

APPROVED

2021-2022

CHICAGO PUBLIC SCHOOLS

BOYDGE



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Dear Friends and Colleagues,

Despite unprecedented, ongoing challenges created by a global pandemic, Chicago Public Schools (CPS) continues to focus on what matters most—providing an equitable, high-quality education for all students.

The proposed FY2022 budget balances the unique needs of today's learners with the future we see for our students after COVID-19. With the federal stimulus funds CPS received, the district has created [*Moving Forward Together*](#), a new two-year initiative that will invest more than \$525 million in the resources and supports our students and school communities need as they emerge from the pandemic. In FY2022, \$267 million will be devoted to *Moving Forward Together* initiatives, funding programs such as a CPS Tutor Corps, behavioral and mental health teams in every school, and upgraded technology that will allow teachers and students to fully utilize [*Skyline*](#), a modern, standards-aligned, and culturally-responsive curriculum.

The district is receiving \$2.6 billion between FY2021 and FY2024 in COVID-related emergency federal funding through ESSER II and ESSER III. The FY2022 budget includes \$1.06 billion in funding from the federal ESSER II and ESSER III allocations to address students' needs aligned to the three ESSER priority areas: 1) Emerging stronger post-pandemic, with a focus on a safe return to in-person instruction; 2) Maintaining continuity of service, including maintaining staffing and adding additional resources in schools, and 3) Resource equity addressing the disproportionate impact of COVID-19 on communities of color and communities experiencing poverty.

CPS schools are also receiving more than \$225 million in additional funding as part of this year's proposed budget. These funds will support the following investments, which we are confident will move us toward our goal of providing a high-quality education for every child, no matter their race, zip code, or country of origin. In the year ahead:

- **\$85 million will support student needs due to the pandemic.** Part of *Moving Forward Together*, more than half of these funds can be used at each school's discretion to provide targeted student support, while the remaining funds will be distributed to Out-of-School Time enrichment programs and charter schools.
- **\$66 million in equity grants will continue promoting equity throughout the district.** This record-high investment will support high-quality instruction at more than 400 schools experiencing low or declining enrollment, as well as community hardship.
- **\$32 million will mitigate the impact of COVID-19 on school enrollment.** In our budget engagement meetings, school communities noted their concern about declines in student enrollment during the pandemic. In response to that feedback, CPS is investing \$32 million to ensure schools are not harmed by enrollment declines caused by COVID-19.
- **\$17 million will increase staffing levels in critical support roles.** As part of the district's multi-year commitment to ensure that all students benefit from the specialists they need to access a well rounded education, this investment will fund 78 nurse, 44 social worker, and 51 special education case manager positions, resulting in record high staffing levels for the district.

- **\$30 million will support special education and expand opportunities for diverse learners.** This funding will not only advance equity and support student needs, but it will also provide all selective enrollment high schools with at least one additional special education teacher position as part of our commitment to more than doubling the number of diverse learners who are offered spots at selective enrollment high schools.

The FY2022 budget also includes \$672 million in guaranteed capital spending to focus on priority facilities needs at neighborhood schools. This includes upgrading mechanical systems which control the indoor environment and air-quality of our schools; expanding the number of full-day pre-k classrooms; increasing ADA accessibility; modernizing restrooms; improving student recreation and athletic facilities; and upgrading technology.

In keeping with the equity focus outlined in our [Five-Year Vision](#), the FY2022 capital budget was developed using the district's Equity Index—a tool created last year by CPS' Equity Office to inform where resources are most needed throughout the city. It was also formed by recommendations from the district's [School Funding Working Group](#) as well as the invaluable feedback gathered from families, educators, and partners at community budget forums held earlier this year as part of a multi-year commitment from Chicago Mayor Lori E. Lightfoot and CPS leadership to give families and school communities platforms for providing feedback on improving equity within schools.

With equity at its core, the FY2022 budget reflects our district's continued financial stability and invests in programming, technology, staffing, and infrastructure that aligns with the commitments established by our district's [Five-Year Vision](#). As we prepare for the new school year, when we will welcome students back to in-person learning five days a week, CPS remains committed to meeting the needs our students face today while setting them up for continued success in the future.

Sincerely,



José M. Torres, PhD
Interim Chief Executive Officer
Chicago Public Schools

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Letter from CPS Leadership

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Reader's Guide

The Chicago Public Schools' (CPS) FY2022 Proposed Budget is the financial policy plan proposed to the Chicago Board of Education for the fiscal year beginning July 1, 2021 and ending June 30, 2022. The proposed budget is available to the public at www.cps.edu/budget. The website contains the official budget document as well as an interactive site that includes detailed reports on all dollars and positions in the district budget. Physical copies of the FY2022 Proposed Budget are available at the Board Office at 1 North Dearborn St., Suite 950, Chicago, Illinois 60602.

The FY2022 Proposed Budget includes narrative overviews of CPS programs, goals, financial policies, and procedures; a budget summary; and detailed financial tables.

The following chapters are included:

Budget Overview

The Budget Overview provides a summary of the district's budget and highlights the district's major strategic initiatives and developments around funding. The Overview discusses how resources are invested to achieve district goals and objectives. Summary tables, including year-to-year and budget-to-actual-comparisons, provide additional insight into CPS' financial picture.

Revenue

This chapter describes each of the district's revenue sources, the assumptions and factors that influence our revenue projections, and year-to-year comparisons.

Schools and Networks

This chapter provides an overview of school budgets and the resources given to schools, as well as a year-over-year comparison of total school funding. It defines the various types of schools in Chicago, the demographics, and the programs provided to students. Additionally, the chapter outlines the network management structure for district-run schools, which provides administrative support and leadership development to schools and school leaders.

Departments

This section profiles each Central Office department, including its mission and major programs, FY2022 budget summary, major accomplishments, and key budget initiatives.

Pensions

This chapter provides a basic overview of the district's pension obligations, funding streams, and projected future outlook.

Capital Budget

This chapter describes CPS' plan for major infrastructure investments, outlines the projected expenditures for multi-year projects, and explains the impact of the capital budget on operating expenses. A separate capital plan website with project details can be found at www.cps.edu/capitalplan.

Debt Management

This chapter provides detail on the Board's debt management practices. It presents a complete picture of the district's use and management of debt, including current outstanding debt, proposed debt issuances, and all debt service requirements.

Organization Chart

The organization chart reflects the leadership and organizational structure for CPS.

Fund Balance Statement

This chapter explains CPS' goals for maintaining and calculating a minimum fund balance (cash reserve).

Fund Descriptions

This chapter describes the four governmental fund types used by CPS to ensure taxpayer dollars are spent as authorized: General Fund, Special Revenue Funds, Capital Projects Funds, and Debt Service Funds. CPS will continue to distinguish how funds are received and spent by using the following categories: General Budgeted Funds, School Generated Funds, State and Federal Grant Funds, Capital Projects Funds, and Debt Service Funds.

Cash Management

This chapter provides detail about CPS' projected cash flow throughout the fiscal year and cash management strategies.

FAQs

This section includes answers to some typical questions about the Budget Book and our interactive website.

More Information

This section includes the following appendices:

- **Appendix A — Demographics:** Provides detailed information about the district structure, school population and employees, and the larger community in which our students and their families reside.
- **Appendix B — School Funding Formulas:** Outlines the funding formulas used to allocate resources to schools.
- **Appendix C — Budget Process:** Provides CPS' detailed budget calendar and process, which is required by law.
- **Appendix D — Financial Policies:** Explains the policies and procedures followed during the budget process.
- **Appendix E — Glossary:** Provides an alphabetical listing of specialized terms found throughout the budget book.

Interactive Budget Reports

In addition to the budget book, CPS provides enhanced interactive budget reports that allow readers to view the entire operating budget and get more detail on any component of the budget.

The interactive reports include:

- Budget by Unit, including schools and Central Office departments
- Budget by Fund, such as general fund or federal and state grants

- Budget by Account, such as salary, benefits, commodities, and contracts
- Budget by Program, such as instruction, support services, and community services
- Revenues and Expenditures report, providing information on general operating funds, as well as debt service and capital funds
- Find My School, which lists all schools by network

The reports provide a high-level overview before drilling down into more detail. For example, if you search under “Budget by Unit,” you will find the department (or parent unit) name, three-year budget and expenditure detail, and a three-year view of budgeted and ending full-time equivalent positions. These are followed by the individual department units that roll up to the parent unit, with budgets and positions listed by Fund-Grant. For tracking purposes, grants that are subject to rollover each year are assigned a new six-digit identifying number. Some grant periods cross fiscal years.

Expenses are identified by program numbers, which correlate to state function codes. Code 1000, for example, pertains to all instruction-based expenditures. Select “State Function Description” to get a complete list of program names and numbers.

The “Find Your School Budget” report is the quickest way to get budget information about a particular school. The top of the report contains a search box where you can type a school name and go directly to that school’s budget.

The School Budget reports also allow you to drill down for more detailed information such as:

- Student enrollment counts
- A school’s budget by account
- A school’s budget by fund source
- The number of teachers and support personnel positions budgeted and staffed at the school

FY2022 Budget Overview

Introduction

Like school districts throughout the country, Chicago Public Schools (CPS) continues to manage the impact COVID-19 has had on our school communities. Our FY2022 budget provides the near-term resources needed to help students heal from the pandemic while investing in the long-term interests of our schools and promoting responsible investment and financial stability. This budget builds on the commitments of academic progress, financial stability, and integrity established by the district's Five-Year Vision, which was released in the spring of 2019.

Our FY2022 operating budget totals \$7.8 billion and invests \$4.4 billion in school-level funding (an increase of more than \$266 million from last year). Our capital budget invests \$706.6 million in projects that will help ensure students across the city have access to modern, safe school buildings for years to come. School budgets for FY2022 will provide CPS schools with a comprehensive set of supports to advance equity; expand access to free pre-k; meet the needs of diverse learners; increase nurse, social worker, and case manager staffing to record-high levels; and address unique student needs arising from the pandemic.

Stronger School Budgets Through Impactful Community Engagement

Our FY2022 operating budget reflects feedback provided through an extensive community engagement process undertaken by the district. In alignment with recommendations made last year by the CPS School Funding Working Group, the district held four public forums this winter to gather input on school funding and other priority areas in the year ahead. School budgets were informed by the feedback that CPS received, which focused on the need to address enrollment loss during this past year, academic and social and emotional needs as a result of the pandemic, and resource equity.

Healing from the Pandemic

The proposed FY2022 budget balances the unique needs of today's learners with the future we see for our students after the era of COVID-19. The district has created [*Moving Forward Together*](#), a new multi-year initiative that will invest more than \$525 million in the resources and supports our students and school communities need as they emerge from the pandemic, such as mental health supports, access to tutors and mentors, new technology, expanded summer learning, and job opportunities. *Moving Forward Together* is designed to be an iterative plan that includes feedback from school leaders, teachers, students, parents, and community partners.

Schools will receive \$85 million in new, supplemental funding next year to use as they see fit to address needs created by COVID-19: \$47 million of those funds can be used at the school's discretion to provide targeted student support and \$23 million will be used to expand Out-of-School Time enrichment programming at all schools. The remaining \$15 million will be allocated to charter schools to represent their proportionate share of the funding. *Moving Forward Together* funds will be distributed using a holistic [*School Investment Index*](#) to ensure that our hardest hit communities are prioritized.

Additionally, because schools in Chicago have seen a significant decline in enrollment due to the pandemic, the district has revised its funding methodology and invested an additional \$32 million to ensure that schools are not harmed as a result of enrollment declines that were associated with the pandemic. By calculating what enrollment decline levels are likely pandemic-related based on prior years' trends, 262 schools received additional funding to offset the impact. A detailed breakdown of the methodology can be found [here](#).

Narrowing the Opportunity Gap for Students Most in Need

CPS remains focused on improving equity in our schools and is committed to ensuring all students receive the same opportunities for a high-quality education, regardless of their race, zip code, country of origin, or diverse learning needs.

The FY2022 budget allocates millions of dollars to ensure that students who most need support will receive the necessary resources to help them reach their full potential. Also, in order to target resources for the schools in greatest need, the CPS Equity Office developed a new Opportunity Index, which identifies high-needs schools based on a variety of factors, including income, diverse learner populations, community life expectancy, teacher retention, and SQRP rating. For example, CPS has increased funding for our Equity Grant program from \$44 million last year to \$66 million in FY2022 to help ensure that the more than 400 schools experiencing low or declining enrollment or community hardship can continue offering high-quality academic programs this school year.

Increasing Funding and Opportunity for Diverse Learners

The FY2022 budget also includes an additional \$30 million to support special education needs and expand opportunities for diverse learners at selective enrollment high schools. Last year, CPS instituted a new special education funding process to ensure consistent methodology equitably allocates resources throughout the district. This year, we are maintaining that methodology and increasing our investments to reflect changing student needs, expand access to blended early childhood programs, and provide diverse learners greater access to selective enrollment high schools.

Earlier this school year, [CPS committed](#) to more than doubling the number of diverse learners who are offered spots at selective enrollment high schools. All selective enrollment high schools are receiving at least one additional special education teaching position and one additional case manager position to ensure adequate support for these students.

Moving Closer to Universal Pre-K

CPS is investing an additional \$16 million to add free full-day pre-k classrooms and serve more than 1,200 additional students in 17 communities—bringing the total of full-day seats to 16,020. As a result of this continued investment, CPS has made age four the point of entry to free, full-day instruction for the vast majority of Chicago families, including all families in our highest-need communities. Access to high-quality pre-k is one of the strongest predictors of a student's long-term achievement, and our continued expansion of free, full-day pre-k will positively impact Chicago's students for generations.

As part of this expansion, CPS is continuing to prioritize students with special needs, increasing full-day access for four-year-old diverse learners by adding blended classrooms.

More CPS Nurses, Social Workers, and Case Managers than Ever Before

As part of the district's multi-year commitment to dramatically increase staffing levels in critical support roles, such as full-time nurses, social workers, and case managers, staffing levels are currently at an all-time high. The district continues to work toward providing a nurse and social worker in every school by the 2023-24 school year.

For FY2022, the district is budgeting \$17 million in additional funds for 78 nurse, 44 social worker, and 51 special education case manager positions. The majority of the nurse positions have already been opened in order to help respond to the needs of the COVID-19 pandemic. This will result in a total of 504 nurses, 580 school social workers, and 214.5 case managers in our schools, which will each be a record high for the district.

Case manager positions are allocated directly to schools, and those funds appeared in the school budgets principals received last spring. Nurse and social worker positions are budgeted centrally and have been included as part of the FY2022 operating budget.

Continuing the Expansion of High-Quality Academic Programs

During the 2021 school year, CPS completed its third annual Academic Program Request for Proposal (RFP) process, which allows school communities to apply for high-quality academic programs to supplement their current educational offerings. Since launching the Academic RFP two years ago, we have added new academic programs to more than 50 schools. All programs that were awarded during the past two years will continue to receive funding this year, and an additional investment of \$7.5 million will fund new high-quality programs that were awarded to seven schools last spring, including STEAM, International Baccalaureate (IB), dual-language, and fine and performing arts.

These investments will enrich the experience of nearly 4,000 students, 93 percent of whom are Black and Latinx and approximately 89 percent of whom live in low-income communities. All seven schools filled programmatic gaps in their regions as outlined in the district's [Annual Regional Analysis \(ARA\)](#)—a comprehensive resource that is updated regularly and provides CPS families with critical information about enrollment, school quality, and academic offerings at the CPS schools in their neighborhoods.

Highlights of these programmatic investments include:

- **International Baccalaureate:** More than 20,000 students at 64 schools will have access to IB programs. A new program at Kilmer Elementary School will be created to serve more than 400 additional students.
- **STEM/STEAM:** More than 21,000 students at 46 schools will engage in modern STEM and STEAM (Science, Technology, Engineering, Arts, Mathematics) programming. New programs will be established at three elementary and middle schools, each creating attendance area pipelines into high schools with Early College STEM and STEAM programming:
 - West Park Academy (STEAM) to North-Grand High School (Early College STEAM)

- Ruggles Elementary School (STEAM) to Englewood STEM High School (Early College STEM)
- Hernandez Middle School (STEM) to Solorio High School (Early College STEM)
- **Fine and Performing Arts:** More than 41,000 students at 72 schools will benefit from comprehensive arts instruction. New programs at Bright and Nash elementary schools will be created to serve nearly 500 students.
- **Dual Language:** Students at 43 schools will [develop literacy and fluency in two languages](#) through Dual Language programs. A new program will be created at Nathan Davis Elementary School.

Student-Based Budgeting Increase and Guaranteed Funding For the Year Ahead

The Student-Based Budgeting (SBB) rate for FY2022 is increasing by 3 percent to cover the cost of teacher salary increases in the year ahead. And consistent with the district’s approach since 2018, school budgets are guaranteed minimum funding levels that will not be reduced in the fall, even if a school’s enrollment declines. And if fall 2021 enrollment exceeds last year’s enrollment, schools will receive additional funding. This funding approach gives principals the ability to plan with confidence, knowing that their funding allocation will not decrease if enrollment declines.

Investing Equitably in School Buildings Throughout Chicago

Even as we address the unprecedented challenges presented by COVID-19, we remain committed to the long-term investments that will help more of our students access safe, modern school buildings. FY2022 budget includes \$706.6 million in capital spending to focus on priority facilities needs at neighborhood schools, including upgrading mechanical systems which control the indoor environment and air-quality of our schools; expanding the number of full-day pre-k classrooms; increasing ADA accessibility; improving student recreation and athletic facilities; and upgrading technology.

In keeping with the equity focus outlined in our [Five-Year Vision](#), the FY2022 capital budget was developed using the district’s Equity Index—a tool created last year by CPS’ Equity Office to inform where resources are most needed throughout the city. The district also conducted five public meetings and evaluated more than 500 survey responses to gather community input during the capital plan development process.

Strengthening High-Quality Neighborhood Schools

CPS will invest \$328.6 million to address facility needs and strengthen neighborhood schools throughout the city. Projects include rebuilding roofs and mechanical infrastructures, stabilizing chimneys, and replacing fire alarms to ensure Chicago’s school buildings remain safe, modern learning environments for years to come.

On top of this capital investment is \$20.5 million to promote Americans with Disabilities Act (ADA) accessibility at 33 CPS schools. This is part of a multi-year, \$100 million commitment to improve the accessibility of parking lots, main entrances, main offices, and public restrooms, and make the first floor of every school building accessible to people with disabilities.

Expansion of Free Full-Day Pre-K

CPS is continuing to build on our commitment to provide free full-day pre-k to all four-year-olds in Chicago. In FY2021, the district invested \$100 million to complete classroom conversions and to renovate existing pre-k classrooms. Building on this investment, the FY2022 capital plan includes \$80 million to complete the remaining expansions and classroom conversions for the 2021–22 and 2022–23 school years.

Investments to Support High-Quality Academics and Enrichment

CPS is investing \$30.5 million to modernize classrooms and ensure all buildings are able to support 21st century learning environments. These investments include:

- \$20 million to renovate existing student recreation and athletic resources, such as stadiums, athletic fields, and natatoriums.
- \$10.5 million in building upgrades to support STEM, STEAM, IB, and world language programs at seven schools.

Site Improvements that Foster Learning

This year's capital budget also includes \$37.6 million to design and build new playgrounds, playlots, and school yards at more than 30 schools across the city so that students can benefit from a well-rounded education that promotes healthy and active development. We are also continuing our multi-year investment in the school Technology Modernization Program, allocating \$46.4 million to upgrade school network infrastructure to address equitable connectivity, replace aging hardware at schools, and upgrade our data warehouse and data backups. And to support student safety at every school, \$2 million will fund new security equipment including cameras, intercom phones, alarms, and screening equipment.

Investing Produces Results

The FY2022 budget provides our school communities with the resources they need to build on their record-breaking gains. In the past year, our schools have earned the following recognition and achievements:

- In 2020, CPS students achieved a new record-high graduation rate of 82.5 percent, which was propelled by the academic progress of African American and Latinx students. This graduation rate marks an increase of nearly 27 percentage points from 2011, when only 56.9 percent of CPS students earned a high school diploma.
- More high school students are staying in school than ever before, with the one-year dropout rate at an all-time low of 5.6 percent in 2020, which is down from 6 percent in 2019. These improvements were largely driven by African American students, who had a decrease of 0.9 percentage points since 2019 (from 8.1 percent to 7.2 percent in 2020), with African American males seeing a decrease of one percentage point (from 9.0 percent to 8.0 percent in 2020), the largest of any other demographic group. Encouraging trends were also seen among diverse learners, who had a 1.1 percentage point decrease compared to last year (from 7.7 percent to 6.6 percent in 2020).

- In 2020, more CPS graduates than ever—49.3 percent—earned college and career credentials while still in high school, making college more accessible and affordable for students and their families.
- The Class of 2020 was the first class to graduate under Learn.Plan.Succeed., which ensures seniors have meaningful planning conversations with dedicated staff and submit concrete post-secondary plans. More than 97 percent of seniors at district-operated schools submitted a plan, and nearly 83 percent of those plans included a college acceptance.
- Last year’s graduating class earned over \$1.16 billion in scholarship offers, making 2020 the fifth straight year that students have earned over \$1 billion. Expanding access to college-level programming and support from dedicated school counselors and college and career coaches have helped ensure students are aware of scholarship opportunities and receive the support they need to complete applications. More than 10,000 seniors accessed the CPS Academic Works Scholarship tool, which is a resource that pairs students with over 200 strategic scholarships that are promoted throughout the school year.
- Groundbreaking new research from the UChicago Consortium on School Research showed that nearly 80 percent of CPS English Learners developed English proficiency by eighth grade and play a key role in contributing to the district’s academic progress. The research also found that the majority of former ELs matched or exceeded the progress of their peers on key academic indicators, such as GPA, attendance, and Freshman OnTrack.
- Since the start of the pandemic, the district has provided more than 45 million meals to students at hundreds of sites across the city. Additionally, CPS distributed approximately 200,000 devices and has helped make free, high-speed Internet available to all low-income students through the groundbreaking Chicago Connected program.

The investments outlined in this budget will allow students to build on this considerable momentum and maintain the reputation Chicago has established as a national leader in education.

Impact of COVID-19 and Federal Relief Funding on FY2022 Budget

As CPS plans for a full return to school this fall, new challenges introduced by the COVID-19 pandemic require significant levels of additional investment. In response to these unprecedented challenges, the federal government has passed a series of economic relief packages to fund new costs and cover lost revenues resulting from the pandemic. These relief packages—the most recent of which includes nearly \$1.8 billion for CPS as part of the American Rescue Plan—provide funding through 2024, as the financial impact of the pandemic on school districts throughout the country is not likely to be short-term.

The Elementary and Secondary School Emergency Relief Funds (ESSER) provide vital resources to address diverse needs arising from or intensified by the COVID-19 pandemic for all schools and students. CPS’ FY2022 budget includes \$1.06 billion in funding from the federal ESSER II and ESSER III allocations to address students’ needs aligned to the three ESSER priority areas: 1) emerging stronger post-pandemic, with a focus on a safe return to in-person instruction; 2) maintaining continuity of service including maintaining staffing and adding additional resources in schools, and 3) resource equity addressing the disproportionate impact of COVID-19 on communities of color and communities experiencing poverty. Specific investments include:

- \$267 million in funding to support year-one investments in the district's two-year, \$525 million *Moving Forward Together* plan.
- \$132 million to support student re-engagement and school opening costs in the fall, covering one-time costs related to technology, personal protective equipment, cleaning supplies, school maintenance, vaccination efforts, and other costs that may arise as CPS transitions back to a full return to school.
- \$100 million to support projects focused on improving air quality by renovating and replacing school mechanical systems.
- \$288 million to support school-based programmatic investments, allowing the district to continue to grow investments in the equity grant, invest in special education teachers and paraprofessionals, and expand new academic programs and early childhood classrooms.
- \$178 million to fund school-based instructional positions.
- \$95 million to provide a proportionate share of ESSER funding to charter and contract schools.

FY2022 Budget Overview

CPS revenues are projected to increase in FY2022, keeping the district on track for continued fiscal health after years of fiscal uncertainty. The two largest revenue sources, property tax and state Evidence-Based Funding for K-12 education, project continued growth in FY2022. The FY2022 budget is bolstered by additional ESSER II and ESSER III federal relief funding to safely open schools this fall, fund the *Moving Forward Together* initiative, and continue investments driving equity and academic progress across the district.

