> • Does not provide an example in speech that speaks to an issue related to the chosen constituency. • Students do not demonstrate an understanding crafting a tone through language choice related to the chosen constituency. 	<p>Student presents appropriate substance and/or style for chosen audience.</p> <ul style="list-style-type: none"> • At least one example during their speech speaks to an issue related to the chosen constituency. • Students demonstrate a partial ability to convey a tone through language choice related to the chosen constituency. 	<p>Student presents appropriate substance and style for chosen audience.</p> <ul style="list-style-type: none"> • At least two examples during their speech speak to an issue related to the chosen constituency. • Students demonstrate ability to convey a tone through language choice related to the chosen constituency.