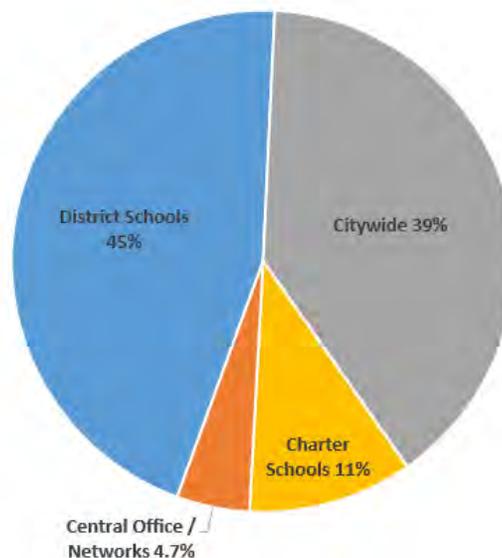
Budget Overview Table 1: FY2022 Proposed Operating Budget (Millions)

	FY2021 Operating Budget	FY2022 Operating Budget	FY2022 vs. FY2021 Budget
Property Tax	\$3,204.0	\$3,318.1	\$114.1
Replacement Tax	\$155.5	\$195.5	\$40.0
TIF Surplus	\$96.9	\$136.9	\$40.0
All Other Local	\$289.6	\$260.3	(\$29.3)
Total Local	\$3,745.9	\$3,910.8	\$164.9
State Aid	\$1,578.9	\$1,549.6	(\$29.3)
State Pension Support	\$266.9	\$278.0	\$11.1
Total State	\$1,845.8	\$1,827.6	(\$18.2)
Federal	\$1301.8	\$2,073.1	\$771.3

Investment Income	\$0.5	\$0.1	(\$0.4)
Total Reserves	\$22.0	\$10.0	(\$12.0)
Total Revenue	\$6,916.0	\$7,821.6	\$905.6
Total Expenditures	\$6,916.0	\$7,821.6	\$905.6

CPS' total operating budget includes \$7.82 billion in funding, with 95 percent of these funds directly supporting schools. Along with funding allocated directly to district, charter, and contract school budgets (56 percent), city-wide funding allocations (39 percent) provide centrally managed support, such as custodians, nurses, social workers, security, and other functions, directly to schools and include funds transferred to schools after the start of the year (i.e., fall enrollment funding adjustments, potential grants, etc.). Less than 5 percent of the CPS operating budget covers central office and network costs.

Budget Overview Chart 1: Operating Budget by Location



For additional details on the FY2022 operating budget, please see Appendix II of this chapter, as well as the Revenue Chapter of the Budget Book.

FY2022 Capital Budget Overview

CPS is committed to promoting equitable access to high-quality school environments, and equity served as the foundation for the FY2022 capital plan. The district's Equity Office played an important role in developing the FY2022 capital proposal by helping to ensure that resources are distributed fairly and equitably across CPS schools so that all students can share in the district's record-setting progress. In addition, the FY2022 capital budget planning process included several enhancements, most notably around transparency and community outreach. The district conducted five public meetings and evaluated over 500 survey responses to gather community input during the capital plan development process.

The CPS facility portfolio includes 522 campuses and 798 buildings. Our average facility age is over 80 years old, and over \$3 billion is required to maintain these facilities. Since FY2016, CPS has invested over \$3 billion into capital improvements across the district. These projects include major renovations to ensure our schools stay warm and dry, relieve overcrowding, add security cameras to provide a safer environment for our children, and aid programmatic enhancements. Additionally, CPS is investing \$100 million over five years to ensure all CPS campuses are more accessible.

The FY2022 capital budget is primarily funded by future issuance of general obligation bonds, which are principally repaid by Evidence-Based Funding (EBF). A portion of the FY2022 budget is also funded by Federal ESSER III funds and potential outside resources as they become identified.

Full details on the FY2022 capital budget are available on the interactive capital plan website: www.cps.edu/capitalplan. The site allows users to quickly select projects by school, geographic area, type, and year.

CPS' capital plan aligns with the priorities outlined in the draft [Educational Facilities Master Plan](#). Future projects will be determined by equity, assessed need, educational priorities, and available funding.

FY2022 Debt Budget Overview

The Board of Education is authorized by state law to issue notes and bonds, enter into lease agreements for capital improvement projects, and assist in the management of cash-flow and liquidity. As of June 30, 2021, the Board has approximately \$8.4 billion of outstanding long-term debt and \$244 million of outstanding short-term debt. FY2022 includes appropriations of \$763 million for long-term debt service payments. Approximately \$12 million of appropriations for interest on short-term debt is included in the operating budget.

CPS' Capital Improvement Program, described in the Capital chapter, funds long-term investments that provide our students with a world class education in high-quality learning environments. CPS relies on the issuance of bonds to fund the investments laid out in our Capital Improvement Program, which include roofs, envelopes, and windows; state-of-the-art high school science labs; high-speed internet and digital devices; playgrounds and athletic fields; and expansion of full-day pre-k and other high-quality programmatic investments. Bonds are debt instruments that are similar to a loan, requiring annual principal and interest payments.

For additional information on the FY2021 Debt budget, please see the Debt chapter of the budget book.

Appendix I: FY2021 Operating Budget Financial Performance

FY2021 year-end estimates project CPS to outperform budget expectations by \$64 million and end the fiscal year with a \$42 million operating surplus. Revenues in the initial FY2021 budget were \$22 million less than budgeted expenditures, reflecting the district’s ability to budget unspent, restricted grant revenues from the prior year. Additionally, the district received \$32 million in revenues below budget, largely due to budgeted grant contingencies that the district spends only if funding materializes.

Appendix I Table 1: FY2021 Year-End Estimates (millions)

	FY2021 Budget	FY2021 Estimated End of Year	Variance Over (Under) Budget
REVENUES			
Property Tax	\$3,204.0	\$3,171.8	(\$32.2)
Replacement Tax	\$155.5	\$242.5	\$87.0
TIF Surplus	\$96.9	\$126.9	\$30.0
All Other Local	\$289.6	\$289.6	\$0.0
State	\$1,578.9	\$1,570.8	(\$8.0)
State Pension Support	\$266.9	\$266.9	\$0.0
Federal	\$1,301.8	\$1,193.0	(\$108.8)
Investment Income	\$0.5	\$0.5	\$0.0
Total Revenue	\$6,894.0	\$6,862.0	(\$32.0)
EXPENDITURES			
Salaries	\$2,934.1	\$2,943.1	\$9.0
Benefits	\$1,650.0	\$1,650.4	\$0.4
Contracts	\$1,471.7	\$1,516.9	\$45.2
Commodities	\$326.2	\$325.6	(\$0.6)
Transportation	\$121.2	\$98.2	(\$23.0)
Equipment	\$71.8	\$96.8	\$25.0
Contingencies/Other	\$341.0	\$189.0	(\$152.0)
Total Expenditures	\$6,916.0	\$6,820.0	(\$96.0)
Revenues in excess of (less than) Expenditures	(\$12.0)	\$42.0	\$64.0

Revenues

Local Revenue

The year-end total of property tax revenue is projected to be \$32 million below the originally budgeted amount of \$3.2 billion due to the impact of the Cook County Assessor's off-cycle reassessment to account for the impact of COVID-19 on property values. As in FY2021, CPS anticipates no impact from the delay in the deadline and penalty dates for second installment property tax bills. Personal Property Replacement Tax (PPRT) revenues are projected to come in \$87 million over budget due to significant overperformance of state corporate income tax receipts against expectations a year ago.

State Revenue

Under the EBF model, CPS in FY2021 is projected to receive \$8 million less than originally budgeted in EBF revenues as a result of diversions to charter schools approved by ISBE being higher than expected.

Federal Revenue

Federal revenues received in FY2021 are projected to be \$109 million below budget, due almost entirely to revenues impacted by remote learning. Federal nutrition revenue, which is based on the number of meals served, is projected to come in \$90 million below budget as meal counts dropped significantly from typical levels when students are physically in school. Finally, CPS expects to claim \$339 million of the \$343 million in ESSER II funding in the FY2021 budget. This was included as "anticipated federal revenue" in the original FY2021 budget as the ESSER II funding package had not been approved by Congress at the time the budget was passed.

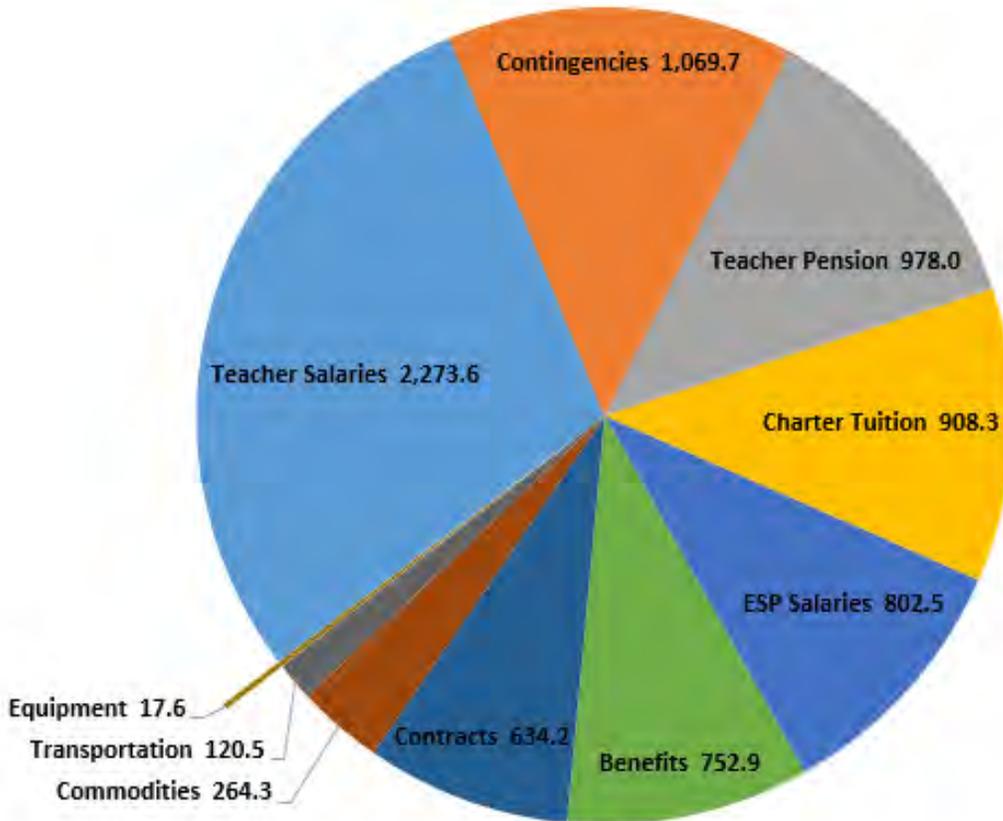
Expenditures

Estimated FY2021 expenditures are \$96 million lower than the FY2021 budget. The underspend is driven primarily by savings from the portion of the year spent in a remote learning environment, where the district incurred expenses lower than budgeted in transportation, food service, and other operational areas. Additionally, the district incurred expenses higher than budgeted in certain areas related to remote learning and school reopening, including technology, facility maintenance and cleaning supplies, and additional school supervisory support. This additional spending was offset by a reduction in the contingency needed to provide federal proportionate share funding to non-public schools, which was not required under the final ESSER II legislation.

Appendix II: FY2022 Summary Information

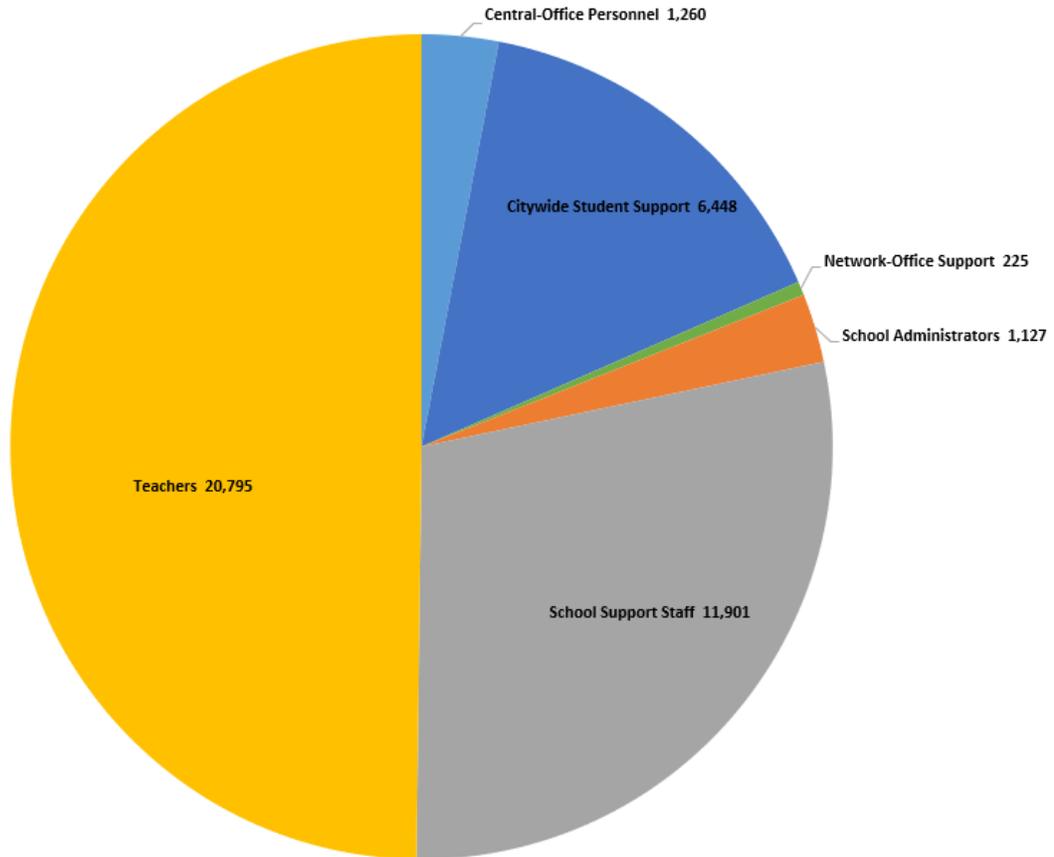
The FY2022 operating budget is approximately \$7.82 billion. 61 percent of the budget is tied to teacher and education support personnel salaries and benefits (including pension costs). Charter tuition makes up nearly 12 percent of the operating budget while commodities (e.g., utilities, textbooks, supplies), transportation, contractual services, contingencies, and equipment make up the remaining 27 percent.

Appendix II Chart 1: FY2022 Budget by Expense Category (millions)



The FY2022 budget includes 41,756 full-time equivalents (FTEs), an increase of 2,017 FTEs from the FY2021 budget. 97 percent of all positions in the FY2022 budget provide direct support to schools.

Appendix II Chart 2: Of the 41,756 Positions in the FY2022 Budget, 97% Directly Support Schools (FTEs)



Appendix II Table 1: FY2021 Budget FTE vs. FY2022 Budget FTE

	FY2021 FTE	FY2022 FTE	Increase or (Decrease)
Teachers	20,461	20,795	334
Central Office Personnel ¹	1,100	1,260	160
Network Office Support	243	225	(18)
Citywide Student Support ²	5,069	6,448	1,379
School Administrators	1,123	1,127	4
School Support Staff	11,743	11,901	158
Grand Total	39,739	41,756	2,017

- 1) As part of the restructuring of the School Support Center function, 90 FTEs shifted from city-wide student support to Central Office personnel. These FTEs will still support schools in the same capacity but now report through their functional areas (Talent and Finance).
- 2) The increase in city-wide student support personnel is due largely to the transfer of 734 crossing guards from the City of Chicago to the CPS budget, the addition of 400 custodians to improve school cleanliness, and 170 additional related service providers.

Appendix II Table 2: FY2021 Projected Expenditures vs. FY2022 Budget (in millions)

	FY2020 Expenditures	FY2021 Projected Expenditures	FY2022 Proposed Budget
Salaries	\$2,696.7	\$2,943.1	\$3,070.5
Benefits	\$1,570.9	\$1,650.4	\$1,730.9
Contracts	\$1,443.1	\$1,516.9	\$1,542.5
Commodities	\$283.2	\$325.6	\$270.0
Transportation	\$103.7	\$98.2	\$120.5
Equipment	\$48.4	\$96.8	\$17.6
Contingencies	\$17.7	\$189.0	\$1,069.7
Grand Total	\$6,163.6	\$6,820.0	\$7,821.6

Salaries and Benefits: 67 percent of operating expenditures in FY2021 were on employee salaries and benefits. The FY2022 salary budget reflects an increase of \$127 million over FY2021 spending mainly due to cost of living adjustments for union staff and investments in school-based staff described earlier in the chapter. Benefit costs are projected to increase by \$80 million over FY2021 spending levels due to increases to the pension contributions for teachers and non-teaching staff and projected growth in healthcare costs.

Contracts: This category includes tuition for charter schools and private therapeutic schools and payments for clinicians that are not CPS staff. This category also includes early childhood education programs provided by community partners and programs such as Safe Passage. In addition, this category includes repair contracts, legal services, waste removal, janitorial services, engineering, and other services. FY2021 spending is projected to be \$16 million higher than FY2021 spending due to increases in charter school funding to match investments made in district schools and inflation in vendor contracts.

Commodities: Commodities include spending on items such as food and utilities (which make up the largest share), instructional supplies such as textbooks and software, and other supplies such as postage and paper. The FY2022 budget for commodities is \$61 million less than FY2021 spending due to increased spending on supplies in FY2021 to facilitate school reopening. Additionally, schools typically transfer funds from contingency to commodities spending accounts over the course of the school year as needs are identified.

Equipment: Equipment pays for the cost of furniture, computers, and similar other non-consumable items. During FY2021, district spending increased in this category to provide devices to support remote learning, along with classroom technology to support hybrid learning in the later portion of the year. Additionally, this category experiences increases in spending during the year as schools transfer funds into the equipment account from other areas of their respective budgets.

Transportation: The cost of bus service is the vast majority of the transportation budget, but it also includes costs for Chicago Transit Authority (CTA) passes and reimbursement that the district is legally required to provide. FY2021 spending on student transportation was lower than in normal years due to the time spent in remote learning. The FY2022 budget projects a return to typical spending levels which reflect an increase of \$22 million from projected FY2021 spending.

Contingencies: This account type includes three categories of spending. The first category represents funding that has been budgeted but not yet allocated to specific accounts or units where it will eventually be spent. Under the SBB system, schools are not required to allocate all of their funds, but can hold some in contingency while they determine how they want to spend it. Similarly, the district holds grant funds in contingency, particularly if the grant is not yet confirmed. The FY2022 contingency budget represents a significantly higher total than prior years due to the magnitude of federal funding in the FY2022 budget. Over 37 percent of these funds will support the *Moving Forward Together* initiative and fall school opening, and will be transferred to spending accounts as the district prepares to procure services and hire staff. Higher levels of grant contingencies are also included in the FY2022 budget to ensure the district is able to utilize any new state or federal funding that may materialize from pandemic-response strategies, including potential funding for COVID testing, technology, and other needs being prioritized at the state and federal levels.

Revenue

Chicago Public Schools' finances, like districts across the country, have been impacted by the COVID-19 pandemic. The FY2022 revenue budget reflects the unanticipated and historic changes to revenue sources that are the result of the COVID-19 pandemic. As a unit of local government, CPS' sources of revenue are categorized by the level of government (local, state, and federal) that collects, distributes, or grants resources to the district—all of which have been impacted by the pandemic.

The largest share of local revenue comes from the Chicago Board of Education's ability to tax residents on the value of their property. The stability of this revenue source is vital to the financial health and viability of the district. Property taxes are the most general and unrestricted funds allocated to CPS schools and departments. CPS' ability to extend taxes is governed by PTELL, or the Property Tax Extension Limitation Law, which limits the amount CPS can increase its property tax levy by the lesser of the change in the Consumer Price Index (CPI) or 5 percent. The County Assessor's office responded to the pandemic's impact on the job and housing market by instituting an automatic reduction, also referred to as the COVID Adjustment, in the value of property and subsequent tax bills owed. The lack of growth in the base value of property means that CPS will see property tax revenue gains lower than in previous years.

The largest portion of state funding is allocated to CPS and other Illinois districts through Evidence-Based Funding, or EBF. The EBF model allocates additional funding through a tiering system that directs new investments in state education funding to districts most in need of resources. At the end of the recent state legislative session, the General Assembly passed a state budget that includes a \$362.1 million increase to EBF funding, despite an earlier recommendation in the Governor's budget proposal, later reversed, to keep EBF funding flat to FY2021 levels. As an under-resourced district, CPS will see additional state funding in FY2022, and due to the EBF distribution construct, the additional amount will become the base for CPS' appropriation in FY2023.

The federal government's response to the pandemic through the passage of ESSER I, II, and III has allocated a historic level of federal funding to CPS.¹ The one-time revenue has been budgeted to support *Moving Forward Together*—the district's plan to combat the effects of the pandemic on student achievement and well-being—and offset lost revenue and increased costs resulting from the pandemic. The federal aid packages have resulted in allocations totaling \$2.8 billion over five fiscal years beginning in FY2020. Without this financial relief, it would not have been possible to manage the costs incurred from meeting the technological needs of remote instruction and ensuring school buildings are equipped to welcome back students and educators safely.

Along with this one-time relief, President Biden's FY2022 budget request for the Department of Education increases Title I by \$20 billion and Individuals with Disabilities Education Act (IDEA) funding by \$2.6 billion.² While the final appropriations will depend on congressional action, the prospect and need

¹ <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

² <https://www2.ed.gov/about/overview/budget/budget22/budget-highlights.pdf>

for an increase to structural federal revenue should not go unmentioned.

The following section details the factors, assumptions, and trends that are the basis of the FY2022 revenue budget.

Table 1: All Funds by Revenue Source (\$ in millions)

	FY2021 Budget	FY2021 Projected End of Year	FY2022 Budget	FY2022 vs. FY2021 Budget
Local Revenues				
Property Tax	\$3,264.9	\$3,232.7	\$3,374.2	\$109.3
Replacement Tax	\$194.9	\$281.9	\$234.9	\$40.0
Other Local	\$570.9	\$557.5	\$553.5	(\$17.4)
Total Local	\$4,030.8	\$4,072.1	\$4,162.6	\$131.8
State Revenues				
EBF	\$1,665.8	\$1,657.8	\$1,705.8	\$40.0
Capital	\$47.3	\$14.1	\$23.3	(\$24.0)
Other State	\$625.7	\$625.7	\$602.2	(\$23.4)
Total State	\$2,338.7	\$2,297.6	\$2,331.3	(\$7.4)
Federal	\$1,336.7	1,218.8	\$2,107.9	\$771.2
Investment Income	\$0.5	\$2.5	\$0.1	(\$0.4)
Reserves	\$22.0	\$22.0	\$10.0	(\$12.0)
Total Revenue	\$7,728.6	\$7,613.0	\$8,611.8	\$883.2

Table 2: FY2022 Revenue Sources Allocated for Debt, Capital, and Operating Funds (\$ in millions)

	FY2022 Total Budget	Amount for Debt Service	Amount for Capital	Balance for Operating Budget
Local Revenues				
Property Tax	\$3,374.2	\$51.1	\$5.0	\$3,318.1
Replacement Tax	\$234.9	\$39.4	\$0.0	\$195.5
Other Local	\$553.5	\$142.3	\$14.0	\$397.2
Total Local	\$4,162.6	\$232.8	\$19.0	\$3,910.8
State Revenues				
EBF	\$1,705.8	\$480.4	\$0.0	\$1,225.3
Capital	\$23.3	\$0.0	\$23.3	\$0.0
Other State	\$602.2	\$0.0	\$0.0	\$602.2
Total State	\$2,331.1	\$480.4	\$23.3	\$1,827.6
Federal	\$2,107.9	\$24.7	\$10.0	\$2,073.1
Investment Income	\$0.1	\$0.0	\$0.0	\$0.1
Reserves	\$10.0	\$0.0	\$0.0	\$10.0
Total Revenue	\$8,611.8	\$738.0	\$52.3	\$7,821.6

Table 3: FY2022 Operating Revenues (\$ in millions)

	FY2021 Operating Budget	FY2021 Estimated End of Year	Variance Estimated vs Budget	FY2022 Operating Budget	FY2022 vs. FY2021 Budget
Property Tax	\$3,204.0	\$3,171.8	(\$32.2)	\$3,318.1	\$114.1
Replacement Tax	\$155.5	\$242.5	\$87.0	\$195.5	\$40.0
TIF Surplus	\$96.9	\$126.9	\$30.0	\$136.9	\$40.0

All Other Local	\$289.6	\$289.6	-	\$260.3	(\$29.3)
Total Local	\$3,745.9	\$3,830.7	\$84.8	\$3,910.8	\$164.9
State Aid	\$1,578.9	\$1,570.8	(\$8.0)	\$1,549.6	(\$29.3)
State Pension Support	\$266.9	\$266.9	-	\$278.0	\$11.1
Total State	\$1,845.8	\$1,837.8	(\$8.0)	\$1,827.6	(\$18.2)
Federal	\$1,301.8	\$1,193.0	(\$108.8)	\$2,073.1	\$771.3
Investment Income	\$0.5	\$0.5	-	\$0.1	(\$0.4)
Reserves	\$22.0	\$22.0	-	\$10.0	(12.0)
Total Revenue	\$6,916.0	\$6,884.0	(\$32.0)	\$7,821.6	\$905.6

Local Revenues

Property Taxes

CPS is projected to receive \$3,374.2 million in property tax revenues in FY2022, which remains the district’s largest single revenue source. Of the total property tax revenue, \$56.1 million is revenue from the Capital Improvement Tax levy, which includes \$51.1 dedicated to paying debt service on bonds issued for capital improvements and \$5 million in additional levy receipts. Within the operating budget, CPS projects to receive \$463.8 million from the dedicated Chicago Teacher Pension Fund (CTPF) levy, leaving \$2,854.5 billion left for all other operating costs.

Of the \$2,854.5 billion, \$2,711.3 billion is from the CPS property tax education levy, \$78.3 million is revenue from Transit Tax Increment Financing (TIF), and an anticipated additional \$65 million is from proposed changes to the property tax code from Senate Bill 0508.

The FY2022 budget includes an increase to property taxes of \$114 million from the FY2021 budget, \$76.8 million of which comes from an increase in CPS’ education levy. To calculate the increase in revenue from the education levy, an estimate of the change to the previous year value of taxable property was made. In prior years, this information was publicly available through the Cook County tax agency report. At the time of writing, the final Equalized Assessed Value (EAV) for tax year 2020 is not available. Based on the assumed FY2021 final levy amounts and property values, the increase in the education levy includes roughly \$38 million from increasing the education levy by the rate of inflation of 1.4 percent, and roughly \$39 million from the \$608.8 million in new property that is projected to be included in the 2021 tax bill and the \$963.2 million in projected TIF district expiries.

In addition to the increases from the education levy, Senate Bill 0508³ legislation passed by the General Assembly is (at the time of publication) awaiting the Governor's signature and anticipated to provide CPS with approximately \$65 million in property tax funding in FY2022. The legislation allows Illinois school districts to receive the amount of property tax levied but not received due to property tax bill refunds processed through the state treasurer's office.

Offsetting the increase to CPS' projected education levy revenue is a drop in projected revenue from CPS' pension levy. Due to the impact of off-cycle property value reassessments, described below, CPS anticipates a \$26.4 million decrease in projected pension levy collections. Transit TIF collections are projected to be down by just over \$1 million dollars due to the anticipated decline in property value in the TIF district.

Impact of Inflation

CPS' property tax levy is subject to PTELL, or the Property Tax Extension Limitation Law. PTELL limits the amount government agencies, or in this case, school districts, can extend or collect from a taxing district. Each year, CPS levies property taxes to fund the operations of the public school system. The amount that CPS requests, through the Board of Education, cannot reflect an increase greater than the change in the Consumer Price Index (CPI) or 5 percent. Tying tax increases to CPI is intended to prevent taxpayers from being overburdened by government activity that is irrespective of larger economic trends and has subsequent impact to taxpayers.

The Illinois Department of Revenue is responsible for publishing the CPI that will be used for any government unit subject to PTELL. For the FY2022 property tax levy calculation, the CPI applied to the FY2021 extension is 1.4 percent.⁴ This inflation rate is lower than the previous year's rate of 2.3 percent. While a slowdown in CPI was anticipated because of the economic downturn associated with COVID-19, the 1.4 percent represents the lowest increase in inflation in the past five years.

Impact of Assessments

The Cook County Assessor's office reassess property values on a triennial cycle. The last cyclical reassessment for City of Chicago property values happened in tax year 2018. However, due to the impact of COVID-19 on the economy, Assessor Fritz Kaegi's office performed an off-cycle evaluation for the City of Chicago in March and April 2020 to help ensure that property owners were not overly burned by tax bills during a period of high unemployment, downturns in the commercial market, and the stay at home mandates ordered by Governor Pritzker. This reassessment has led to reductions in assessed value in residential and commercial properties.⁵ The FY2022 budget includes an estimated 6.8 percent drop in citywide EAV due to this reassessment, which has driven an overall decrease in pension levy receipts as described above.

The city will undergo its regular reassessment in 2021, though forecasting the impact of the

³ <https://www.ilga.gov/legislation/BillStatus.asp?DocNum=508&GAID=16&DocTypeID=SB&SessionID=110&GA=102>

⁴ <https://www2.illinois.gov/rev/localgovernments/property/Documents/cpihistory.pdf>

⁵ https://prodassets.cookcountyassessor.com/s3fs-public/form_documents/COVIDNorthCityTris.pdf?a5GWzQltRiC7CSjYU6IOorVX1SkYIBCE=

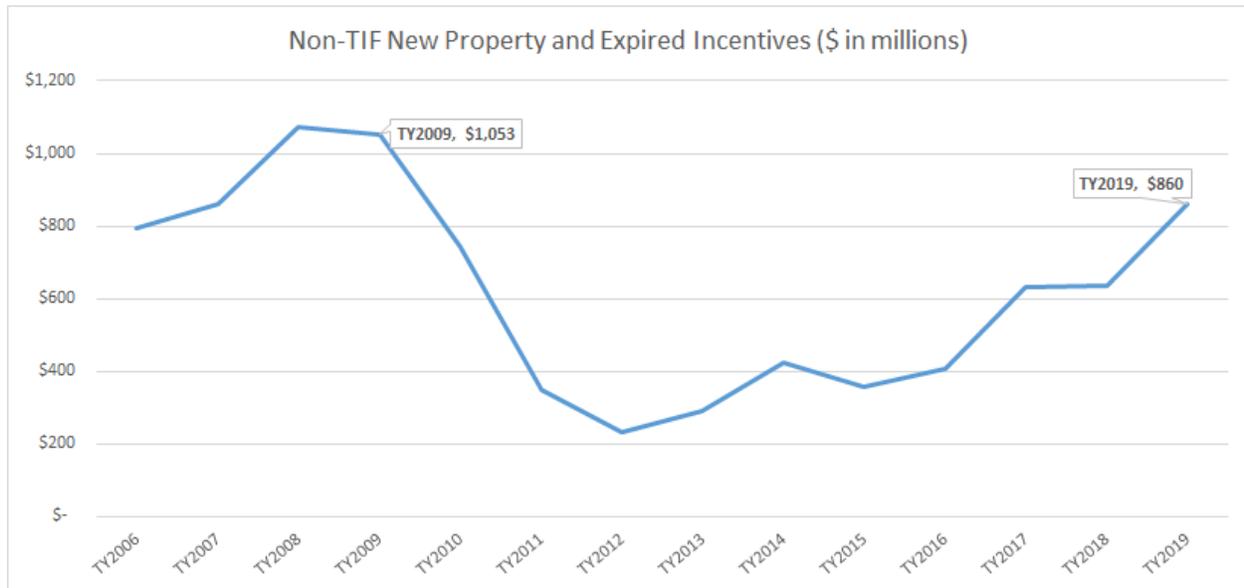
reassessment is challenging not only because of the off-cycle COVID-19 reassessment but also because Assessor Kaegi’s office has publicly shared that assessments prior to Kaegi taking office have been historically inaccurate and were not equitably or fairly distributing the tax burden to different neighborhoods and communities throughout the County, specifically throughout Chicago. The FY2022 budget includes an estimated growth of 8 percent in citywide EAV due to the scheduled 2021 reassessment.

Impact of New Property

As explained earlier, CPS, under PTELL, is able to increase its property tax levy on existing taxable properties at the rate of inflation. Property that was either constructed during a given tax year, or newly taxable as part of the incremental value of an expired TIF district, is not included in the base property amount that the CPI is applied to each year. Both new property and the incremental equalized assessed value (EAV) of an expiring TIF district are taxed at the same rate as existing properties.

In tax year 2021, an anticipated amount of \$608.8 million of newly constructed property and \$963.2 million of incremental TIF EAV will be taxed and subsequently become part of the 2022 tax base.

Chart 1: Non-TIF New Property in Chicago, Tax Years 2006-2019⁶



Other Property Tax Considerations

A smaller portion of CPS operating revenues is generated by the TIF district created for the Red-Purple Modernization Program (Transit TIF) on the North side of Chicago to modernize Chicago Transit Authority (CTA) tracks from North Avenue to Devon Avenue. By statute, CPS is due approximately 52 percent of all

⁶At the time of writing the Cook County tax agency report for tax year 2020 is not publicly available.

incremental value produced in the Transit TIF. In FY2022, CPS projects that Transit TIF revenues will be \$78.3 million, representing a slight reduction of just over \$1 million from the FY2021 revenue budget of \$79.3 million. While 2021 is a reassessment year and will increase property tax collections in FY2022, the impact of the County Assessor's 2020 off-cycle reassessment means that 8 percent anticipated increase in FY2022 is bringing property values to a level nearly flat to the original FY2021 anticipated value.

Personal Property Replacement Taxes (PPRT)

Personal Property Property Replacement Taxes (PPRT) are collected by the state of Illinois and distributed to local governments state-wide. While the tax rates behind the collections are constant, the amount of funding CPS receives from this revenue can vary significantly from year to year. This is because PPRT is a tax that businesses and partnerships, trusts, and S corporations pay on their net Illinois income, along with a tax that public utilities pay on invested income. As corporate and investment income fluctuates, so does the amount received by local government agencies, including CPS.

The collection rates, found below, are greatest for the CIT and are therefore used to provide the basis of the CPS revenue budget.

- Corporations pay a 2.5 percent replacement tax on their net Illinois income.
- Partnerships, trusts, and S corporations pay a 1.5 percent replacement tax on their net Illinois income.
- Public utilities pay a 0.8 percent tax on invested capital.⁷

Prior to the late 1970's, local governments and school districts were statutorily allowed to levy taxes on business properties. After the General Assembly revoked that ability, legislation instituting PPRT was passed to mitigate the revenue loss to local taxing agencies. The portion of PPRT disbursed to Illinois local government agencies reflects the amount collected in tax year 1977. For CPS, the portion of collected PPRT distributed is 14 percent.

In FY2022, Personal Property Replacement Tax (PPRT) receipts are budgeted to increase by \$40 million from FY2021. As discussed throughout this chapter, the FY2021 revenue budget was developed during a time of great economic uncertainty due to the impact of COVID-19 on employment, the housing market, and consumer spending. PPRT is outperforming the FY21 revenue budget, and this trend is anticipated to continue into FY2022. With debt service payments from PPRT remaining at their FY2021 level of \$39.4 million, the operating budget for PPRT is \$195.5 million for FY2022.

This increase reflects the state of Illinois Corporate Income Tax (CIT) estimates from the state's Office of Budget and Management that anticipate year-over-year growth of 16.7 percent due in part to proposed changes to both federal and state tax code.⁸ The growth is net the amount of CIT disbursed after diversions to the refund fund and the amount diverted by the Governor for the local government distributive fund. The refund fund deposit is a percentage established by the Illinois Department of Revenue to fund corporations' requests for refunds from CIT taxes collected.

TIF Surplus and Other Local Resources

⁷ <https://www2.illinois.gov/rev/localgovernments/Pages/replacement.aspx>

⁸ <https://www2.illinois.gov/sites/budget/Documents/Budget%20Book/FY2022-Budget-Book/Fiscal-Year-2022-Operating-Budget.pdf>, pg 149

CPS expects to receive \$136.9 million in TIF surplus funding in FY2022, exceeding the \$96.9 million budgeted in FY2021 by \$40 million. In October 2020, the City of Chicago's 2021 budget was approved and included a declaration of TIF surplus funding of a historic \$304 million.⁹

State law requires that surplus funds are proportionally distributed to the taxing bodies within the districts. The surplus declaration in the city's FY2021 budget directs \$176 million in TIF district property tax revenue to CPS, \$70 million above the district's original estimate of \$96.9 million. However, because the City of Chicago and CPS fiscal years do not align, CPS anticipates \$40 million of of \$70 million to be utilized in CPS fiscal year 2022, growing the FY2021 CPS original budget amount of \$96.9 million to \$126.9 million and the providing an anticipated FY2022 surplus of \$136.9 million.

"All other local" revenue includes the pension payment made by the City of Chicago on behalf of CPS for their employer contribution to the Municipal Employees' Annuity and Benefit Fund (MEABF), which is estimated to be \$115 million in FY2022. Though CPS recognizes revenue to reflect the portion of the expense covered by the city, FY2022 marks the third year that CPS is absorbing some of the pension costs of its non-teaching staff. Prior to FY2020, the City of Chicago paid CPS' entire MEABF employer contribution, but CPS now bears \$100 million of that cost to offset the city's contribution on behalf of CPS employees.

Local Contributions to Capital

FY2022 local capital revenue of \$19 million assumes \$4 million in TIF-related project reimbursements and \$10 million from other local funding sources such as aldermanic menu funds, the Metropolitan Water Reclamation District, and \$5 million from CIT property tax collections not tied to existing bond issuances.

State Revenue

In FY2022, CPS' state revenue budget is \$2,331.3 million, which comprises 27.1 percent of CPS' total budget. As discussed above, the state provides funding to CPS through Evidence-Based Funding and several smaller appropriations that come in the form of reimbursable or block grants.

Evidence-Based Funding

EBF is the largest portion of funding that CPS receives from the state of Illinois In FY2022. EBF represents roughly 73 percent of the \$2,331.3 million that CPS is projected to receive from the state.

Since its inception in 2017, the state has allocated EBF funds to districts using a formula that maintains existing funding levels for all districts and targets new funding to the districts that are least well-funded. The formula first allocates each district its Base Funding Minimum, a total reflecting the previous year's EBF allocation. This provision provides crucial stability for CPS as it ensures that, regardless of enrollment or demographic trends, CPS will receive at least the same funding as the year prior. (The only scenario that could potentially drive a year over year *decrease* in funding is if the state took the unprecedented and highly unlikely step of disinvesting from EBF funding.)

The second component of the formula allocates new, or "tier," funding based on a formula that targets the least well-funded districts. To evaluate funding levels of districts across the state, the state first calculates "adequacy targets" for each district, reflecting the evidence-based level of resources needed for each district to educate its students. Adequacy targets, for example, include the additional resources

⁹ https://www.chicago.gov/content/dam/city/depts/obm/supp_info/2021Budget/2021OVERVIEWFINAL.pdf, pg 61

necessary to educate low-income students, special education students, and English Language learners, along with the financial resources needed to provide funding for technological devices and instructional materials. (FY2021 was the only year since inception that new tier funding was not added to the EBF distribution.)

Funding adequacy, expressed as a percentage, is then calculated by dividing each district's available local resources by its adequacy target, indicating each district's ability to meet its specific needs. The FY2020 calculations, the most recent calculations currently available, indicate that CPS' funding adequacy is 65.5 percent.

Tier funding is then distributed using a formula that allocates the most funding to "Tier 1" schools, or those least adequately funded. CPS has been a Tier 1 school since the inception of EBF, reflecting the high-needs of the district and historical levels of underfunding. At the time of publication, the Illinois State Board of Education (ISBE) has not publicly shared updated tier designations. CPS anticipates remaining in Tier 1 for the foreseeable future and receiving an additional \$58 million in tier funding in FY2022. While tier designations rely on enrollment attributes of all districts throughout the state, the recent passage of SB 0813¹⁰ provides additional assurance that CPS will remain Tier 1. This legislation holds harmless the enrollment totals used in adequacy target calculations, ensuring pandemic-driven enrollment losses do not decrease adequacy targets and drive districts to a higher tier.

Since 2019, CPS has received an additional allocation of EBF funding that is the result of property tax adjustments. This amount totals just over \$16 million and is included in the total EBF funding amounts.

State Contribution to Teacher Pensions

FY2022 is the fifth consecutive year that CPS has benefited from the state of Illinois making payments to the Chicago Teacher Pension Fund (CTPF). While the state contributions help to offset the impact that CTPF has on CPS' financial health, Chicago remains the only district in Illinois that is required to pay contributions to the district teacher pension fund. In FY2022, the state contribution to CTPF is \$277.5 million, an increase of 10.6 million from the prior year contribution of \$266.9 million. See the Pension chapter for more information.

Additional State Funds including Categorical Grants

In addition to EBF and teacher pension contributions, CPS is projected to receive an additional \$340.5 million in revenue from state appropriated funds and categorical grants. The majority of this funding is from the Early Childhood block grant, which remains flat at \$201 million for the third consecutive year. While state appropriations are flat from FY2021 to FY2022, the total budgeted revenue in this category reflects a slight decrease from FY2021 as a result of additional carryover in FY2021 due to school buildings closing in spring 2020.

State Contribution for Capital

The state revenue total of \$23.3 million comprises \$13.3 million in gaming revenue for new construction projects and \$10 million in other potential state grants.

Federal Revenue

Most federal grants require the Chicago Board of Education to provide supplemental educational services for children from low-income households, children from non-English speaking families, and for

¹⁰ <https://www.ilga.gov/legislation/BillStatus.asp?DocNum=813&GAID=16&DocTypeID=SB&SessionID=110&GA=102>

neglected and delinquent children from preschool through twelfth grade. These grants are dedicated to specific purposes and cannot supplant local programs. Medicaid reimbursement and Impact Aid are the only federal funding that is without any restriction.

Every Student Succeeds Act (ESSA)

- **Title I-A—Low Income:** Allocated based on a district's poverty levels, this is the largest grant received under the ESSA. The grant allows the district to provide supplemental programs to improve the academic achievement of low-income students. CPS estimates that the district will receive \$216.9 million in Title I funding in FY2022. This includes an anticipated reduction of \$5.6 million in the formula-based Title I grant from FY2021 to FY2022. The anticipated total grant award for FY2022 is \$257.2 million, which includes allowable carryover of \$40 million from the previous year.
- **Title I-A—IL Empower:** This grant is a state-wide system of differentiated support and accountability to improve student learning, purposely designed to develop capacity to meet student needs. CPS anticipates a grant award of \$34.6 million in FY2022, which includes a carryover of \$9.2 million from the previous year.
- **Title I-D—Neglected/Delinquent:** This grant targets the educational services for neglected or delinquent children and youth in local and state institutions to assist them in attaining state academic achievement standards. Programs include academic tutoring, counseling, and other curricular activities. The anticipated total grant award for FY2022 is \$2.4 million, which includes allowable carryover of \$1 million from the previous year.
- **Title II-A—Improving Teacher Quality:** This grant funds class size reduction, recruitment and training, mentoring, and other support services to improve teacher quality. CPS anticipates a total of \$27.1 million to be awarded for the FY2022 Title II-A grant, which includes a current award of \$17.4 million and an estimated \$7.6 million in carryover from the previous year.
- **Title III-A—Language Acquisition:** These funds support students with limited English proficiency who meet eligibility requirements. The total funding available is estimated at \$8.4 million for FY2022, which does not include carryover from the previous year.
- **Title IV-A—Student Support and Academic Enrichment Grants:** These grants support states, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improved student learning conditions in schools, and increased technology in order to improve the academic achievement and digital literacy of all students. CPS anticipates a total of \$27.9 million to be awarded for the FY2022 Title IV-A grant, which includes a carryover of \$11.7 million from the previous year.
- **Title IV-B—21st Century Community Learning Centers:** These grants provide opportunities for communities to establish schools as community learning centers and provide activities during after-school and evening hours. CPS anticipates a total of \$10.6 million to be awarded in FY2022, an increase of \$1.2 million from the previous year.
- **Title VII-A—Indian Education:** Funds from this grant are used to meet the educational and cultural needs of American Indian and Alaska Native students. The grant award is expected to stay level at \$229,367 for FY2022.

Individuals with Disabilities Education Act (IDEA)

IDEA grants are allocated based on a state-established formula to provide supplemental funds for special education and related services to all children with disabilities from ages three through 21.

The IDEA grants include a number of programs:

- **IDEA Part B Flow-Through:** This is the largest IDEA grant, with the estimated award for FY2022 totaling \$100.4 million.
- **IDEA Room and Board:** This grant provides room and board reimbursement for students attending facilities outside of Chicago and is estimated at \$6.7 million in FY2022.
- **Part B Preschool:** This grant offers both formula and competitive grants for special education programs for children ages 3–5 with disabilities. CPS is expected to stay level at \$1.3 million from the formula grant and \$489,250 from a competitive grant for FY2022.

Total FY2022 IDEA funding equals \$108.8 million, including small competitive grants and carryover from the previous year in the preschool grant.

***National School Lunch Program & Child and Adult Care Food Program
Child Nutrition Programs***

CPS participates in state- and federally-funded Child Nutrition Programs, including the:

- School Breakfast Program (SBP)
- National School Lunch Program (NSLP)
- Child and Adult Care Food Program (CACFP)
- Summer Food Service Program (SFSP)
- Fresh Fruit and Vegetable Program (FFVP)

Under the Child Nutrition Programs (CNP), CPS offers free breakfast, lunch, after-school supper, after-school snacks, Saturday breakfast, and Saturday lunch during the school year. The district also serves breakfast and lunch during summer school and offers fresh fruit and vegetables to elementary school students during the school year.

In 2012, CPS began participating in the Community Eligibility Provision program. All schools now are part of this program, which provides free breakfast and lunch to all students regardless of income eligibility. CPS is reimbursed for all meals at the maximum free reimbursement rate under each CNP.

CPS anticipates \$214 million in federal reimbursements for FY2022. These revenues include:

- \$202 million for school lunches, breakfast, snacks, and donated foods
- \$9.9 million for CACFP
- \$1.8 million for FFVP

Medicaid Reimbursement

Local Education Agencies (LEAs) are required to provide special education and related services as delineated in the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) at no cost to parents. Medicaid provides reimbursement for the:

- Delivery of covered direct medical services provided to eligible children who have disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), as outlined in the student’s IEP; and the
- Cost of specific administrative activities, including outreach activities designed to ensure that students have access to Medicaid-covered programs and services.

Medicaid provides reimbursement for covered direct medical services including audiology, developmental assessments, medical equipment, medical services, medical supplies, medication administration, nursing services, occupational therapy, physical therapy, psychological services, school

health aid, social work, speech/language pathology, and transportation. When these services are provided to Medicaid enrolled students with IEPs, the services are eligible for Medicaid reimbursement at the state's reimbursement rate, approximately half of the established cost to provide the service.

Medicaid revenues in FY2022 are projected to be \$35.4 million, subject to the level of health care services rendered in the upcoming school year. FY2022 Medicaid revenues are strengthened by continued revenue retention initiatives focused on enrolling eligible students in Medicaid, improving service capture, maximizing claiming and billing processes, and ensuring all claimable costs are reimbursed. New policy initiatives at the state level are expected to expand the types of services and service providers for which CPS is able to seek reimbursement from the state.

Other Federal Grants

This category includes competitive grants for other specific purposes, including:

- **Carl D. Perkins:** This grant was established to help students in secondary and post-secondary education develop academic and technical skills for career opportunities, specific job training, and occupational retraining. The FY2022 Perkins formula grant is anticipated to be \$7.5 million, which includes an estimated rollover of \$1.9 million.
- **E-rate:** The Federal Communications Commission provides funding through its E-rate program to discount the cost of telecommunications, internet access, and internal connections for schools and libraries across the country. The FY2022 Federal E-rate grant is anticipated to be \$5.0 million.

Elementary and Secondary School Emergency Relief Funding

In response to the COVID-19 pandemic and its subsequent impact on school districts throughout the country, the federal government has taken steps to support new pandemic-related costs and provide funding relief for impacted revenues through three rounds of emergency funding.

The first round of Elementary and Secondary School Emergency Relief funding (ESSER I) was allocated to school districts through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, passed by Congress in March 2020. CPS received \$206 million in ESSER I funding that was used to support costs in the FY2020 and FY2021 budgets, allowing the district to support emergency remote learning and school reopening costs required by the onset of the pandemic.

Congress passed the second round of relief funding (ESSER II) in December 2020, through which CPS is slated to receive \$797 million over the course of FY2021 and FY2022. At the time CPS passed its FY2021 budget (August 2020), this funding had not yet been authorized. With indications that another relief package was pending, CPS budgeted \$343 million in FY2021 to support additional remote learning and school reopening costs, allowing the district to fulfill its commitments to fully fund FY2021 school budgets, maintain existing priority investments, and meet contractual obligations. The passage of ESSER II in December gave the district the revenue necessary to make good on these FY2021 commitments with additional funds leftover to support FY2022 costs. CPS is projected to utilize \$339 million of this funding in FY2021, leaving \$458 million left to support investments in the FY2022 budget.

The final, most significant round of federal funding came in April 2021 with Congressional approval of the American Rescue Plan, within which a third round of ESSER funding (ESSER III) will direct nearly \$1.8 billion to CPS. This funding will be available through the summer of 2024 and, similar to ESSERs I and II, will provide funding necessary to combat the effects of the pandemic on learning loss and social and

emotional well-being of students, safely open schools, and replace lost revenues. The FY2022 budget includes \$602 million of ESSER III funding.

The FY2022 budget's combined \$1.06 billion of ESSER II and III funding is aligned to investments in the three ESSER priority areas: 1) emerging stronger post-pandemic, with a focus on a safe return to in-person instruction; 2) maintaining continuity of service including maintaining staffing and adding additional resources in schools, and 3) resource equity addressing the disproportionate impact of COVID-19 on communities of color and communities experiencing poverty. A detailed list of investments is included in the budget overview chapter.

Federal Contribution for Capital

CPS expects to receive roughly \$10 million in federal funding for capital from reimbursements of ESSER III funded projects included in the FY2022 capital plan.

Federal Interest Subsidy under Qualified School Construction Bonds (QSCBs) and Build America Bonds (BABs)

In FY2022, CPS has budgeted to receive a direct federal subsidy payment of \$25 million for these two types of federally-subsidized bonds. This amount takes into consideration an allowance assumption of 5.7 percent for federal sequestration, down from 5.9 percent in our FY2021 assumptions. See the Debt Management chapter for more information.

Pensions

As recently as 2017, pension costs represented CPS' greatest budgetary risk, as growing pension payments, shouldered almost entirely by Chicago taxpayers, diverted more funding each year from classrooms. Education funding reform passed that fall by the state of Illinois represented a significant step toward correcting the historical inequity that—unlike every other district in the state—burdened Chicago with the entirety of its teacher pension obligations. The structural pension funding changes included in the state's education funding reform set in motion progress that reduced the district's diversion of funds eligible to support classrooms from \$676 million in FY2016 to \$203.5 million in the FY2022 budget.

Two major changes at the state level are responsible for this progress, which greatly reduced the budgetary risk of the district's pension obligations and put CPS on a path to pension funding stability. The first change involved the state providing funding for the district's normal cost—the cost of annual increases to the district's total liability—for teacher pensions. In FY2022, the state will provide \$265 million for these costs. The second change was the state's reinstatement into the property tax code, which gives the district the ability to levy a dedicated property tax to assist with the annual pension payments. Though this cost is covered by Chicago taxpayers, it will provide dedicated funding for teacher pensions in the amount of \$463.8 million in FY2022, continuing the district's improved ability to fund its pension liabilities.

FY2022 marks the third year that CPS will pay the City of Chicago annually for the city's coverage of CPS employees participation in the Municipal Employees' Annuity and Benefit Fund (MEABF) of Chicago. Before FY2020, the City assumed the entirety of the payment made on behalf of CPS non-teaching employees covered by the MEABF. CPS reimbursed the City \$60 million in the first two years but will contribute \$100 million to the City in FY2022.

CPS remains the only school district in the state with its own teachers' pension system, which is separate from the statewide Teachers' Retirement System (TRS). CPS full-time salaried teachers and other licensed teaching staff are part of the Chicago Teachers' Pension Fund (CTPF), which historically has been funded entirely by Chicago taxpayers with little support, until recently, from the state. Under this arrangement, Chicago taxpayers have faced the unique burden of having to support both the CTPF and the TRS. Like all other working Illinoisans, their income, corporate, and sales taxes paid to the state fund TRS costs, but Chicagoans alone support the CTPF through property taxes and other local revenue streams.

As part of education funding reform, the state has taken steps to address this long-standing inequity. Beginning in FY2018, the state has contributed funding in the amount of CPS teacher pension normal costs (i.e., the cost of the benefits that are projected to be created in the current year). In addition, the state reinstated a CPS teacher pension property tax levy in FY2017 that is appropriated exclusively for paying CTPF costs. A 0.567 percent maximum levy on the adjusted Equalized Assessed Value (EAV)¹ of Chicago properties goes towards covering CPS' statutory obligations to the CTPF.

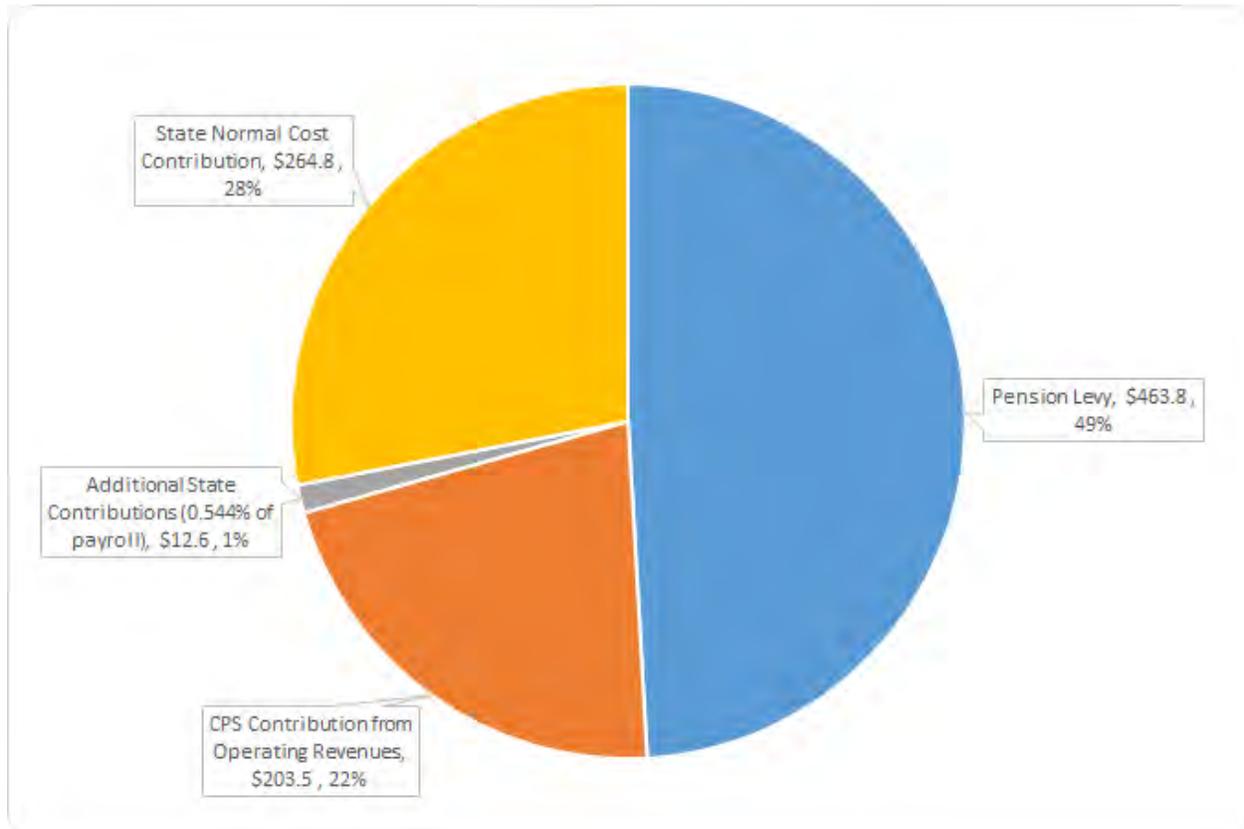
In FY2022, per the CTPF's 2020 actuarial report,² the total required employer contribution to the CTPF

¹ Per 105 ILCS 5/34-53 and 35 ILCS 200/18-45, CPS has the ability to tax up to a 0.567 percent levy on the prior year's taxable non-TIF base property, and the current year's taxable non-TIF new property.

²<https://www.ctpf.org/sites/files/2020-12/Final%20FY%202020%20State%20of%20Illinois%20Required%20Certification.pdf>

will be \$944,677,000. Of that number, the state will pay \$277.4 million (comprising the projected normal cost and 0.544% of the CTPF's total payroll, pursuant to Public Act 90-0655) and the reinstated pension property tax levy is projected to raise \$463.8 million. Other operating revenues will contribute toward the remaining \$203.5 million, as shown in Chart 1.

Chart 1: Projected FY2022 Funding for Required CTPF Employer Contributions



Compared to FY2021, the district will divert an additional \$72.1 million from operating funds to cover the increase in pension costs. This increase is due to a COVID-related downward reassessment of property values as well as a change in the expected return on investment of pension fund assets. More details on the breakdown of FY2022 employer costs can be found in the footnoted CTPF actuarial report.

The funded ratio of the CTPF based on the actuarial value of assets declined to 46.69 percent as of June 30, 2020, down from 47.40 percent on June 30, 2019. This decline is primarily due to changes to the actuarial assumptions used in the fund's valuation. Most notably, the fund decreased the investment return assumption from 7 percent to 6.75 percent. The unfunded actuarial accrued liability (UAAL) grew by \$603 million to \$12.8 billion.

There Remains a Large Disparity in how the TRS and CTPF are Funded by the State

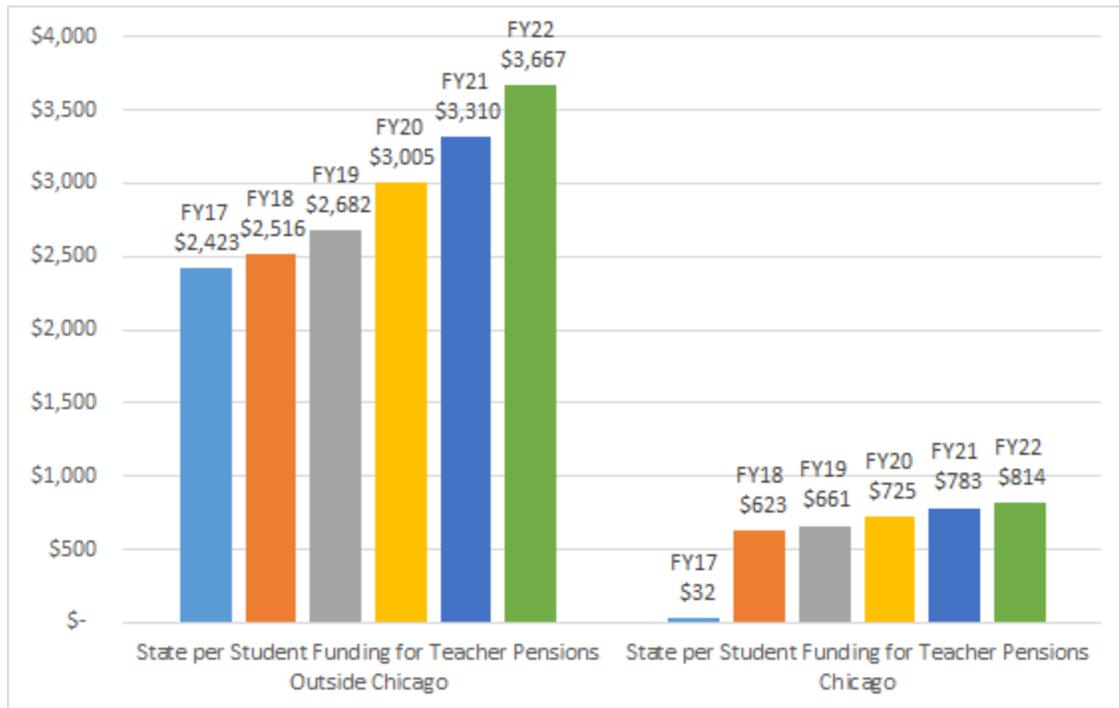
The passage of state education funding reform in 2017 began to address a pension system that unfairly penalized Chicagoans.

Even though both the CTPF and TRS are governed by state statute, there has been a vast difference in the

source of funding for both pension systems. The state of Illinois is projected to pay \$277.4 million in FY2022 for CTPF teacher pension costs, which represents 29 percent of the total employer contribution. On the other hand, the state is projected to contribute \$5.69 billion toward the employer contribution to the TRS, which is nearly 99 percent of the total employer contribution.³

In FY2022, the state’s estimated contribution to TRS amounts to a pension contribution for downstate and suburban school districts of \$3,667 per student, while CPS only received \$814 per student (Chart 2). Before the state began to pick up the normal cost in FY2018, the disparity between Chicago and all other school districts in Illinois was significantly larger.

Chart 2: State Per-Pupil Contribution Disparity for Teacher Pension Funds



Impact of COVID-19

COVID-19 will likely increase the amount of money that CPS has to divert from other operating costs due to a decline in overall assessed value in Chicago. The pension levy is a flat 0.567 percent of all assessed value within the city, which means that any decline in assessed value will decrease the total revenue that flows to CPS. This is a revenue source that is responsive to property values, in contrast to the education property tax levy, which is capped to the rate of inflation. In the spring of 2020, the Cook County Assessor’s Office (CCAO) announced that all properties within the city would have “their property values [for Tax Year 2020] reviewed for estimated effects of COVID-19 following the appeal process.”⁴ The impact of any across-the-board adjustments to property values will only be reflected in property tax revenues collected in FY2022. For more information, see the revenue chapter in this book.

³ <https://www.trsil.org/sites/default/files/documents/Final-Actuarial-Valuation-2020.pdf>, page 39

⁴ <https://www.cookcountyassessor.com/news/changes-assessments-and-appeals-due-covid-19>

CPS' Pension Contribution Requirements as an Employer

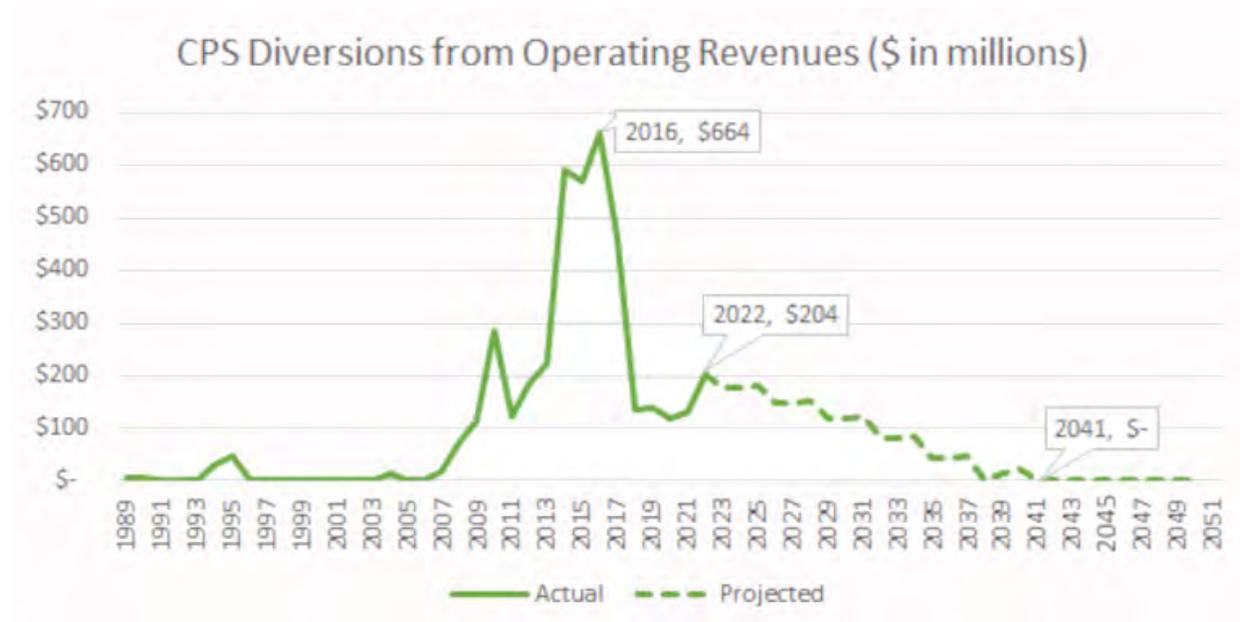
In FY2022, CPS is projected to contribute \$667.3 million for Chicago pensions out of its own resources (\$463.8 million of which comes from the property tax pension levy), with the state picking up the other \$277.4 million. Of the \$277.4 million in state funding, \$264.8 million is for CTPF normal cost, and \$12.6 million is for “additional” state contributions. These “additional” state contributions are statutorily required to offset the portion of the cost of benefit increases enacted under Public Act 90-0582 and are calculated as 0.544 percent of the Fund’s total teacher payroll.

Revenues from the pension levy make up the majority of CPS’ contribution to the CTPF, estimated at \$463.8 million in FY2022. The pension levy was reinstated in FY2017 as part of pension reform at an initial flat rate of 0.383 percent of Equalized Assessed Value (EAV), which increased to the current 0.567 percent rate in FY2018.

Chicago property values are projected to experience continued growth in the long-term after the fiscal effects of COVID-19 have abated, and as such, the pension levy will generate more revenue in future fiscal years. This will decrease diversions from operating revenues that could otherwise be spent directly on investments in Chicago’s children. However, In FY2022, diversions from operating revenues are projected to grow from an anticipated \$131.4 million to \$203.5 million.

Based on the CTPF’s 2020 actuarial report, and an assumption of approximately 8 percent growth in property values in assessment years and 2 percent growth in non-assessment years, CPS is on track to have no diversions from other operating revenues by FY2041. Although this represents an improvement from recent years, during which diversions from operating revenues peaked at \$664 million in FY2016, the costs associated with paying for CTPF contributions will continue to be significant for the foreseeable future.

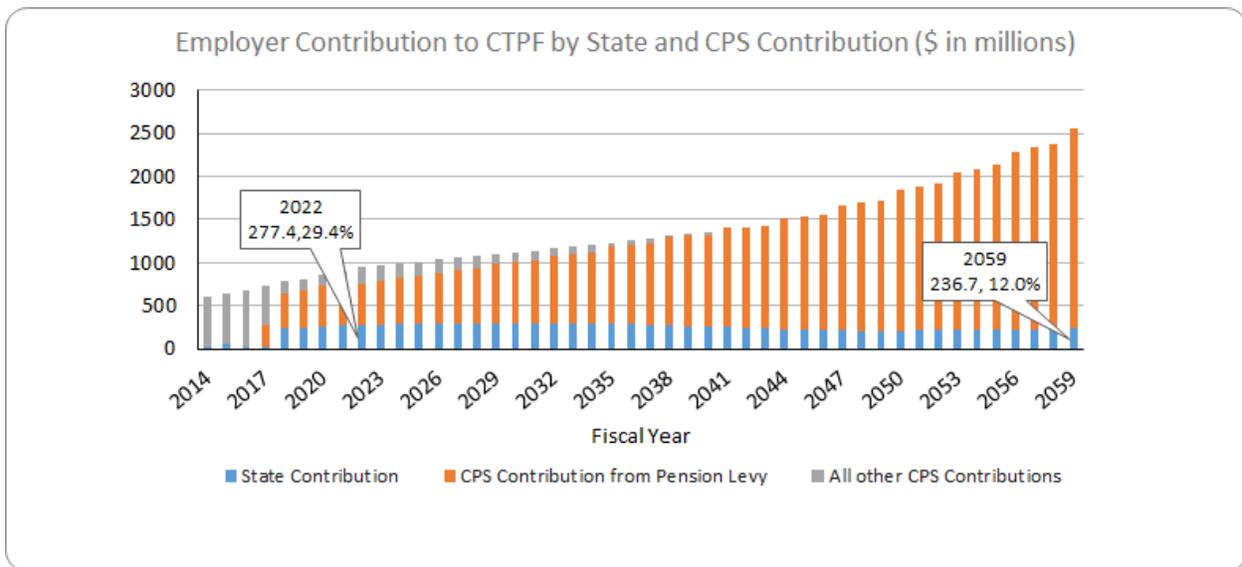
Chart 3: Diversions from Operating Revenues are Projected to Continue until 2041



Pension Contributions by the State and by Individual Employees

As the total employer contribution costs continue to increase in accordance with the actuarially required amount to reach a 90 percent funding ratio of CTPF by 2059, state contributions will shrink as a total share of the overall revenues used to cover this cost, if limited to just the normal cost and the “additional” 0.544 percent of payroll. In FY2022, the state’s contribution is projected to make up 29.4 percent of the total employer contribution, and this is scheduled to decline to 12 percent by 2059 if there is no further expansion of the CTPF’s employer cost assumed by the state. The normal cost borne by the state will gradually decline as a greater share of the workforce covered by CTPF comprises “Tier II” teachers who are entitled to a lower level of benefits. CPS is reliant on the state continuing to add funding to the Evidence-Based Funding (EBF) model so that future pension costs do not prohibit us from investing in students and schools.

Chart 4: The State Share of CTPF Costs will Shrink in Future Years

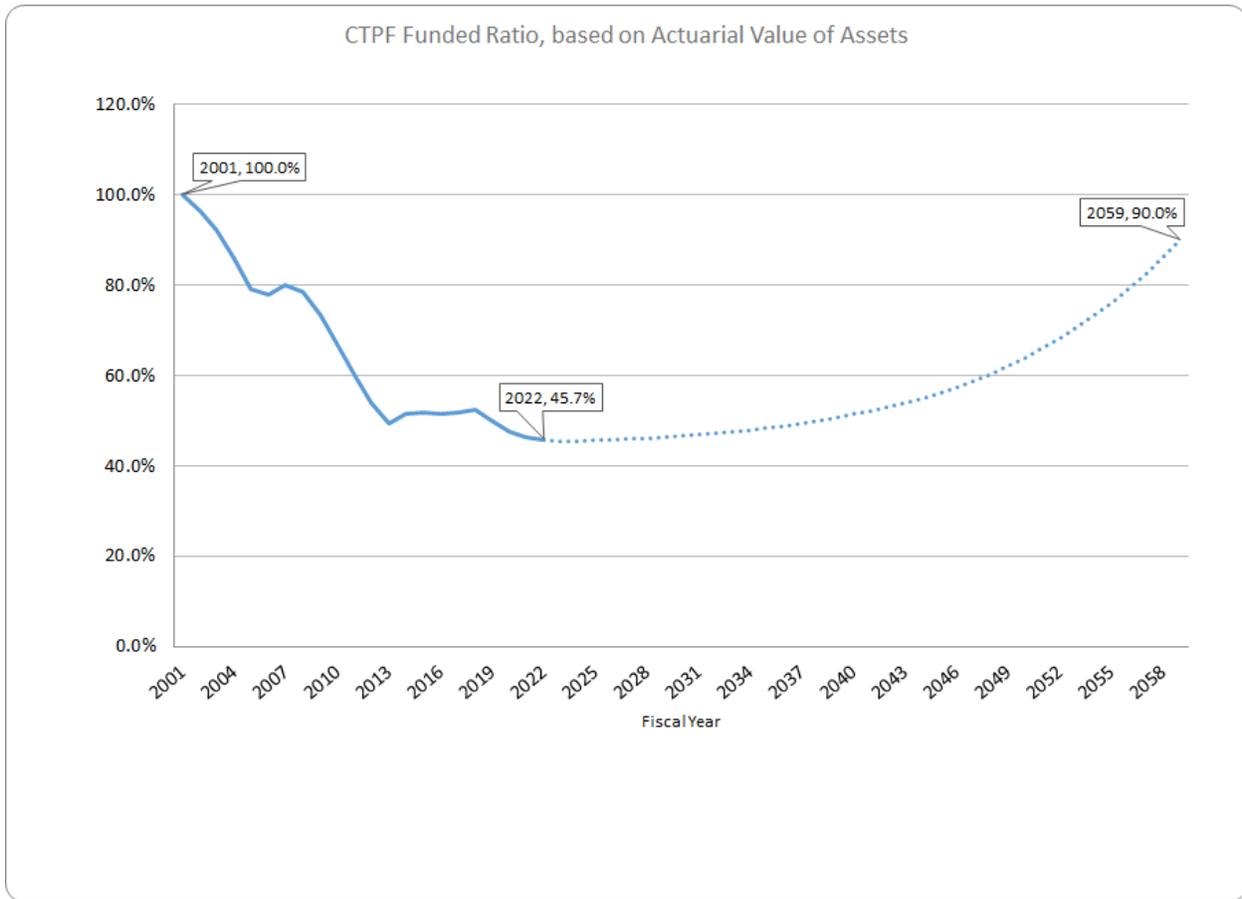


At the individual level, employees covered by CTPF are required by statute to contribute 9 percent of their salary to pensions. However, from 1981 through 2017, CPS paid the first 7 percent on the employee’s behalf in addition to its own employer contribution. Under the 2020-24 Collective Bargaining Agreement with the Chicago Teachers Union, CPS no longer pays 7 percent for “Tier II” employees hired on or after January 1, 2017.

Decline in Funded Ratio Led to Increased CPS Contributions

Until June 30, 2001, CTPF had a funded ratio of 100 percent, and according to state law, CPS did not have to make an employer contribution. By June 30, 2004, the funded ratio had dropped to 86 percent, below a 90 percent threshold, and therefore CPS was statutorily required to make employer contributions beginning in 2006.

Chart 5: CTPF Funded Ratio Has Generally Decreased Since Early 2000s (Actuarial Value of Assets)

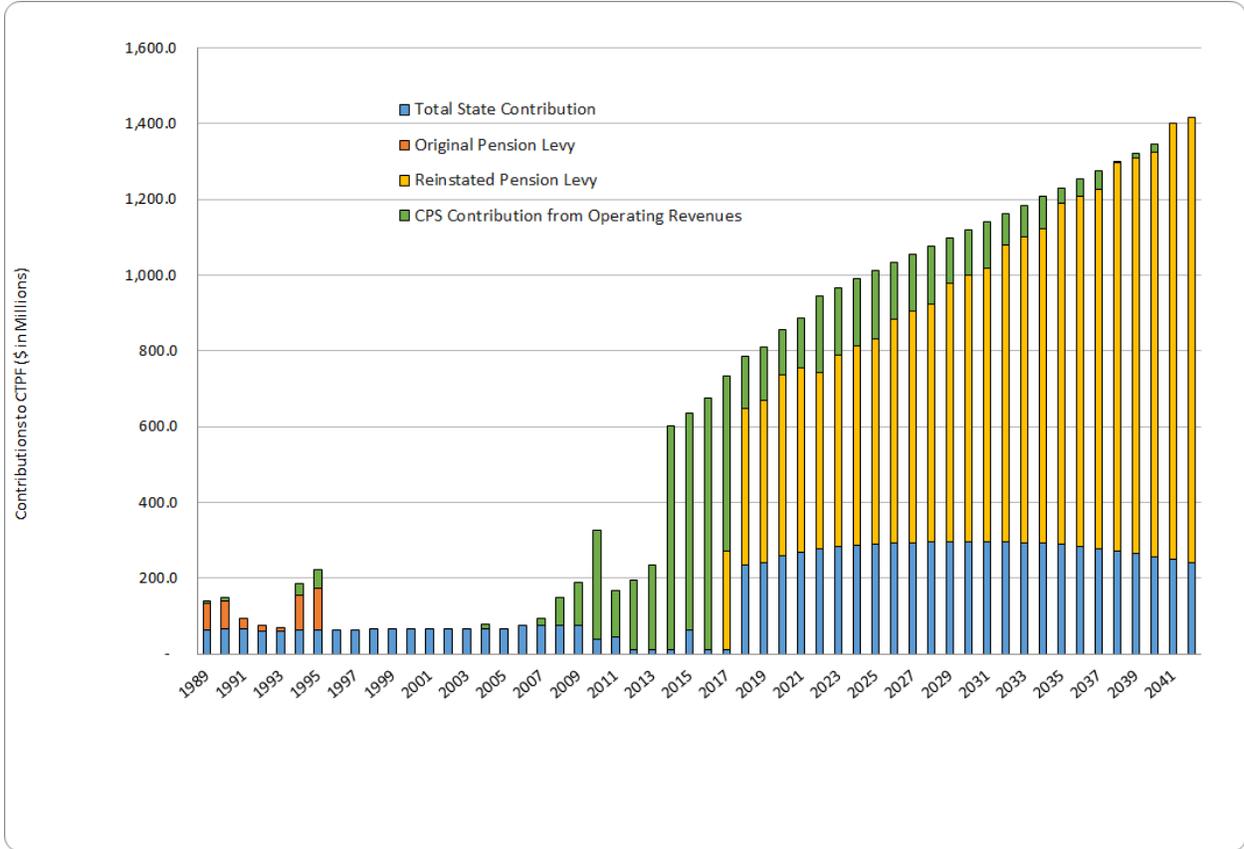


For the latest CTPF valuation, the rate of return assumption was lowered from 7 percent to 6.75 percent, lowering the expected future value of fund assets and decreasing the funded ratio. As such, the certified CPS employer contributions for FY2022 is \$667.3 million, \$30.3 million higher than the prior year’s FY2022 projection of \$637 million, reflecting an increase in the actuarial accrued liability of the CTPF by \$821 million.

CPS’ Pension Contributions Continue to Grow

Pension contribution costs borne by CPS will continue to grow until 2059, with the majority covered by the pension levy. The state’s assumption of the normal cost since FY2017 will not fully fund the rising total costs of pension contributions because the normal cost is projected to decline as a share of the total employer cost. The pension levy, if assumed to stay flat at 0.567 percent of a property’s value, should eventually pay for CPS’ entire share of the pension costs. However, long-term fiscal stability is still predicated upon the state lessening the tax burden placed on Chicagoans by fully funding the EBF model, which will provide additional resources to CPS and other school districts that primarily educate low-income students. More discussion on the state’s EBF formula can be found in the Revenue chapter of the Budget Book.

Chart 6: CPS Employer Pension Contributions Will Continue to Grow Every Year, With the Majority Covered by the Reinstated Pension Levy



MEABF Contributions

FY2020 was the first year that CPS covered some of the costs associated with its non-teaching employees covered by the Municipal Employees’ Annuity and Benefit Fund (MEABF). Prior to FY2020, the City of Chicago covered the entire cost of the MEABF employer contribution. As part of an Inter-Governmental Agreement (IGA) with the City of Chicago, the Board of Education will pay \$100 million to the city in FY2022, to fund a portion of the city’s obligation to the MEABF.

Schools and Networks

Chicago Public Schools (CPS) is investing in the continued academic success of its students by allocating over \$4.4 billion in school budgets in FY2022. This is an increase from the \$4.1 billion budgeted in FY2021.

In FY2022, schools will continue to receive funding through Student Based Budgeting (SBB), marking the ninth year that CPS has allocated base funding through this formula. SBB funding, however, represents less than half of funding that schools will receive. CPS has in recent years made significant investments outside of the SBB formula to improve equity in school funding, including equity grant funding, growth in the low-income driven Supplemental Aid formula, and investments in academic programming to further access to specialized programming throughout the city. Additionally, CPS has invested \$32 million in FY2022 to mitigate the impact of COVID-19 on funding tied to school enrollment.

CPS is increasing the SBB rate to align with the teacher salary increase in the CTU contract. The base SBB rate for FY2022 is \$4,805.31 per pupil, compared to \$4,665.35 in FY2021.

CPS is providing school-based equity grants to support high-needs schools and ensure all students are able to access a high-quality education. The FY2022 equity grant provides \$66 million in school-based funding to support 396 elementary and high schools and reflects a \$22 million dollar increase from FY2020. CPS continues to prioritize per-student funding for students from low-income households by increasing Supplemental Aid allocations from \$950 to \$990 per student and maintaining total school-based Title I funding despite declining enrollment across the district.

ENROLLMENT

CPS school budgets are based on student enrollment and demographics. For more information on student demographics, please see Appendix A.

Budgets for SY2021–22 are based on each school’s 20th day enrollment during SY2020–21. Funding schools based on prior year enrollment ensures that schools will not see a budget reduction in the fall, even if enrollment declines. For FY22, school budgets were not adjusted downward if their FY2021 enrollment dropped from the previous year. In response to the effect of the pandemic, school baselines were established as the larger of either 1) the school’s FY2017-FY2020 trend enrollment, or 2) the FY2020 20th day enrollment. As in previous years, schools will receive additional funding if their enrollment on the 10th day of the new school year exceeds their FY2022 budget baseline enrollment, as reflected in the budget handout. This model allows schools to plan confidently for the year ahead without concern for potential budget reductions and provides school-based staff greater certainty about their positions in the coming year.

Table 1: FY2021 Enrollment by School Type

School Type	FY2021 20th Day Enrollment		
	Pre-K	K-12	Total
Traditional District-Run Schools	10,625	268,107	278,732
Charter Schools	-	51,462	51,462

Contract Schools	-	2,211	2,211
District Specialty Schools	869	1,612	2,481
District Options Schools	-	3,477	3,477
ALOP/SAFE	-	2,295	2,295
Total District Enrollment	17,492	329,164	340,658

NUMBER OF SCHOOLS

Per CPS definition, a school:

1. Is officially authorized by the Chicago Board of Education;
2. Is based in one or more buildings inside the geographic boundaries of the City of Chicago;
3. Has or will have one of the following governance structures: a local school council, an appointed local school council, a board of directors, or a board of governors;
4. Employs at least one administrator to lead the school;
5. Employs at least one credentialed person to provide instruction to students;
6. Provides an appropriate curriculum for each grade level served that, at a minimum, meets all requirements of the Illinois State Code;
7. Requires progression toward a terminal grade level within a single school, regardless of physical location;
8. Is not defined under Illinois School Code as something other than a school (e.g., an Alternative Learning Opportunity Program is not a school); and
9. Has or is intended to have at least one actively-enrolled student during the school year.

Based on this definition, there are 636 schools in FY2022. Table 2 provides the school count by type.

Table 2: FY2022 Number of CPS Schools by School Type

School Type	Description	FY2021	FY2022
Traditional district schools	District-run schools funded through SBB	499	498
Charter schools	Public schools managed by independent operators and certified under state charter law	115	114
Contract schools	Public schools managed by independent operators under a contract with the district	9	9
District specialty schools	District-run schools that primarily serve students with significant diverse learning needs or early childhood students	10	10
District options schools	District-run high schools for students in restricted environments or students who need educational alternatives to traditional high schools	4	4
SAFE school programs	Schools managed by independent operators for students who have been expelled from other schools due to violence	1	1
		638	636

ALOP programs	Programs managed by independent operators that provide educational options for students who have dropped out of school and seek to return	8	8
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The following table explains the change in school count between FY2021 and FY2022.

Table 3: School Openings and Closings Between FY2021 and FY2022

School Short Name	Description	Change
District Run Schools		
Harper High School	Closed by Board Action	-1
	Net Change in District Run Schools	-1
Charter Schools		
Chicago International Charter School (CICS) - Chicago Quest	Mutual consent by Board and CICS - Chicago Quest	-1
	Net Change in Charter Schools	-1
	Total Net Change in Schools	-2

SCHOOL BUDGET OVERVIEW

The FY2022 budget contains more than \$4.4 billion budgeted at school units. The following tables show fund and position allocations by school type and funding category

Table 4: FY2022 Funding in School Budgets, by School Type and Department (\$ in thousands)

School Type	SBB	Diverse Learners	Bilingual	Early Childhood	Other Programs	Title I	Supp. Aid	Operations	Total
District Run	\$1,726,936	\$766,788	\$35,811	\$206,006	\$210,670	\$131,888	\$208,998	\$156,607	\$3,443,705
Charter/ Contract	\$368,483	\$104,865	\$0	\$0	\$216,192	\$37,712	\$47,451	\$4,190	\$778,892
ALOP	\$22,656	\$6,484	\$0	\$0	\$12,879	\$2,374	\$2,897	\$297	\$47,586
Specialty	\$4,122	\$41,959	\$686	\$11,960	\$5,239	\$629	\$1,172	\$1,406	\$67,173
District Options	\$1,769	\$4,227	\$53	\$0	\$16,008	\$282	\$441	\$319	\$23,099

SAFE	\$714	\$32	\$0	\$0	\$424	\$8	\$82	\$0	\$1,260
Total	\$2,124,680	\$924,355	\$36,550	\$217,966	\$461,413	\$172,893	\$261,040	\$162,818	\$4,361,715

Table 5: FY2021 Positions in School Budgets, by School Type and Department (FTEs)

School Type	SBB	Diverse Learners	Bilingual	Early Childhood	Other Programs	Title I	Supplemental Aid	Operations*	Total
District Run	14,046.6	8,700.0	278.5	2,164.8	1,163.2	1,138.7	1,822.8	3,345.7	32,660.2
Charter/ Contract	0.0	0.0	0.0	0.0	0.0	0.0	0.0	118.0	118.0
ALOP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Specialty	30.0	517.0	5.5	124.0	36.7	1.3	2.0	27.0	743.5
District Options	12.0	34.4	0.5	0.0	36.9	0.0	1.7	6.0	91.5
SAFE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	14,088.6	9,251.4	284.5	2,288.8	1,236.8	1,140.0	1,826.5	3,496.7	33,613.2

*FTE at charter and contract schools include federally funded lunchroom staff and security staff, the latter of which are deducted from tuition payments made to the schools that have them.

The following sections discuss funding for core instruction and additional funding received by schools.

FUNDING FOR CORE INSTRUCTION (SBB)

Traditional District Schools

Traditional district schools are funded through SBB. The only district-run schools that do not fall in this category are the ten specialty schools and four district options schools, which are discussed in later sections.

In aggregate, SBB funding for district-run schools is increasing by \$61 million from FY2021. This reflects the SBB rate increase, as well as increases in the equity grant and other SBB funding inputs (see Appendix B).

Table 6: FY2022 Schools and Enrollment at Traditional District Schools (\$ in millions)

Traditional District Schools	FY2021 Budget	FY2022 Budget	Change
Number of schools	499	498	-1
Number of K-12 students*	277,561*	274,595**	-2,966
SBB funding, in millions	\$1,665	\$1,726	\$61

*Although initial school budgets are based on prior year 20th day enrollment, a small number of schools received a requested funding increase based on anticipated enrollment growth. Schools that see additional enrollment growth above current numbers will receive additional funds after the start of the school year. Schools that are opening or adding grades also receive funding based

on anticipated enrollment.

**Some schools experienced out-of-trend enrollment decreases for the FY2020-21 school year. These schools received funding based on FY17-20 trend enrollment.

Charter and Contract Schools

Charter and contract schools are public schools managed by independent operators and offer an alternative to traditional district-managed schools.

SBB is the largest portion of the general funds budget, and it is allocated to charter and contract schools. The general funds budget also includes some funding categories that are considered district-wide shared obligations, such as the unfunded pension liability. Charter and contract schools do not receive tuition funding based on these shared obligations. Funding for operations, security, Central Office expenses, and education support programs are paid to charter and contract schools through non-SBB funding, rather than through citywide spending for district-run schools. This ensures that these schools receive an equitable share of centralized spending and of each categorical funding source, where applicable. For more details on how charter and contract schools will be funded in FY2022, please see Appendix B.

Table 7: Projected SBB and Non-SBB Tuition Funding at Charter and Contract Schools

	FY2022 Projections
Number of schools	123
Number of K-12 students (FY21 20th day count)	57,150
SBB funding, in millions	\$376.6
Non-SBB funding, in millions	\$128.2
Total general education tuition payments, in millions	\$504.8

Alternative Learning Opportunity Programs (ALOP)

Alternative Learning Opportunity Programs provide different educational options for at-risk youth who have not been consistently enrolled in school. Since 2011, CPS has expanded partnerships with providers that specialize in working with off-track youth and has more than doubled the number of available seats in ALOPs.

Table 8: Projected SBB and Non-SBB Tuition Funding at ALOPs

	FY2022 Projections
Number of programs	8
Number of K-12 students (FY21 20th day count)	2,283
SBB funding, in millions	\$15.2
Non-SBB funding (operations), in millions	\$5.2
Total general education tuition payments, in millions	\$20.4

Specialty Schools

Specialty schools primarily serve students with significant diverse learning needs and students in pre-k. Specialty schools include:

- Three early childhood centers serving only pre-k students (Vick, Thomas, Stock)
- Three early childhood centers serving pre-k students and a significant number of diverse learners enrolled in primary grades (Blair, Beard, Rudolph)
- Four high schools serving 100 percent diverse learners (Northside Learning, Southside, Graham, and Vaughn).

In FY2022, specialty schools will receive \$10.9 million in funding for core instruction, which comes through both discretionary dollars and centrally funded positions, in addition to \$1.8 million for Supplemental Aid and Title I allocations. The remainder of specialty schools' budgets is for pre-k and diverse learner programming specific to each school. This funding is provided by the Department of Early Childhood Education and the Office of Diverse Learner Support Services. To account for the specific needs of the diverse learners they serve, the costs of these schools are significantly higher than traditional schools when compared on a per-pupil basis.

District Options Schools

District options schools serve students in confinement, at risk of dropping out of school, or who have dropped out and wish to return. District options schools include one school located at the Cook County Jail (York), one school located at the Cook County Juvenile Temporary Detention Center (Jefferson), one school that serves pregnant women (Simpson), and one school that serves returning dropouts and students at risk of dropping out (Peace & Education Coalition).

In FY2022, district options schools will receive a core allocation of \$9.5 million for teachers and administrative positions. In addition, the schools will receive \$8.6 million in supplemental Title I positions to help address their unique challenges.

SAFE Schools

SAFE schools provide an educational option to students who have been expelled from another CPS school due to violence. CPS has one SAFE school, which is managed by an independent operator. The SBB and non-SBB tuition cost for this school is just over \$1 million, which is fully offset by a state Regional Safe Schools grant.

ADDITIONAL FUNDING RECEIVED BY SCHOOLS

Although funding for core instruction is typically the largest portion of a school's budget, schools receive additional funding to meet specific student needs, including funding for diverse learners, bilingual students, early childhood students; program costs; and school operations. See Appendix B for information on funding formulas for these allocations.

Diverse Learner Funding

Diverse learner allocations are based on the number of special education teachers and paraprofessionals needed to deliver the supports and services defined in Individualized Education Plans. Initial allocations are determined by each school's special education population as of Spring 2021. Allocations may be updated during the year in response to changes in student support needs.

Language and Cultural Education

Schools receive supplemental bilingual education teachers and per-pupil funds based on their number of English learners (ELs). There are two programs: Transitional Bilingual Education (TBE) for schools that have 20 or more ELs of the same language background and Transitional Program of Instruction (TPI) for schools that have fewer than 20 ELs of the same language background. The Office of Language and Cultural Education (OLCE) tracks ELs and allocates supplemental bilingual teachers and funds to schools.

The FY2022 budget contains \$36.6 million in supplemental funding to schools, which includes hiring 285 supplemental bilingual education teachers. Bilingual education is supported by local funding and dedicated state and federal funding.

Early Childhood

To better meet family needs and ensure children are receiving services that will set the foundation for long-term success, CPS has expanded its investment in early childhood education in FY2021 and will provide an additional 53 full-day preschool classrooms in high-need communities. The expansion of full-day pre-k continues the district's four-year plan to provide all four-year-olds in Chicago with access to high-quality, full-day early childhood education.

The FY2022 budget contains \$318 million in funding for early childhood education, both in CPS and in community-based programs managed by the City of Chicago. This includes \$218 million allocated at 369 elementary schools for early childhood programs, including universal pre-k, child parent centers, and tuition-based programs. An additional \$80 million is allocated to the Department of Family and Support Services (DFSS) for Preschool for All (PFA) and the Prevention Initiative (PI) programs that are implemented at various community-based organizations.

Additional funds are budgeted centrally for items such as:

- Professional development for teachers and administrators;
- Curriculum and instructional materials, furniture, and technology;
- Student and teacher assessments; and
- Nutritious snacks for full-day programs.

Early childhood programs serve pre-k students, ages 3 and 4, and are funded primarily from the state Early Childhood Block Grant and local funds. CPS also provides state grant funding to community-based providers for early childhood programs up to age 5, as noted above and described more fully in the Early Childhood department narrative, but this funding is not reflected in school budgets.

Other Programs

Schools that offer board-funded educational programming receive additional teaching positions or funding. All programs except for STEM are funded from general funds. Details on these programs are found in their respective departmental narratives. Significant programs are included in Table 9.

Table 9: Board Funded Programs

	Positions (FTE)			Budget (\$ in millions)		
	FY21 Budget	FY22 Budget	Change	FY21 Budget	FY22 Budget	Change
Academic Centers	1.0	1.0	0.0	\$ 0.11	\$0.11	\$0.00
Classical Schools	18.0	20.0	2.0	\$ 1.94	\$2.19	\$0.25
Critical Language Initiative	30.0	29.0	-1.0	\$ 3.23	\$3.58	\$0.35
Dual Language	20.0	19.5	-.5	\$ 2.34	\$2.33	-\$0.01
International Baccalaureate	137.0	141.5	4.5	\$ 14.75	\$15.69	\$0.94
JROTC	146.0	145.0	-1.0	\$ 15.72	\$16.08	\$0.36
Magnet - Fine & Performing Arts	4.0	5.0	1.0	\$0.43	\$0.54	\$0.11
Magnet Cluster Programs	108.0	113.0	5.0	\$ 11.63	\$12.16	\$0.53
Magnet Schools	157.4	159.4	2.0	\$ 16.95	\$17.68	\$0.73
Montessori Programs	49.0	49.0	0.0	\$ 3.36	\$3.46	\$0.10
Regional Gifted Centers	23.0	23.0	0.0	\$ 2.48	\$2.87	\$0.39
Regional Gifted Centers ELL	7.0	7.25	.25	\$ 0.75	\$0.80	\$0.05
Selective Enrollment HS	35.0	35.0	0.0	\$ 3.77	\$3.88	\$0.11
STEM* and STEAM Programs	92.0	97.0	5.0	\$ 9.91	\$10.76	\$0.85
Totals	827.4	844.7	17.3	\$87.37	\$92.13	\$4.76

*Includes grant funding

Discretionary Funds

CPS schools receive two discretionary funding sources that provide targeted support to low-income students: Supplemental Aid and Title I.

Supplemental Aid (SA) funds are distributed to schools based on the number of students who are eligible to receive free or reduced-price meals under the federal Child Nutrition Act of 1966 and the National School Lunch Act, as of the 20th day of the school year. For FY2022, CPS increased the rate from \$950 per student to \$990, providing over \$261 million in total funding. SA follows the same spending rules as local funds, allowing greater flexibility in how funds are used.

Title I of the federal Every Student Succeeds Act (ESSA) provides funds to schools with high concentrations of low-income, educationally disadvantaged students who require supplementary services. Over 88 percent of CPS schools qualify for Title I discretionary funding.

Operational Expenses

Schools receive additional positions, services, and funding for various operational expenses. In FY2022, the following operational funding appears in schools budgets:

- **Security:** School security officers and security aides are assigned to schools by the Office of Safety and Security. Security positions are budgeted at schools.
- **Food Service:** This includes the labor costs of the lunchroom staff; the food costs required to provide lunch and breakfast are budgeted centrally.

Other operational expenses are managed by central office to ensure district-wide efficiency and savings. Among the positions managed centrally are bus aides, engineers, and custodians. Please refer to the department narratives for more details about each of these operational areas.

Private Schools

Students, teachers, and parents of private/nonpublic schools are entitled to federal support through Every Student Succeeds Act (ESSA) (Title I, Title II, Title III, Title IV) and the Individuals with Disabilities Education Act (IDEA). As a result of Coronavirus Aid, Relief, and Economic Security (CARES) Act, private/nonpublic schools will also be entitled to a proportionate share of the CARES Elementary and Secondary School Emergency Relief Fund (ESSER) for the FY2021–22 school year. CPS must set aside a share of the federal funds it receives to make services available to eligible private/nonpublic school students, teachers, and parents. However, these funds are not paid directly to the private schools; instead, CPS operates these programs on behalf of eligible students, teachers, and parents.

Each year, CPS oversees and manages services for approximately 61,000 students in 250 private schools, totaling almost \$31 million under ESSA and additional \$19 million under ESSER. In addition, CPS oversees services for children who attend seven residential sites that specialize in serving children under the guardianship of the Illinois Department of Children and Family Services.

The following table shows the allocations for each of the federal programs. Funding is proportionate to the number of eligible students in each private school compared to the student’s designated CPS neighborhood school. FY2022 amounts are projections; the final amounts will be determined after the district’s applications are approved by the Illinois State Board of Education.

Table 10: FY2022 Budget for Private School Programs

Federal Program	ESSA FY2021 Budget	ESSA FY2022 Budget
Title I (improving academic achievement of disadvantaged students)	\$22,151,590	\$20,869,256
Title IIA (teacher and principal training and recruiting)	\$2,776,477	\$2,550,224
Title III (Language instruction for ELs)	\$417,260	\$442,595
Title IVA (Student support and academic enrichment)	\$2,461,248	\$1,921,881

Individuals with Disabilities Education Act (IDEA)	\$2,623,041	\$1,941,702
Title I, Part D (Neglected)	\$786,959	\$556,918
Subtotal Prior to ESSER Funding	\$31,216,575	\$28,282,576
ESSER Grant	\$18,569,060	N/A
Digital Equity	\$1,829,188	N/A
Total	\$51,614,823	\$28,282,576

NETWORKS

District-run schools are organized into networks, which provide administrative support, strategic direction, and leadership development to the schools within the network. In FY2019, CPS moved from a 13-network structure to a 17-network structure to better support the unique needs of both elementary and high schools. Under the revised structure, elementary schools remained in their current networks, and high schools were placed into four new networks. Beginning in the 2021-22 school year, CPS will begin transitioning schools previously managed by the Academy for Urban School Leadership (AUSL) back into the district-managed network structure.

Networks are led by network chiefs who are responsible for building effective schools with strong leaders. Network chiefs play an integral role in developing professional development plans, collecting and assessing data to drive interventions, supporting schools in developing and implementing their Continuous Improvement Work Plan, collaborating on best practices with other networks, and fostering community and parental involvement. Networks are supported by deputy chiefs, data strategists, instructional support leaders, and administrative personnel. High school networks have a designated network operations manager, data strategist, and shared executive assistant.

Each network also has a social emotional learning specialist and a specialized services administrator, which appear in the budgets for the Office of College and Career Success and the Office of Diverse Learner Support and Services. All network staff report to the Office of Network Support.

There are instances where schools are exempt from network oversight. High-performing principals who are a part of the Independent School Principals (ISP) program have the autonomy to operate their schools with reduced oversight from central office. Academy for Urban School Leadership (AUSL) schools are also not included in the 17-network structure.

Table 11: FY2021 Network Structure

Network	City Planning Zones
1	Sauganash, Reed-Dunning, Albany, Irving
2	Ravenswood
3	Austin, Belmont-Cragin
4	Logan, Lincoln Park
5	Humboldt Park, Garfield, West Humboldt, North Lawndale
6	Near North, Near West, Loop, Bridgeport, Chinatown

7	Pilsen, Little Village
8	McKinley Park
9	Bronzeville, Hyde Park, Woodlawn
10	Beverly, Midway, Chicago Lawn, Ashburn
11	Englewood, Auburn-Gresham
12	Chatham, South Shore
13	Far South, Far East
14	High School Network 1 (shares planning zones with elementary networks 1, 2, and 4)
15	High School Network 2 (shares planning zones with elementary networks 3, 5, 6, 7, and 8)
16	High School Network 3 (shares planning zones with elementary networks 7, 8, 9, 10, and 11)
17	High School Network 4 (shares planning zones with elementary networks 9, 12, and 13)
AUSL	Citywide - Academy for Urban School Leadership schools
ISP	Citywide - Independent Schools not assigned to networks

In FY2022, each network will receive a \$110,000 non-personnel budget for administrative expenses and professional development. In addition to non-personnel budgets, each network receives a foundation allocation of personnel, and additional positions may be allocated based on a variety of factors including number, types, and needs of schools served. Non-personnel costs are funded through general education funds, while positions are funded through general education, Title I, and Title II funds.

Table 12: FY2022 Network Budgets

Network	Personnel	Non-Personnel	FY2022 Budget
1	\$ 1,360,554	\$ 110,000	\$ 1,470,554
2	\$ 1,167,647	\$ 110,000	\$ 1,277,647
3	\$ 1,563,042	\$ 110,000	\$ 1,673,042
4	\$ 1,411,553	\$ 110,000	\$ 1,521,553
5	\$ 1,531,176	\$ 110,000	\$ 1,641,176
6	\$ 1,259,185	\$ 110,000	\$ 1,369,185
7	\$ 1,252,479	\$ 110,000	\$ 1,362,479
8	\$ 1,336,837	\$ 110,000	\$ 1,446,837
9	\$ 1,324,675	\$ 110,000	\$ 1,434,675
10	\$ 1,486,094	\$ 110,000	\$ 1,596,094
11	\$ 1,756,914	\$ 110,000	\$ 1,866,914

12	\$ 1,421,655	\$ 110,000	\$ 1,531,655
13	\$ 1,570,503	\$ 110,000	\$ 1,680,503
14	\$ 612,154	\$ 110,000	\$ 722,154
15	\$ 426,574	\$ 110,000	\$ 536,574
16	\$ 588,434	\$ 110,000	\$ 698,434
17	\$ 592,860	\$ 110,000	\$ 702,860
Total	\$ 20,662,336	\$ 1,870,000	\$ 22,532,336

Department Narratives Overview

Departments within Chicago Public Schools provide, direct, and oversee resources to students, parents, families, teachers, partners, and the community. They are divided into two functions: Central Office and Citywide. Central Office departments provide instructional and administrative support services throughout the district. Citywide departments include teachers, programs, and other resources that directly support schools but are managed and monitored by a Central Office department.

The following department narratives explain the role each department plays in the district with a focus on how they serve students. Department narratives also include tables that show the total dollars, by fund, associated with each department’s mission and major programs. If a department consists of multiple Central Office and Citywide units, the budgets are aggregated.

An example of a department’s budget summary is provided below:

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,578,200	\$ 3,855,600	\$ 3,653,800	\$ 2,663,300	\$ 3,680,452
Title Funds	\$ 167,600	\$ 316,700	\$ 316,700	\$ 176,400	\$ 444,142
Other Grant Funds	\$ 10,205,800	\$ 12,879,100	\$ 11,853,000	\$ 7,557,800	\$ 14,957,681
Total Department	\$ 11,951,600	\$ 17,051,400	\$ 15,823,500	\$ 10,397,500	\$ 19,082,275
Budgeted at Schools	\$ 2,214,150	\$ 132,600	\$ 4,057,750	\$ 2,046,700	\$ 142,026
Grand Total	\$ 14,165,750	\$ 17,184,000	\$ 19,881,250	\$ 12,444,200	\$ 19,224,301

2020 Actual Expenses are categorized by funding source (as are all other columns) to inform readers of the amount spent by the department during FY2020.

The **2021 Approved Budget** reflects the original budget for each department at the beginning of FY2021. During the course of the fiscal year, intra-fund and intra-department transfers, reorganizations, or newly awarded grants may alter a department’s budget relative to the original or approved budget. The **2021 Ending Budget** reflects those changes.

In addition to reporting the final department budget, **2021 Projected Expenditures** reflect an estimate of the year-end spending for each department at the time of budget preparation.

The **2022 Proposed Budget** represents the amount allocated to the department for the fiscal year starting July 1, 2021 and ending June 30, 2022.

Amounts **Budgeted at Schools** are for school-based programs that are managed by the department but whose funding are included in schools’ budgets.

An example of a department’s position summary is provided below:

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	10.1	12.6	13.6
Title Funds	2.0	2.5	2.5
Other Grant Funds	62.9	55.9	55.9
Total Department	75.0	71.0	72.0
Budgeted at Schools	1.0	1.0	1.0
Grand Total	76.0	72.0	73.0

2021 Budgeted Positions reflects the original number of full-time equivalent (FTE) positions for each department at the beginning of FY2021.

2021 Ending Positions reflects any changes during the course of the fiscal year, including those caused by reorganizations or newly awarded grants that fund additional positions.

2022 Proposed Positions represents the number of FTE positions allocated to the department for the fiscal year starting July 1, 2021 and ending June 30, 2022.

For more detail on the various funding sources, please refer to the Revenue chapter included in this budget book.

Access and Enrollment

MISSION

The Office of Access and Enrollment (OAE) manages the application, testing, selection, notification, and enrollment processes for all district elementary and high schools, charter high schools, and designated preschools. OAE is dedicated to increasing student achievement by ensuring that all students have equal access to high-quality programs that fit their educational needs.

MAJOR PROGRAMS

- **GoCPS:** Allow families to learn, research, explore, and apply to nearly every CPS school and program through a single online application.
- Coordinate and execute testing for selective enrollment elementary and high schools.
- Facilitate the principal discretion process for selective enrollment high schools.
- Provide training and communication to school clerks and counselors on navigating the annual elementary and high school application process.
- Provide district- and school-level marketing support to facilitate the application and enrollment process across CPS.
- Coordinate the annual appeals process and remedy any potential district errors to ensure all student applications are accurately processed.
- Provide families and school communities with year-round support, guidance, and information on the school application process.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 4,944,571	\$ 7,146,973	\$ 6,335,565	\$ 6,082,191	\$ 5,238,553
Other Grant Funds	\$ 35	\$ -	\$ 13,040	\$ -	\$ -
Total Department	\$ 4,944,606	\$ 7,146,973	\$ 6,348,605	\$ 6,082,191	\$ 5,238,553

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	21.0	16.0	17.0
Total Department	21.0	16.0	17.0

MAJOR ACCOMPLISHMENTS in FY2021

- 92 percent of eighth-graders applied for high school through GoCPS.
- Collaborated with the Office of Teaching and Learning to ensure that the district equitably accounted for variations in student grades and test scores because of the pandemic. Students were able to use the highest NWEA scores from the prior three testing administrations and were able to test again in the winter to improve their scores for the admissions process. A similar process was used for grades; a comparison was made between first semester grades and final grades the previous year, with the higher grades being used for admissions.

- Increased access for diverse learners at selective enrollment high schools. Across the 11 selective enrollment high schools, about six percent of the students attending are diverse learners, while about 14 percent of the incoming freshman seats were designated for diverse learners.
- Created a working group to foster relationships and collaboration with school counselors to ensure students and families have access to required information to complete the admissions process.
- Converted several supplemental documents for the application process into a digital format, which increased efficiency for families and saved money for the district.
- Conducted in-person testing for about 18,000 students who wanted to participate in selective enrollment admissions.

KEY BUDGET INITIATIVES for FY2022

- Develop GoCPS 2.0 with a vendor partner, SchoolMint, over the next two years to introduce new and improved functionality for families and schools, including:
 - Ensuring GoCPS is running clearly and efficiently for all families.
 - Creating a student data management system to better maintain application data and run the selections process.
 - Creating selections, offers, and waitlist management modules.
- Move to a universal admissions test for entry into selective enrollment high schools with all eighth-grade students testing during the school day at their schools.

Internal Audit and Advisory Services

MISSION

The Office of Internal Audit and Advisory Services (IAAS) performs independent and objective financial reviews to enforce accountability across the district and promote high-quality public education opportunities for every child. IAAS manages and oversees district- and school-level audits that are designed to meet the following goals:

- Evaluate the effectiveness of the department, school, or program's internal controls and business practices so they can meet their operational and financial goals.
- Ensure the department, school, or program is complying with applicable laws, regulations, ordinances, Board rules, ethics policies, contracts, grants, and administrative policies and procedures.
- Assist department, school, or program management in integrating innovative business practices and strategies to improve organizational efficiency and effectiveness and minimize risks.
- Assess organizational risk in order to develop a risk-based internal audit plan and risk management strategies.
- Inform the Board and CPS leadership on audit results and any changes or improvements the department, school, or program will take moving forward.

MAJOR PROGRAMS

- **School Audits:** Assess and evaluate the effectiveness of the internal controls and business environment to help school administrators achieve operational, financial, compliance, and strategic objectives. This includes evaluating the accuracy of transactions; safeguarding of assets; and compliance with applicable laws, regulations, ordinances, contracts, and administrative policies and procedures.
- **Central Office Audits:** Provide uniform audits of high-risk areas by assessing the department's internal control environment; compliance with Board policies, laws, and regulations; efficient utilization of resources; safeguarding of assets; and production of accurate, reliable, and timely data.
- **Risk Management Activities:** Carry out districtwide activities informed by relevant and expert stakeholders, applied strategically throughout the district, and designed to identify events or risks that impact our ability to carry out our vision and provide assurance that we can achieve our goals.
- **Special Projects:** Advise Central Office management on best practices in areas where there are opportunities for improvement and administrative action may be required.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$1,634,297	\$2,409,070	\$2,503,070	\$1,323,783	\$2,441,576
Total Department	\$1,634,297	\$2,409,070	\$2,503,070	\$1,323,783	\$2,441,576

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	14.0	14.0	14.0
Total Department	14.0	14.0	14.0

MAJOR ACCOMPLISHMENTS in FY2021

- Implemented a new Continuous Monitoring Audit Program (CMAP) which facilitates increased oversight and coverage. Through CMAP procedures, IAAS is able to obtain coverage of 100 percent of district transactions using data analytics to broaden our audit scope and increase our engagement with schools.
- Completed two Central Office integrated audits for the district’s grades processes and the Safe Passage program and agreed upon management action plans that will be implemented by departmental leadership.
- Created the district’s first-ever cross-functional risk committee to protect the district’s Five-Year Vision and led risk assessment refresh discussions for key district risks that will inform the committee’s areas of focus.

KEY BUDGET INITIATIVES for FY2022

- Expand CMAP with additional procedures including financial and operational controls through enhanced data analytics. Overall, the program will expand from approximately 11 key controls to more than 20.
- Continue to conduct Central Office audits prioritized based on district wide risk assessment activities, including evaluating the Community Schools Initiative and partnering with the Department of Information and Technology Services on areas such as cyber security.
- Continue providing structure to the Risk Committee to ensure it can support and operationalize district-wide management practices and risk mitigation strategies driven by the district’s core values.
- Conduct risk assessment activities quarterly, including discussions, controls identification, and rationalization activities, to identify the most important threats and opportunities and prepare the district to lay the foundation for a risk response based on the final deliverable.

Board Office

MISSION

The Chicago Board of Education (Board) governs and oversees CPS by establishing policies, standards, goals, and initiatives that ensure district accountability in providing a world-class education for every CPS student. The Board Office supports the Board members in the following ways:

- Supporting and increasing the capacity of Board members to govern CPS.
- Increasing public access and engagement with Board members.
- Strengthening transparency of CPS policies, operations, and initiatives.
- Executing administrative responsibilities to ensure the Board is able to fulfill its governance and oversight duties.

MAJOR PROGRAMS

- Administer and facilitate Board meetings by releasing meeting agendas, registering speakers and attendees, recording meeting proceedings, and logging Board actions.
- Host the Early Childhood, Workforce Development and Equity, Whole Child, and Finance and Audit Committee hearings to support Board members engaging with stakeholders on specific topics.
- Maintain Board rules, policies, and the CPS archive.
- Host office hours to allow families, staff, and community members to speak with Board members.
- Execute and process contracts, agreements, and legal instruments.
- Provide support to families and stakeholders through the Board website at cpsboe.org and the office phone line at (773) 553-1600.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,291,906	\$ 1,448,043	\$ 1,320,357	\$ 1,168,635	\$ 1,378,906
Total Department	\$ 1,291,906	\$ 1,448,043	\$ 1,320,357	\$ 1,168,635	\$ 1,378,906

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	9.0	9.0	9.0
Total Department	9.0	9.0	9.0

MAJOR ACCOMPLISHMENTS in FY2021

- Re-established the Finance and Audit Committee to increase transparency around both the annual budget process and the work of the Office of Internal Audit and Advisory Services.
- Adopted a new project management tool that follows the monthly production cycle and captures key reporting milestones from management.

KEY BUDGET INITIATIVES for FY2022

- Amplify student voice through quarterly student roundtables and utilize the honorary student Board member to provide additional opportunities for students to interact with Board members.
- Increase community engagement through the four Board committees (Finance and Audit Committee, Whole Child Committee, Workplace Development and Equity Committee, and Early Childhood Committee) as well as office hours, school visits and participation in community meetings.

Office of Business Diversity

MISSION

The Office of Business Diversity’s (OBD) mission is to fully meet the district’s business diversity goals as outlined in the Board-approved plans to procure goods, services, and construction projects from certified minority-owned and women-owned business enterprises (MWBE) in the Chicagoland area. Through intentional outreach and transparent RFP processes, OBD helps the district improve procurement equity.

MAJOR PROGRAMS

- Ensures every CPS contract receives full scrutiny against the district-wide diversity goals of 30 percent minority-owned businesses and seven percent women-owned businesses. OBD's top priority is to ensure equal economic opportunity for minority and women vendors within CPS' procurement activities.
- Monitors and enforces contract compliance through the B2GNow management tool, which monitors prime vendor payments and validates corresponding subcontracting payouts.
- Oversees outreach program to better involve diverse vendors through community engagement.
- Builds a more sustainable supply chain of qualified vendors by reducing barriers to growth and helping develop MWBEs.
- Manages process to capture, track, and evaluate vendors’ performance based on contractual key performance indicators (KPIs).

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 756,830	\$ 867,711	\$ 867,711	\$ 761,711	\$ 1,104,168
Total Department	\$ 756,830	\$ 867,711	\$ 867,711	\$ 761,711	\$ 1,104,168

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	8.0	8.0	9.0
Total Department	8.0	8.0	9.0

MAJOR ACCOMPLISHMENTS in FY2021

- 14 percent increase in MWBE participation—including an increase across all ethnic subgroups—with an absolute dollar increase of \$47.9M.
- Developed departmental scorecards that break down spending by user group, and nine out of 14 user groups met or exceeded at least one diversity goal.
- As a result of enhanced outreach conducted during the year to increase community awareness and drive greater participation of MWBE’s actually responding to solicitations, 77 diverse vendors obtained contracts in FY20.

- As a collaborative continuous improvement effort, OBD and the Department of Capital Planning and Construction (Capital) launched a MWBE Capacity Building Initiative aimed at identifying and reducing barriers to MWBE growth.

KEY BUDGET INITIATIVES for FY2022

- Conduct disparity study to assess and validate remedial policies and aspirational goal setting, as well as operationalize recommendations from this study.
- Integrate e-builder with B2GNow to automate Capital's MWBE spend tracking and reporting.
- Implement tools to accurately track school-level spending and expand utilization of local certified MWBE vendors.
- Launch five vendor development workshops to support MWBE vendors expanding their scope and scale to be able to service larger contracts within the district.
- Uphold recommendation from the Procurement Reform Task Force to initiate supplier field audits and perform on-site assessments to validate that CPS has accurate vendor information.
- Implement a new process to enable tracking, reporting, and management of contractual KPIs by June 2022.
- Review present Board rules, supplier onboarding process, and terms and conditions of doing business with CPS to identify inherent barriers and increase access to procurement opportunities for small diverse vendors.

Children First Fund

MISSION

The mission of Children First Fund: The Chicago Public Schools Foundation (CFF) is to promote the growth and success of Chicago Public Schools through philanthropy and partnerships, advancing the CPS mission to prepare every student for success in college, career, and civic life.

MAJOR PROGRAMS

- Connects and facilitates partnerships between CPS and generous corporations, foundations, organizations, and individuals by supporting and raising funds as well as maximizing impact for supporters of Chicago’s students.
- Advances the district’s Five-Year Vision by using funding to support CPS priority areas such as arts, literacy, civics, and STEM.
- Provides contributions directly to schools, students and families by matching resources provided by external donors and partners with the initiatives, students, schools, and staff that need them most.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$885,418	\$1,284,314	\$1,284,314	\$746,148	\$768,267
Other Funds	\$148,556	\$781,820	\$290,444	\$5,694	\$634,753
Total Department	\$1,033,974	\$2,066,134	\$1,574,759	\$ 751,842	\$1,403,020

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Local Funds	9.0	9.0	7.0
Other Funds	5.0	4.0	4.0
Total Department	14.0	13.0	11.0

MAJOR ACCOMPLISHMENTS in FY2021

- Secured approximately \$45 million in federal, state, city, and philanthropic funding in FY2021.
 - Beginning in March 2020, CFF raised more than \$11 million for the district’s COVID-19 response, plus in-kind support valued at \$4 million.
- In response to the COVID-19 pandemic, CFF mobilized the Compassion Fund to direct resources to help CPS communities and families, bringing practical support and encouragement to thousands of students and families across Chicago. These resources included:
 - 12,000+ devices to support students as they learned from home.
 - Literacy resources, including 4,500+ early reading kits for CPS’ youngest learners and 30,000 culturally-relevant books for older readers.

- Direct relief via 2,200 gift cards for families that totaled \$570,000.
- 350 microgrants for graduating seniors to ease the post-secondary transition.
- 2.7 million face coverings and hundreds of thousands of units of hand sanitizer.
- A district-wide social and emotional learning (SEL) program to help students process trauma and grief.
- Serving as the fiscal agent for the Chicago Connected program.
- Partnered with City Hall, CPD, and the district's Office of Safety and Security to fund the Choose to Change (C2C) program, which offers youth a unique combination of individualized services, including intensive mentoring with group-based, trauma-informed therapy.
- Launched a multi-year fundraising campaign to establish and resource the Chicago Roadmap, a landmark collaboration between CPS and City Colleges of Chicago (CCC). CFF introduced this thoughtfully-researched effort to the Chicago community and also to nationwide philanthropic and education advocacy stakeholders.

KEY BUDGET INITIATIVES for FY2022

- Provide \$2.4 million in funding for the Chicago Roadmap and work in close partnership with City Colleges of Chicago Foundation (CCCF) to equitably increase student outcomes in college enrollment, college degree attainment, and employment.
- Provide critical support to schools, students, and families facing adverse circumstances, and promote safe, supportive, and equitable learning environments through The Compassion Fund.
- Pursue resources and partnerships through the Compassion Fund to advance the district's comprehensive approach to unfinished learning.
- Provide \$800,000 in funding to help establish financial education programs across the district so all CPS students and families have the knowledge, skills, and tools that promote their long-term financial health, wellness, and economic mobility.
- Partner with Chicago Beyond and the CPS Office of Social and Emotional Learning to provide \$2 million in funding for the Healing-Centered Framework, a transformative roadmap and collection of resources for CPS to proactively and responsively meet the wellness needs of each individual student.

Chief Education Office

MISSION

The Chief Education Office (CEdO) establishes the framework for excellence in Chicago Public Schools (CPS) and ensures that students flourish, teachers thrive, and principals lead a focused and effective continuous improvement agenda. CEdO shares accountability with schools for achieving excellence and an unwavering commitment to prepare all CPS students for success in college, career, and civic life.

MAJOR PROGRAMS

The CEdO consists of seven offices:

- **The Office of Network Support (ONS)** manages 17 Pre-K–12 school networks, the Service Leadership Academies (SLA), the Academy for Urban School Leadership (AUSL), and the Department of Principal Quality (PQ).
- **The Office of Teaching and Learning (T&L)** supports and provides all stakeholders with educational resources that result in high-quality, culturally-responsive curriculum and instruction that engages and empowers students.
- **The Office of Diverse Learner Supports and Services (ODLSS)** provides high-quality, specially-designed instructional supports and services for all students with diverse learning needs receiving specialized services within their least restrictive environments.
- **The Office of Language and Cultural Education (OLCE)** provides native language instruction, helps students develop English language skills, and promotes world language instruction that is high-quality, research-based, and reflective of student cultures. OLCE also oversees the state mandates around bilingual education, offers programs that create a pathway for students to achieve the State Seal of Biliteracy, and supports the implementation of dual language programs.
- **The Office of College and Career Success (OCCS)** works with schools, networks, and communities to ensure that every student at every grade level is provided individualized supports and opportunities to keep them engaged, on-track, and accelerating toward success in college, career, and life.
- **The Office of Early Childhood Education (OECE)** manages school-based preschool programs and community-based programs for children from birth to age five. Additionally, OECE provides resources, programs, and professional learning to support high-quality curriculum and instruction in the early grades.
- **The Office of Student Health and Wellness (OSHW)** aims to eliminate health-related barriers to learning and advance child health equity in Chicago. In addition to managing district health and wellness policies, OSHW provides dental, hearing, vision, and other student health services and houses the Children and Family Benefits Unit.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 902,242	\$ 1,107,515	\$ 1,137,241	\$ 993,000	\$ 1,169,431
Other Grant Funds	\$ -	\$ 15,000	\$ 15,000	\$ -	\$ -
Total Department	\$ 902,242	\$ 1,122,515	\$ 1,152,241	\$ 993,000	\$ 1,169,431

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	5.0	5.0	5.0
Total Department	5.0	5.0	5.0

MAJOR ACCOMPLISHMENTS in FY2021

- Supported academic program expansion and increased access to specialty programs, including those that yield college and career credentials. Students in 33 schools across the city gained access to high-quality programming, including International Baccalaureate (IB); science, technology, engineering, and mathematics (STEM); science, technology, engineering, arts, and mathematics (STEAM); fine and performing arts; dual language; world language; personalized learning; and gifted.
- Added 44 new early childhood classrooms across 27 schools to move toward the district's goal of providing free, full-day Pre-K for every four-year-old in Chicago.
- Completed all six development cycles and secured feedback from more than 300 teachers to inform the design of Skyline, the District's first PreK-12 digital curriculum, which is scheduled to launch on July 31, 2021.
- Launched the Healing-Centered Framework, a transformative roadmap and collection of resources for CPS to proactively and responsively meet the wellness needs of each individual student.
- Provided ongoing professional development on continuous improvement to Central Office departments to ensure the district is effective, efficient, and aligned with school supports and needs.

KEY BUDGET INITIATIVES for FY2022

- Release Skyline on July 31, 2021 and initiate development of additional content areas, including Arts and Spanish Language Arts.
- Continue to implement the Healing-Centered Framework to promote collective,

equity-centered healing as a school district in part by ensuring every school has a behavioral health team and a trusted adult in the building to support students.

- Support schools through targeted resources as part of Moving Forward Together, the district's comprehensive plan to ensure all students are supported and engaged in rigorous instruction post-pandemic.

Office of College and Career Success

MISSION

The mission of the Office of College and Career Success (OCCS) is to promote social and economic mobility among CPS students by building systems and providing supports to increase the number of CPS graduates who earn postsecondary credentials and enter into fulfilling, family-sustaining careers. OCCS works to ensure that all students develop critical postsecondary competencies, including academic and financial readiness for postsecondary, career awareness and alignment, and foundational skills. Ultimately, every CPS senior will leverage these competencies to develop a concrete, personalized postsecondary plan to pave the way for their success in life after high school.

OCCS consists of five departments—the Office of School Counseling and Postsecondary Advising (OSCPA), the Office of Early College and Career Education (ECCE), the Office of Social-Emotional Learning (OSEL), and the Office of Student Support and Engagement (OSSE); in addition, the district’s Competency-Based Education (CBE) Pilot resides in OCCS.

MAJOR PROGRAMS

The vast majority of OCCS’ programs, and the budget associated with those programs, reside within its four major component departments (OSCPA, ECCE, OSEL, OSSE). The OCCS oversees and coordinates strategy development; implementation, operations, and execution; internal and external stakeholder/relationship management; and continuous improvement for all four component departments. In addition, the following programmatic functions reside directly in OCCS’ budget:

- **Chicago Roadmap Project Management:** The [Chicago Roadmap](#) is a comprehensive, five-year partnership between Chicago Public Schools (CPS) and the City Colleges of Chicago (CCC) to increase degree attainment and career success among CPS graduates that enroll in CCC. It features a written strategy that centers programmatic innovations and improvements in five domains: (1) Academic Readiness and Success; (2) Access to High-Quality Programs; (3) Student Advising and Supports; (4) Career Exploration, Experience, and Preparedness; (5) Transparency, Alignment, and Collaboration. Dozens of employees across CPS (both in and beyond OCCS) and CCC collaborate in committees and workgroups to execute the work embedded in the Roadmap.

OCCS oversees and coordinates all Chicago Roadmap-related programmatic strategy and execution across all stakeholders on behalf of CPS.

- **Competency-Based Education:** 11 schools districtwide participate in an [ISBE-sanctioned pilot](#) of Competency-Based Education (CBE) at CPS. CBE is a progressive educational paradigm that centers standards-based grading, performance-based assessment, adaptive pacing, and social-emotional learning (SEL), while de-emphasizing practices like standardized testing and “seat-time”-based requirements for grading, promotion, and graduation.

CBE holds two major priorities for fiscal and school years 2021-2022: (1) SEL Integration and Adaptive Competencies; (2) Summer Extended Learning. These represent continuing priorities from 2020-2021. Both priorities will feature increased scale in 2021-2022 versus the previous year; Priority 2 will also feature increased scope, detailed below in *Key Budget Initiatives for FY2022*.

The following schools participate in in some component of the CPS CBE pilot: BROOKS HS, CURIE

HS, DISNEY II HS, HYDE PARK HS, JUAREZ HS, LINDBLOM HS, NORTHSIDE PREP HS, PAYTON HS, PHOENIX MILITARY HS, SOUTHSIDE HS, and YORK HS.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 801,600	\$ 1,090,800	\$ 1,088,300	\$ 573,300	\$ 1,273,329
Other Grant Funds	\$ 238,800	\$ 120,200	\$ 208,100	\$ 133,400	\$ 242,665
Total Department	\$ 1,040,400	\$ 1,211,000	\$ 1,296,400	\$ 706,700	\$ 1,515,993

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	4.0	4.0	4.0
Other Grant Funds	1.0	2.0	2.0
Total Department	5.0	6.0	6.0

MAJOR ACCOMPLISHMENTS in FY2021

- Chicago Roadmap
 - Launched 23 CPS-CCC working groups aligned to FY21 objectives in each of the five major Chicago Roadmap domains
 - Hired inaugural Chicago Roadmap Director
 - Co-developed joint CPS-CCC/CFF-CCCF standard operating procedures for fundraising
 - Secured \$1M grant from JP Morgan Chase to support implementation of Domains 2 (strategic dual credit pathways) and 4 (work-based learning)
- Competency-Based Education
 - Priority 1: SEL Integration and Adaptive Competencies
 - 10 CBE schools assembled school-wide SEL teams; 7 CBE schools identified 3 common school-wide SEL strategies
 - Administered first-ever CBE SEL performance-based assessments to assess students’ mastery of and growth in SEL skills/adaptive competencies
 - Priority 2: Summer Extended Learning
 - Summer Mastery: Offered summer coursework that helped 151 students across 3 CBE schools achieve mastery and earn credit in 210 courses they did not successfully complete during SY20.
 - Summer Acceleration: Offered 10 Summer Acceleration courses across 4 CBE schools, helping 224 out of 254 (88.2%) of enrolled students achieve mastery and earn credit.

KEY BUDGET INITIATIVES for FY2022

- Chicago Roadmap
 - All 23 active workgroups will continue and update their near-term objectives for FY22

- Human capital (i.e. FTEs) at CPS and CCC represents the primary budget driver for accomplishing Chicago Roadmap objectives; nearly all of these FTEs are embedded in budget units outside of the OCCS budget unit.
 - Any other new Roadmap-dedicated positions that may be staffed in FY22 would be funded either by philanthropic grants or out of funding allocated in connection with *Moving Forward Together* (i.e. federal stimulus funds connected with COVID-19 recovery and reopening).
- Competency-Based Education
 - Priority 1: SEL Integration and Adaptive Competencies
 - Increase the scale, depth, and fidelity of SEL integration at CBE schools, including identification and SMART measurement of at least three school-wide SEL strategies at all active CBE schools.
 - Increase the scale, within and across schools, of PBA-based SEL skill mastery and growth assessment, and the formative use of these results to enhance SEL instruction and student mastery of adaptive competencies.
 - Priority 2: Summer Extended Learning
 - Summer Mastery: Increase scale (number of schools and students participating) and mastery rates (percentage of participating students achieving mastery and earning course credit) in Summer Mastery coursework.
 - Summer Acceleration
 - Increase scale (number of schools and students participating, number of courses offered) and mastery rates (percentage of participating students achieving mastery and earning course credit) in Summer Acceleration coursework.
 - Increase scope of Summer Acceleration coursework by offering, for the first time, a summer dual enrollment course (Math 140, CCC College Algebra) that enables students to earn high school and college credit simultaneously; in addition, offer supplemental academic support and postsecondary pathway advising to enrolled students.

Communications Department

MISSION

The Office of Communications promotes the district’s vision, mission, activities, and priorities, as well as aids schools by promoting their work and assisting in crisis situations through a full range of tools, channels, and strategies designed to engage key internal and external stakeholders.

MAJOR PROGRAMS

- **Communications administration:** Plans, manages, and executes the district’s communications to inform the public and our stakeholders about districtwide initiatives and activities. The department provides proactive communication support to all departments, networks, and schools in situations involving media, digital platforms, and stakeholder communications.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Fund Type Category	\$1,260,158	\$1,626,556	\$1,625,814	\$1,396,338	\$1,672,144
Total Department	\$1,260,158	\$1,626,556	\$1,625,814	\$1,396,338	\$1,672,144

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Fund Type Category	15.0	15.0	15.0
Total Department	15.0	15.0	15.0

MAJOR ACCOMPLISHMENTS in FY2021

- Delivered critical information to families, staff, and partners on the district’s response to the COVID-19 pandemic and school reopening.
- Enhanced online communication channels to help parents and the public access key information about major announcements and activities.
 - Expanded translation services to provide more equitable access to information for district families.
 - Created detailed internal and public-facing videos to better explain district programs, initiatives, and priorities to stakeholders.
 - Redesigned the district blog to provide more timely information and better highlight the accomplishments of CPS schools.
 - CPS’ social media accounts (Facebook, Instagram, and Twitter) have grown to over 201,394 followers.
- Prioritized video and graphical content, with an emphasis on live streaming.
 - Facebook video views totaled nearly 6,538 hours —a 121 percent increase over FY21.

- Twitter video views totaled more than 1,962 hours —a 33 percent increase over FY21.
- Emails delivered to parent list garnered a 38 percent open rate, higher than the industry average of 23 percent.
- Performed critical media relations functions in 2020, including:
 - Wrote and distributed more than 100 press releases and news advisories.
 - Arranged more than 100 interviews with district leaders.
 - Responded to more than 700 unique inquiries from the media.
 - Highlighted positive achievements in school communities and district initiatives resulting in approximately 500 news clips.

KEY BUDGET INITIATIVES for FY2022

- Continue to align Communications’ resources to best communicate with CPS families, principals, and members of the media, as well as other key internal and external stakeholders.

Diverse Learner Supports and Services

MISSION

The Office of Diverse Learner Supports and Services (ODLSS) provides specially-designed instructional support and services for all Diverse Learners within their least restrictive environments. ODLSS works collaboratively with networks, schools, teachers, parents, advocates, and community members to provide support and guidance in order to provide high-quality educational opportunities for the district's diverse learners.

MAJOR PROGRAMS

- **Service Delivery:** Provides both direct and consultative services to students with disabilities, including students with visual or hearing impairments, as well as those who must receive services in a hospital setting due to a medical or psychiatric condition. Services provided include instruction on the expanded core curriculum, orientation and mobility, and curriculum access. Assistive technology itinerant staff support students, ages 3–21, who require services or devices as noted in student's Individualized Education Program (IEP) or 504 Plan in the areas of communication or curriculum. Devices are allocated for student usage and mitigate visual, physical, and curricular-access barriers. Services provided include assessment, equipment allocation, customization, training, and repair. City-wide travel trainers and transition specialists deliver secondary-transition supports, services, and opportunities for transition-age students in collaboration with outside agencies, including the Department of Rehabilitation Services. The transition team is responsible for the Illinois State Board of Education (ISBE) Indicator 13 and 14 audits and supports school teams to meet compliance for these two indicators.
- **Supports and Services:** Provides guidance for special education and limited general health requirements, as well as medical compliance and direct and indirect mandated IEP/504 services. ODLSS manages a team of related services providers (RSPs) in the areas of nursing, psychology, social work, speech-language pathology, occupational therapy, audiology, physical assessment planning, evaluations, eligibility determinations, and IEP development for students who are determined to be eligible for services, as well as for the district's non-attending students in accordance with the Individuals with Disabilities Education Act (IDEA). City-wide early childhood special education itinerant teachers provide direct instruction, as well as support for the transition and enrollment of students moving from early intervention, community-based Head Start programs into CPS schools. ODLSS also ensures that special education services are provided to all students with IEPs and 504 plans in compliance with state and federal legal mandates. ODLSS school assignment teams identify school locations that can meet the educational needs of diverse learners, including those students who cannot have their full needs met within a regular school setting and may require drug treatment programs, services in a residential program, or services in a private therapeutic school.
- **Instructional Quality:** Supports CPS educators so they can provide high-quality instruction that meets the needs of every student's IEP. ODLSS helps support quality instruction by assigning a special education administrator (SEA) to coach special education teachers and provide instructional guidance for each network. In addition, professional development is offered to all

special education teachers and general education teachers on best practices regarding inclusionary instruction and quality indicators for cluster programs. The goal is to provide coaching and professional development in each network and on an ongoing basis to support positive academic outcomes for special education students.

- **Procedures and Standards:** Ensures the district's compliance with federal and state laws governing the identification, evaluation, placement, and provision of a free and appropriate public education, including procedural safeguards, for students with disabilities. The Procedures and Standards unit includes district representatives (DR) that work with network offices, principals, and case managers to ensure that all IEPs are created on an equitable basis, pursuant to state and federal laws as well as adhering to ODLSS internal procedures for the district. DRs attend IEP meetings throughout the district and have the authority to commit resources and services for students with disabilities. DRs work with parents and guardians, principals, case managers, and special education teachers in all district, charter, contract, and non-public schools to determine the appropriate learning environment for each student and to support IEP decisions for students with disabilities. The unit also includes behavior analysts that build district capacity to provide and monitor evidence-based behavioral strategies for students with disabilities, including autism, that exhibit behavioral needs. Other key administrators and attorneys in the Procedures and Standards unit represent the district in due process/504 hearings and mediations; coordinate and oversee the investigation of state complaints and 504 complaints; assist with the resolution of disputes involving the identification, evaluation, services, or placement of students with disabilities; provide technical assistance to parents, school administrators and other school personnel regarding special education laws, procedures and compliance requirements; support meaningful parental participation; and provide technical assistance to school administration with respect to disciplinary procedures for students with disabilities.
- **Resource Management and Accountability:** Provides financial and operational support to schools, networks, and central office departments, including the allocation of special education teachers, paraprofessionals, and centrally-managed related service providers to schools so that every child is provided with the services outlined in his or her IEP. The unit focuses heavily on data analytics to provide guidance to make informed decisions around instruction, resource allocations, and student progress. An increased focus on data analytics will allow the department to focus on schools or networks that require increased instructional support and help to identify programs that are effective and create growth for students with disabilities.
- **Professional Development:** Designs, coordinates, and implements all ODLSS professional development and follow-ups, which include progress monitoring and evaluation of professional development effectiveness for central office, networks, and schools. Professional development is facilitated by the DR or SEA for each network with intentional and strategic goals and objectives, as well as ongoing support and feedback to ensure that the implementation of professional development is effective and promotes systemic change in instruction. ODLSS professional development opportunities are developed in collaboration with Teaching and Learning, OLCE, and other departments to provide the most comprehensive professional learning opportunities for CPS staff.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Original Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 244,624,572	\$ 302,324,750	\$ 292,903,176	\$ 255,207,918	\$ 337,430,275
Grant Funds	\$ 18,632,788	\$ 18,937,450	\$ 20,946,005	\$ 17,183,440	\$ 23,136,180
Total Department	\$ 263,257,360	\$ 321,262,199	\$ 313,849,180	\$ 272,391,358	\$ 360,566,455
Budgeted at Schools	\$ 724,912,876	\$ 852,180,647	\$ 842,999,847	\$ 829,215,086	\$ 812,945,052
Grand Total	\$ 988,170,236	\$ 1,173,442,846	\$ 1,156,849,027	\$ 1,101,606,444	\$ 1,173,511,507

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	1,911.4	1,980.4	2,075.4
Grant Funds	133.1	131.1	130.1
Total Department	2,044.5	2,111.5	2,205.5
Budgeted at Schools	8,900.4	9,229.4	9,250.4
Grand Total	10,944.9	11,340.9	11,455.9

MAJOR ACCOMPLISHMENTS in FY2021

- Expanded positions and supports to bolster academic and social-emotional support for diverse learners in high-need schools, including 139 additional nurses, social workers, and case managers.
- Increased related service providers by 39 FTE, including speech pathologists, occupational therapists, physical therapists, and school psychologists.
- Provided over 1,596 professional development opportunities across the district for teachers and staff related to reopening special education topics including phased reopening, simultaneous instruction, and paraprofessional guidance all related to the transition back to in person services.
- Provided supplemental curriculum resources to all 452 teachers of moderate and intensive classrooms with student access to promote high quality instruction and equity across the district.
- Implemented translation functions into the SSM system to support families with participation in the IEP/504 process in a timely manner with on demand translation of documents.
- Developed and released a data dashboard aligned with current SPP/APR indicators that are supportive of school planning directly aligned to improved services for Diverse Learners.

KEY BUDGET INITIATIVES for FY2022

- Increase staffing levels in key student support positions, such as social workers, special education case managers, and nurses:
 - Hire an additional 78 nurses
 - Hire an additional 44 social workers
 - Hire an additional 51 FTE special education case managers

- Provide all 4,500 Special Education Classroom Assistant Professional Development in:
 - Personal Care Supports (in-person or virtual as needed)
 - Online modules focused on instructional strategies, characteristics of students with disabilities, behavioral supports, etc.
- Continue Student Specific Corrective Actions (SSCA)
 - The Universal Enrichment Remedy (UER) is the automatic remedy option offered to students who have been identified as having been potentially impacted during the 2016-17 and/or 2017-18 SYs in areas identified by public inquiry.
 - Remedy options include services in the areas of academic tutoring, social emotional learning, arts, cultural enrichment, and physical fitness/activity.
 - Parent Outreach Coordinators and SSCA Team members are reaching out to families individually.
- Expand training and certification of all 4,895 elementary diverse learner teachers in the area of structured literacy by the end of FY22.
- Expand Extended School Year (ESY) services during the 2021 summer for up to 10,000 students to include additional weeks available for students to participate in services beyond their eligibility requirements in the IEP.
- Transition program for up to 3,500 students during the 2021 summer that will support students with IEPs that do not qualify for ESY. This program supports students with two weeks of intensive transition programming as they prepare to transition out of the district.

Office of Early Childhood Education

MISSION

The Office of Early Childhood Education (OECE) is committed to engaging Chicago Public Schools' young learners in high-quality educational experiences that support and respect the unique potential of each individual through best practices and meaningful family and community engagement.

MAJOR PROGRAMS

School-Based Early Childhood Preschool Programs

- **Chicago Early Learning Preschool:** Provide high-quality, full-day preschool programs to four year olds universally in nearly all Chicago communities, establishing four as the age of district entry. Additionally provide high-quality, half-day preschool programs for primarily at-risk children ages three and four. Students are taught by appropriately licensed teachers and teacher assistants.
- **Child Parent Centers (CPCs):** Provide comprehensive child and family support services in nineteen locations across the city, focused in high-need community areas.
- **Tuition-Based Preschool (TBP):** The TBP model was developed prior to the district's expansion of universal preschool for four year olds. This model provides a full work day early childhood program in five classrooms at two sites. The costs for these programs are fully covered by the tuition charged to families.

Types of Early Childhood Preschool Programs	Number of Seats
Half-day (HD) GenEd Chicago Early Learning (CEL)	4,296
Full-day (FD) GenEd CEL	15,134
FD Montessori	300
FD Tuition Based	100
HD Special Education	1,672
FD Special Education	726
CPCs* (Represents a combination of HD and FD GenEd and Special Education above)	2,000

Community Partnership Programs

- **Community-Based Preschool for All and Prevention Initiative (birth–five years old):** In SY21-22, CPS will continue to sub-grant a portion of the Illinois Early Childhood Block Grant to the Chicago Department of Family and Support Services (DFSS) to give funding and oversight to community-based organizations providing center-based programs for infants to preschoolers as well as home visiting programs for families prenatal to three, serving approximately 11,000 children. Recognizing the importance of reaching children at an early age, CPS has shifted resources to DFSS for the administrative alignment of funding with the following goals:

- Support community-based programs to comprehensively focus on children and families, with a particular focus on families of children under age four who are not eligible for full-day CPS programs.
- Provide a coherent vision of quality services focused on children and families for community-based early childhood providers.
- Reduce eligibility barriers for children and families at the individual community-based organization level.
- Provide coherent, comprehensive quality improvement supports for community-based providers.
- Build a unified technology platform for family-friendly early learning application and enrollment.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 875,100	\$ 376,300	\$ 3,520,600	\$ 3,387,700	\$ 1,383,714
Title Funds	\$ 27,200	\$ 30,800	\$ 30,800	\$ -	\$ 31,349
Other Grant Funds	\$ 71,427,900	\$ 98,346,400	\$ 110,579,800	\$ 106,610,400	\$ 99,106,341
Total Department	\$ 72,330,200	\$ 98,753,500	\$ 114,131,200	\$ 109,998,100	\$ 100,521,405
Budgeted at Schools	\$ 145,569,100	\$ 200,104,900	\$ 191,490,000	\$ 185,061,000	\$ 217,966,466
Grand Total	\$ 217,899,300	\$ 298,858,400	\$ 305,621,200	\$ 295,059,100	\$ 318,487,871

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	2.5	2.5	2.5
Title Funds	0.3	0.3	0.3
Other Grant Funds	29.3	29.3	35.3
Total Department	32.0	32.0	38.0
Budgeted at Schools	2,199.9	2,180.9	2,285.5
Grand Total	2,231.9	2,212.9	2,323.5

MAJOR ACCOMPLISHMENTS in FY2021

- Successfully supported schools with the return to full-day, full-week in-person learning for preschool students following nine months of closure due to the pandemic. Provided guidance, professional learning, office hours, and materials to support safe reopening and simultaneous teaching.
- Expanded Universal Pre-K to an additional 43 classrooms across 29 schools to provide high-quality, full-day preschool for four year olds, establishing age four as the age of entry into the district in the majority of Chicago communities.
- Invested federal GEER funds, targeted to those communities disproportionately impacted by COVID-19, in a large expansion of student devices (iPads) for 1,200 pre-kindergarten students in collaboration with the district-wide plan for one-to-one device distribution.

- Established an Early Childhood Special Education (ECSE) cohort program in partnership with the Talent department to address a persistent undersupply of qualified teachers for preschool classrooms serving diverse learners. With cohorts at Chicago State, Northeastern Illinois University, and National-Louis University, 49 CPS teachers earned their ECSE approval.
- Refined our priority model for school support to empower school leaders through professional learning and technical assistance across instruction, comprehensive services, and family engagement. Over 80 school leaders had an opportunity to participate in a focused principal professional learning community (PLC) and 77 additional schools received intensive support as priority schools.
- Supported 125 schools around the implementation of a balanced approach to literacy through the provision of quarterly professional learning sessions for teachers and administrators as well as in-classroom intensive support. The balanced literacy program reached approximately 22 percent of P-2 students district wide.
- Supported a successful return to in-person instruction by providing ongoing professional development for over 1,500 pre-K staff on remote instruction, safety practices, and high quality simultaneous instruction.
- Purchased social emotional curriculum and high quality learning materials for over 900 preschool classrooms to help teachers prioritize social-emotional skill development and strong classroom communities as the foundations for learning.

KEY BUDGET INITIATIVES for FY2022

- Invest district resources in a comprehensive, targeted strategy for enrollment outreach and marketing, including family education on the importance of early learning, to reverse negative enrollment trends from FY21.
- Continue to invest in the Chicago Early Learning Workforce Scholarship in collaboration with DFSS and City Colleges of Chicago to strengthen the early childhood teacher pipeline.
- Continue to partner with the Talent office to support a cohort program for approximately 100 licensed early childhood educators to add an Early Childhood Special Education endorsement to their license, addressing a key shortage area districtwide.
- Add an additional 53 full-day classrooms as a part of the Universal Pre-K initiative, including transitioning two TBP classrooms to the free, full-day preschool model. There was an intention to open Lincoln Park with 10 classrooms that was not realized. Additionally, there were other sites where classrooms were either added or reduced during this period.
- Increase the number of full-day blended classrooms by seventeen percent, from 103 in FY21 to 121 in FY22.
- Continue to allocate \$8,500 per full-day classroom for prep support. This discretionary funding provided to schools helps cover prep periods for classroom teachers. Schools are able to use the funding for art and music teachers, additional assistants, parent workers, and other supports that allow the classroom teacher time for a prep period.
- Support the Curriculum Equity initiative through cycles of professional development and guidance for preschool teachers and administrators.

Early College and Career Education

MISSION

The mission of Early College and Career Education (ECCE) is to increase college and career success among CPS students by facilitating excellent and equitable career-connected instruction, early college coursework, and work-based learning. ECCE programs incorporate cutting-edge, industry-informed technology and curriculum. They foster personal growth and lifelong learning so that all students can maximize their individual potential and contribute to their families and communities at the highest level.

MAJOR PROGRAMS

- **Career and Technical Education (CTE):** Engage students in advanced, career-focused curriculum; industry certification opportunities; and work-based learning to drive increased graduation, college enrollment, and employability rates to ensure students have access to multiple pathways for post-secondary success.
- **Early College STEM Schools (ECSS):** Early College STEM Schools were established in the 2012-13 school year as a way to connect K-12 with postsecondary education and industry partners, creating pathways for students to develop the technical and readiness skills necessary to take on STEM (Science, Technology, Engineering, and Math) careers. Our first Early College STEAM (Science Technology, Engineering, Arts, and Math) schools were established this school year as part of the CPS Academic Focus RFP and will create more transdisciplinary opportunities for students, especially in the incorporation of the arts into mastery demonstration and career opportunities.
- **Early College:** Provide educational options for students to gain college credits, experiences, and rigor while in high school. This work includes ECSS, dual credit, dual enrollment, transitional Math and English, and CTE articulation agreements. The goal of Early College participation is to reduce the time and cost of attaining a post-secondary education by accelerating students through college programs of study prior to high school graduation. Early College coursework is available in every academic discipline ranging from general education courses like English and Math to specific career pathway coursework that is aligned to a student's post-secondary plan, including fields like health science, information technology, and manufacturing.
- **K-12 Computer Science:** Provide students with access to rigorous, relevant computer science courses and facilitate the development of high-quality computer science learning environments that incubate innovative thinkers, creativity, and collaboration.
- **Work-based Learning:** Provide students the opportunity to connect classroom instruction to the world of work and future career opportunities. It includes experiential learning, such as professional certification programs, cooperative education, and internships, as well as career and technical education.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,578,200	\$ 3,855,600	\$ 3,653,800	\$ 2,663,300	\$ 3,680,452
Title Funds	\$ 167,600	\$ 316,700	\$ 316,700	\$ 176,400	\$ 444,142
Other Grant Funds	\$ 10,205,800	\$ 12,879,100	\$ 11,853,000	\$ 7,557,800	\$ 14,957,681
Total Department	\$ 11,951,600	\$ 17,051,400	\$ 15,823,500	\$ 10,397,500	\$ 19,082,275
Budgeted at Schools	\$ 2,214,150	\$ 132,600	\$ 4,057,750	\$ 2,046,700	\$ 142,026
Grand Total	\$ 14,165,750	\$ 17,184,000	\$ 19,881,250	\$ 12,444,200	\$ 19,224,301

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	10.1	12.6	13.6
Title Funds	2.0	2.5	2.5
Other Grant Funds	62.9	55.9	55.9
Total Department	75.0	71.0	72.0
Budgeted at Schools	1.0	1.0	1.0
Grand Total	76.0	72.0	73.0

MAJOR ACCOMPLISHMENTS in FY2021**Strategic Dual Credit Pathways:**

- CPS and City Colleges of Chicago are partnering to build a Roadmap for College Success that will link Chicago's public education institutions in a robust K-14 pathway. ECCE's goal is to provide more students with an opportunity to graduate high school and be better prepared for college-level coursework and career success.
 - ECCE collaborated with stakeholders to develop and launch Health Science Model Pathway programs in eight CPS high schools.
 - Thirteen schools piloted Transitional English in SY2021, joining the 49 high schools offering Transitional Math coursework.
- ECCE oversaw the expansion of Early College STEM programming with the launch of CPS' first two Early College STEAM schools now incubating at Uplift HS and North-Grand HS. STEAM schools will provide increased access to stackable Early College courses.

Work-based Learning Expansion:

- To ensure students receive continuous work-based learning opportunities despite the virtual nature of this school year, the CTE department engaged over 1,600 students in Virtual Job Shadow Day.

- During the first semester in SY2021, over 1,500 Early College STEM school students engaged in STEM enrichment and/or a work-based learning opportunity.

CTE Expansion and Program Quality:

- Eight high schools are engaged in an incubation cycle leading to the launch of a new CTE program. Schools received support in teacher recruitment, course sequencing, marketing, and recruitment.
- By SY2022, over 115 CTE teachers will have been provided pedagogical coaching and quarterly professional development in virtual environments.

Advanced and Accelerated CS Coursework:

- In an effort to build teacher capacity the K-12 computer science team provided training for more than 70 high school teachers in Exploring Computer Science and launched three-year, cohort-based engineering professional development opportunities for more than 45 teachers across 10 elementary schools.

KEY BUDGET INITIATIVES for FY2022

Strategic Dual Credit Pathways:

- Collaborate with high schools and City Colleges of Chicago to strategically increase dual credit and model pathway opportunities for students. Expanded Early College programming is done with an aim at meeting the following goals:
 - 800 students in the class of 2024 will earn fifteen or more college credits
 - 100 high schools will offer Dual Credit during SY2024
 - 6,000 graduates in the class of 2024 will have earned college credit
 - Graduates in the class of 2024 will have enrolled in over 15,000 early college courses
 - 1,500 graduates in the class of 2025 will earn fifteen or more college credits through City Colleges of Chicago
 - 90 high schools will offer Dual Credit during SY2022
 - 5,400 students in the class of 2022 will have earned early college credit

Work-based Learning Expansion:

- Increase high skill, high wage, and in-demand work-based learning student opportunities.
 - 85 percent of CTE Concentrators in the class of 2022 will have participated in a collection of WBL opportunities as defined by the WBL Continuum
 - 100 percent of CTE Concentrators in the class of 2022 will have participated in a collection of WBL opportunities as defined by the WBL Continuum

CTE Expansion and Program Quality:

- Provide holistic support to CTE programs, including teacher PD and coaching, curriculum development, marketing and recruitment, course sequencing, and many other supports directed to ensure CTE students.
 - 95 percent of SY2022 CTE course enrollees will earn a passing grade
 - 5,500 graduates in the class of 2022 will have ‘Concentrated’ in a CTE pathway
 - 2,000 CTE Concentrators in the class of 2024 will have earned a certifications of tangible economic value

- Incubate and launch new CTE programs, expanding access to high-skill technical coursework that accelerates students towards economically viable careers.

Advanced and Accelerated CS Coursework:

- Build a strong feeder pattern of middle school programs that provide sound preparation for rising freshmen with interests in computer science and high-wage, high skill, and in-demand CTE pathways.

Equity Office

MISSION

The Office of Equity develops, supports, implements, and reports district efforts to eliminate the opportunity gaps in education quality, policies, and supports for students and adults.

MAJOR PROGRAMS

- **Office of Equity Professional Learning:** Facilitate virtual professional learning for 1,000+ school leaders to practice courageous conversations on race and to expand the use of liberatory thinking practices at school, network, and central levels.
- **Equity Change Management Tools:** Produce the *CPS Equity Framework Companion Guide: High Impact Change Ideas* and *CPS Guidelines on How to Apply an Equity Lens to Data*.
- **Equity Integration:** Collaborate across departments to ensure key functions (school budgets, capital improvements, and School Board Policy Revisions) are completed through an equity lens.
- **Great Expectations Mentoring (GEM) Program:** Design and manage a diverse leadership pipeline for African American male and Latinx leaders at the school administrator, Network Office, and Central Office manager and director levels.
- **CPS Opportunity Index:** Develop a quantitative mapping tool to align CPS teams, offices, and departments on one source of data truth to define resource equity.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 939,562	\$ 1,377,384	\$ 1,398,274	\$ 1,491,000	\$ 1,708,211
Title Funds	\$ 24,294	\$ 25,363	\$ 25,363	\$ 15,000	\$ 25,363
Other Grant Funds	\$ -	\$ -	\$ 100,000	\$ 43,000	\$ 107,271
Total Department	\$ 963,856	\$ 1,402,747	\$ 1,523,637	\$ 1,549,000	\$ 1,840,845

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	6.0	8.0	8.0
Other Grant Funds	0.0	1.0	1.0
Total Department	6.0	9.0	9.0

MAJOR ACCOMPLISHMENTS in FY2021

- Facilitated liberatory thinking learning through the Virtual Courageous Conversations series to over 1,100 school leaders by March 2021.
- Launched the Great Expectations Mentoring (GEM) Alumni Network with three leader groups:

Ambassador, Policy, and Professional Learning.

- Aligned the leadership application for GEM with the Common Application for Lead with CPS.
- As of April 2021, 28 percent (17 of 61) GEM leaders ascended to new levels of leadership within CPS, such as principal and network chief.
- Launched a [policy](#) homepage on the [CPS Equity website](#) to publicize the revision of two Board policies that promote equity and prioritize culturally responsive education and anti-racism.
- Provided technical assistance to policy owners by developing the [Policy Workbook](#) and [Policy Guidebook](#). Our equity team sustained an Equity Policy Learning Lab community for policy owners to meet quarterly from March to December 2020.
- Collaborated with the Chief Financial Officer to support FY2022 school-level budgeting using the Opportunity Index to advance resource equity.
- Engaged in the National Equity Project (NEP) Midwest Network with teams from four schools (Dunbar HS, Kanoon ES, Payton HS, and Walsh ES) and Network 7 to build equity leadership through identifying equity challenges, testing change ideas, and documenting key learnings of each team's equity journey.
- Launched internal guidelines on *How to Apply an Equity Lens to Data* to impact data projects, conversations, and processes within CPS.
- Iterated on the current methodology for the CPS Opportunity Index and utilized draft data to support decision-making on equitable resource allocation for academic and operations offices.
- Co-led equity analyses with CPS offices and departments to ensure processes and products are completed through an equity lens, prioritizing inclusive partnerships (namely the FY2022 school budgets, FY2022 capital improvement budget, and accountability policy redesign).

KEY BUDGET INITIATIVES for FY2022

- Provide connections to multiple liberatory thinking partnership opportunities to schools based on their needs as a school community through the Office of Equity Department of Professional Learning.
- Continue our partnership with Pacific Educational Group (PEG), an organization committed to achieving racial equity in the United States and beyond. Courageous Conversation is a protocol developed by PEG for effectively engaging, sustaining, and deepening interracial dialogue. PEG Courageous Conversation provides training, coaching, and consulting services for millions of racial equity leaders around the world. In SY21, PEG facilitated professional learning to over 1,000 CPS staff of Central Office, Network teams, principals, and assistant principals. In SY22, we will continue our partnership with PEG through seminar professional learning: [Certified Practitioner](#), [DELT](#), and [LEADS](#). These opportunities will be offered to teachers, school leaders, network teams, central office staff, and senior leadership.
- Design and implement the third cohort of the GEM Program to support the leadership pipeline for African-American male and Latinx leaders and contribute to the district's goal of developing 150 aspiring African American and Latinx leaders for leadership roles in the district.
- Increase the visibility and impact of the GEM Alumni Network, including supporting and progress monitoring the implementation of GEM capstone change ideas.

- Externally launch the CPS Opportunity Index through a dashboard on the CPS Equity website.
- Collaborate with district offices to examine and review policies through an equity lens.
- Launch a network of schools that will conduct Racial Equity Impact Assessments in partnership with their school communities.
- Provide student-facing equity leadership opportunities through initiatives facilitated by a project manager.
- Inclusively partner with students, families, educators, and community members through empathy interviews, community meetings, and focus groups to document and apply best practices across CPS to revise policies and procedures (e.g., accountability redesign).

Chief Executive Office

MISSION

The Chief Executive Office is responsible for ensuring that Chicago Public Schools' (CPS) mission of providing a high-quality education to every child in every neighborhood is realized, steering innovations that improve academic outcomes and ensuring organizational stability.

MAJOR PROGRAMS

- **Executive Administration:** Lead the district's administration, including providing world-class education options that prepare all students for success.
- **Chief of Staff:** Direct senior leadership activities across departments to ensure strategic coordination in achieving the CPS mission.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,445,595	\$ 1,329,399	\$ 1,382,776	\$ 1,251,399	\$ 1,502,953
Total Department	\$ 1,445,595	\$ 1,329,399	\$ 1,382,776	\$ 1,251,399	\$ 1,502,953

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	8.0	8.0	8.0
Total Department	8.0	8.0	8.0

KEY BUDGET INITIATIVES for FY2022

- Align resources to equitably serve students across the district and enhance educational outcomes based on need.
- Increase district-wide fiscal stability by adopting strategies that eliminate inefficiencies, streamline operations, and reduce non-classroom costs. Promote policies and initiatives that maximize classroom resources.
- Improve academic quality at all schools through investments in school leadership and real-time data to improve classroom instruction.
- Foster increased trust in the district through improved transparency and communication with all stakeholders.
- Continue to support cycles of Continuous Improvement across Central and Network Offices to align goals, create more targeted performance indicators, and ensure all district work benefits schools.
- Continue to foster a school-centered mindset for Central Office staff that is oriented toward high-quality customer service.

Facility Operations and Maintenance

MISSION

The department's mission is to provide CPS students and staff with a clutter-free learning environment that is safe, warm, and dry, and to invest in each school's physical assets (i.e., buildings, sites, and equipment). Our goal is to achieve an optimal standard of physical condition for each school through renovations and enhance the educational experience through innovative design, planning, and construction techniques.

MAJOR PROGRAMS

Capital Planning: Manages the district's complex capital program; conducts cost estimates; processes invoices; conducts critical facility needs and interior renovations; makes accessibility improvements; and supports programmatic initiatives (pre-k, science labs, IB/STEM), overcrowding relief, and site improvements.

Asset Management

- **Operations:** Completes preventative, reactive, and corrective maintenance and repairs on the district's assets. Follows a rigorous cleaning program in accordance with APPA level 2 standards.
- **Environmental:** Creates safer environments through assessing, testing, mitigation, and repair programs.
- **Energy & Sustainability:** Analyzes consumption data to identify inefficiencies within assets or behaviors. Works towards making the district more sustainable through programs such as CPS Goes Solar and refuse management.
- **Project Controls:** Ensures vendor compliance with contractual terms, regulatory compliance with governing agencies, and financial integrity.
- **Staffing:** Recruits and manages the 1,225 board custodians, ensures compliance with collective bargaining agreement (CBA), and analyzes board and private custodian and engineering staffing levels by school to determine optimal levels and achieve operational goals.

Warehouse and Distribution Services

- **District-wide Distributions:** Collaborates with all CPS departments and external governmental agencies to efficiently allocate customized bulk shipments to schools as requested.
- **Furniture ReUse Project:** This clutter-free learning environment initiative supports district cost savings by reducing waste and repurposing and recycling surplus furniture from schools and administrative offices. Responsible for the physical removal of all CPS district-wide assets and hosting Warehouse Blowout Furniture Fair Events.
- **Warehouse Rentals:** Provides timely assistance by loaning folding tables and chairs for CPS-sponsored events.
- **Oversized Loads:** Assists schools and departments with transporting select oversized items such as band and sports equipment. Oversized items are defined as materials that are bulky, large, or require team lifting. Extenuating circumstances may require the assistance of professional movers.

Real Estate: Manages the district's property sales, purchases, online space rental, and occupancy.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget*	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 378,385,690	\$ 385,582,137	\$ 449,596,053	\$ 441,058,130	\$ 446,258,591
Other Grant Funds	\$ 27,895,086	\$ 1,202,936	\$ 10,149,092	\$ 9,151,555	\$ 2,064,595
Total Department	\$ 406,280,776	\$ 386,785,073	\$ 459,745,144	\$ 450,209,685	\$ 448,323,187

*School reopening expenses, including but not limited to, air-purifiers, wipes, disinfectants, and 400 additional custodians.

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions**
General Funds	922.0	993.0	1322.0
Total Department	922.0	993.0	1322.0

*Includes 400+ additional Board custodians.

MAJOR ACCOMPLISHMENTS in FY2021

Capital Planning

- **First District Equity Index to Prioritize Investments.** To advance the district's commitment to prioritize equitable access to high-quality learning environments, the Department of Capital Planning and Construction and the Office of Equity collaborated to develop its first Equity Index, a new tool to help identify opportunity differences so that resources can be prioritized for the schools in greatest need. The Equity Index, which was informed by community feedback, was central to the development of the FY21 capital plan.
- In addition, the **FY21 capital budget** planning process included several enhancements, most notably around **transparency and community outreach**. In close collaboration with Family and Community Engagement (FACE) and the Office of Equity, the Capital team conducted five public meetings and evaluated over 800 survey responses to gather community input during the development of the \$758M capital plan.
- **Provided Support for Students with Physical Limitations.** CPS invested \$20M in FY21 to increase Americans with Disabilities Act (ADA) accessibility in 36 schools as part of a five-year \$100M program to ensure all CPS buildings have first-floor accessibility. We appreciate the strong partnership with the Mayor's Office for People with Disabilities.
- In 2020, the Department of Capital Planning and Construction requested from the City of Chicago \$82.5M of tax increment financing (TIF) funding for critical priority projects. Thus far, \$13.7M has been approved by the TIF Investment Committee (TIC) with an additional \$47.85M pending approval. Following TIC approval, projects will proceed to the City Council for final approval of funding.
- Thanks to the COVID-19 Executive Order No. 13 issued by Governor Pritzker, the Capital team has been able to effectively continue work on more than 400 ongoing capital projects to make our schools warm, safe, and dry. Under this executive order, CPS has successfully received over **\$250M in electronic bids** since the declaration of this executive order.

- The capital team is continuing to collaborate extensively with the Department of Procurement and the Office of Business Diversity for various proactive initiatives to **expand the levels of M/WBE involvement** in the capital program across several vendor pools. Capital completed 10 focus group sessions with 32 participating firms to identify opportunities for training, operational, and procedural changes that will help build capacity for M/WBE architects and contractors.
- The capital team updated the biennial facilities condition assessments, which were initiated in 2018 with a focus on life cycle analysis. These assessments were completed in 2021 and posted on the district's website.

Asset Management

- Immediately adjusted the cleaning program to accommodate recommendations and guidelines released by CDC, IDPH, and CDPH. This also included adding 400 custodians to ensure the new guidelines could be met at each school.
- Worked collaboratively with multiple departments to procure various PPE, equipment, and devices to serve the needs of students, nurses, school staff, engineers, and custodians. This included signage throughout the district, gowns, and other PPE for nurses; setting up care rooms; installing hand sanitizer dispensers; providing sanitizing wipes; and supporting vaccination and testing sites, including popup versions.
- Increased focus on mechanical ventilation in the school systems, and was able to identify and resolve issues while ensuring safe spaces by supplementing the mechanical systems and fresh air with air purifiers.

Warehouse and Distribution Services

- Developed and implemented a home meal delivery service on behalf of Nutrition Support Services (NSS). Provided hundreds of thousands of meals to Chicago families.
- Assisted the ITS and STLS departments with the Chicago Connect initiative by providing transportation services for Mifi hotspots and devices (i.e., Chromebooks and iPads) to schools and other partners.
- Completed timely distributions of PPE (i.e., cloth and disposable masks, thermometers, and disinfecting wipes, etc.) to schools and departments to support the district's health and safety protocols during COVID-19.
- Provided 85 percent of the Care Room furniture (i.e., file cabinets, student desks and chairs, and dry erase boards) by using the furniture from our Furniture Reuse Project; saved the district \$330K.
- Removed surplus furniture from 100+ schools which allowed them to comply with the district's social distancing guidelines.
- Hosted 2 well-attended furniture events which support the district's cost savings initiative by reducing waste, repurposing, and recycling surplus furniture from schools and administrative offices. This program assisted 145 sites (schools and departments) with upgrading their learning environments with repurposed furniture. In total, these sites saved approximately \$500K.

Real Estate

- Reconciled, prepared, and submitted to the Assessor's Office the 2021 Board of Education Annual Affidavit to secure real estate tax exemptions for almost 2,500 parcels.

- Secured aldermanic approval for extensions of Grants of Privileges over the public ways for over 50 schools.

KEY BUDGET INITIATIVES for FY2022

Capital Planning

- Initiate the FY22 Capital Budget planning process in early 2021. The team will be incorporating the best practices and lessons learned from the FY21 planning process, with a focus on equitable distribution of Capital funds.
- Continue to work with the Office of Business Diversity to develop and implement various measures to build vendor capacity for M/WBE vendors.
- Release an updated version of the Design Guidelines, a comprehensive document to drive equity across all capital construction projects.

Asset Management

- Rightsize the repair budget at the school level to tackle deferred maintenance and decrease emergency expenditures, by utilizing Capital's System Condition Index (SCI) and Equity's Index.
- Centralize facilities' financial and non-financial information through the implementation of TMA systems, and then analyze the data, including utility data, through GIS and other analytical tools to better understand the assets of individual schools and the district.
- Create safer environments by continuing the focus of ventilation work and environmental testing and remediation projects at 100 schools across the district.
- Improve CPS sustainability behavior through initiatives such as CPS Goes Solar, organic recycling, non-organic recycling, boiler tune-ups, steam traps, and building automation systems.

Warehouse and Distribution Services

- Upgrade the commercial fleet vehicles to newer models that offer improved vehicle technology, reduced vehicle maintenance costs, and better fuel efficiency.
- Address Occupational Safety and Health Administration (OSHA) standards and safety deficiency by receiving the appropriate signage, floor, and loading dock decals.
- Add services to the Lending Library initiative by adding portable air conditioners and boxed fans to assist with emergent cooling issues.
- Upgrade heavy equipment (i.e., forklift and electric end-control walkie/rider pallet truck). The existing heavy equipment is inadequate and does not meet the current and future needs of the warehouse. The heavy equipment's economic life has ended since it has become more expensive to repair.
- Repair the warehouse floor because most of the concrete floor has heavy gouges, deep scratches, tire marks, and floor cracks. Once the warehouse floor is repaired, it will alleviate safety concerns (i.e., falls, trips, etc.), forklift truck damage, vehicle operator fatigue, and reduced productivity.
- Expand the loading dock to accept standard height pallets.

Real Estate

- Work towards purchasing properties that are currently leased to reallocate funds for rent, taxes, and common area maintenance (CAM) to schools and students.

- Start a rental online system that will allow a more equitable distribution of funds and exposure to schools that have availability for rentals.

Family and Community Engagement

MISSION

The Office of Family and Community Engagement (FACE) works to empower students, teachers, and parents to ensure families and communities have an active voice in their child's educational experience. FACE works to empower families through outreach, events, whole-family educational opportunities, and community and faith-based partnerships.

MAJOR PROGRAMS

- **Back-to-School Campaign:** Build awareness and prepare families for the first day of school through an aggressive grassroots approach. Back-to-School Bashes communicate the importance of attending school on the first day.
- **COVID-19 Response:** Invest in seeding partnerships with community based organizations (CBOs) to support family outreach, enrollment, and back-to-school campaigns in response to the growing enrollment crisis.
- **Parent University Programs:** Provide parents and community members with experiences at 14 sites that support a new outlook on education and the learning process. Services include GED classes, technology, health and wellness classes, and other classes that support adult learning.
- **Parent Engagement:** Create an authentic engagement atmosphere to support families by leveraging digital platforms to give them a greater understanding of their child's learning experience. These platforms are primarily funded through Title I funds. We continuously track and monitor all engagement touchpoints through a centralized client relationship management tool.
- **Faith-Based Initiatives:** Partner with the faith-based community to provide education advocacy and crisis support services to CPS families. The Safe Haven program provides no-cost leadership and social-emotional programming in targeted communities after school and during winter, spring, and summer breaks. Currently, all 37 Safe Haven sites are CPS vendors with up to 60 more additional sites that will serve our students across our communities.
- **Community Engagement and Community Relations:** Facilitate meetings and workshops through Community Action Councils (CACs) and other departments that aid in developing community-specific educational plans involving school actions, using information found in the Annual Regional Analysis, and supporting specific community initiatives where each CAC is represented.
- **Title I Parent Involvement:** Facilitate parent involvement in Title I schools by working with principals and parents to comply with mandates for programming supported by Title I funds. Centralize programmatic offerings to ensure equity across various Parent University and training sites. Work in partnership with principals to ensure Title I funds for parental involvement are fully leveraged to support student outcomes.
- **Volunteer Management Support:** Administer the district's volunteer program in schools. Individuals, including parents and community members, serve as principal liaisons between volunteers and schools to assist with various responsibilities targeted towards student learning. Volunteers also assist administration and teachers with the daily operations of in-classroom instruction, field trips, and other responsibilities that require childcare and supervision of students.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$3,923,415	\$3,580,242	\$3,498,492	\$3,286,905	\$5,242,231
Title Funds	\$878,267	\$1,347,730	\$1,347,730	\$1,200,220	\$ 1,371,620
Other Funds	\$393,006	\$1,000,000	\$1,003,500	\$1,694,475	\$0
Total Department	\$5,194,689	\$5,927,972	\$5,849,722	\$6,181,600	\$ 6,613,850

Note: Local funds increase driven by back-to-school investments

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Local Funds	22.2	23.4	23.4
Title Funds	13.8	12.6	11.6
Total Department	36.0	36.0	35.0

MAJOR ACCOMPLISHMENTS in FY2021

District-wide Initiatives

- **ARA Community Meetings (June 30 - July 6):** Portfolio, in partnership with FACE, held six ARA meetings and engaged with over **900** parents and community stakeholders on discussions regarding school quality, quantity, options, and programmatic offerings.
- **Reopening Community Engagement:** In August, CPS held **six** community meetings, and we engaged with over **12,000** stakeholders from across the district. We leveraged FACE's engagement framework to *inform, consult, involve, and collaborate* with our stakeholders. In addition to the city-wide engagements for reopening in the fall, we held **three** additional town hall meetings.
 - Univision Town Hall: 3,000+ views
 - Parent Round Table Discussions:
 - Belmont-Cragin: 8 parents
 - Far South CAC: 15 participants
 - Elementary School: 2,565 RSVPs
 - 671 attendees; 459 YouTube views
 - High School: 4,899 RSVPs
 - 3,508 attendees; 1,000+ YouTube views
- **LSC Elections:** With **5,910** candidates running, the Office of Local School Council Relations undertook a herculean effort, running a city-wide election across 507 schools. Over **300,000** vote-by-mail ballots were sent to families and staff members, and in-person elections were implemented across the district. Over **35,000** voters participated in the Elections and **1,112** judge applications were submitted.
- **Connecting Families to the Internet:** FACE played an important role in supporting the Chicago Connected initiative. Placing over **50,000** calls, FACE's role was critical in connecting the 53,000+ households to the internet.
 - On July 13, we launched a CBO search for partners to assist with the Chicago Connected initiative. We held four information sessions with over 120 CBO partners in attendance. In the end, over 80 CBO partners submitted applications and [35 were selected](#).

- **Child Learning Hub Interviews and Program Improvement:** The FACE team held over **200** interviews with families who enrolled in the Chicago Learning Hubs. Families were asked a series of questions to better understand their child supervision needs and remote learning experience/in-person experience to date.
- **Reopening Outreach:** To date, FACE in partnership with Early Childhood Education, has made more than **34,000** calls to families to inform them of the district’s reopening plan, listen to their concerns and feedback, and update their learning preference.
- **School Resource Officer Engagement (August - October):** Supported hosting five SRO meetings with Safety and Security Chief Jadine Chou. In the end, 100% of the 75 schools with SROs voted to retain or remove their SROs.
- **School Quality Rating Policy (SQRP) Town Halls:** Held five SQRP town hall meetings, four in English and one in Spanish, in order to create a baseline understanding of the history and purpose of school accountability, while also collecting initial feedback from a broad set of stakeholders across the city. We had a total of **1,062** RSVPs and over **600** participants across the five meetings.
- **Budget Engagement:** Over **150** parents and stakeholders were engaged in four public workshops to examine CPS’ school funding model out of **350** RSVPs. In addition to the four meetings, one special meeting was held with **226** LSC members. The total number of participants across all five engagements was **376** participants.
- **North Lawndale Public Engagement:** On November 17, we began an outreach effort to families of North Lawndale, Sumner, and Crown schools as a way to proactively engage families to identify if they are aware of the community-led proposal, better understand their concerns regarding the proposal, and create an opportunity to support the Lawndale community in facilitating a long-term discussion for the months ahead. 100% of the families from all three schools were contacted in two rounds of calls totaling over **1,100** calls.
- **Capital Planning Engagement:** Consistent with prior years, our office provided logistical and recruitment support for the five meetings.
Four English meetings / One Spanish meeting: **202 RSVPs, 189 attendees, and 522 YouTube views**

In sum, 145,000 stakeholders participated in district-wide initiatives.

FACE Initiatives

- **Monthly Virtual LSCAB meetings:** There have been seven LSCAB meetings held during this period. We have had **17** presenters join meetings to obtain feedback from LSCAB members on proposed policies and or policy changes. There have been **72** attendees per meeting with over **500** participants.
- **Learn with Google:** In partnership with Google, FACE and CPS teams held parent workshops. The goal was to support families with the skills they’d need to set up virtual classrooms at home. With [over 50,000 YouTube views](#), this partnership yielded great outcomes for CPS students.
- **Monthly LSC Engagement Session Meetings:** Earlier this year, OLSCR began hosting monthly meetings to connect, inform, collaborate, and engage LSC members/stakeholders on pertinent OLSCR business and district updates. These sessions average **200** attendees per session on a monthly basis and include a range of stakeholders across 17 networks citywide. To date, our engagement number exceeds **2000+** stakeholders. Each meeting invites a subject matter expert to do a deep dive into concerns expressed by stakeholders in the surveys that we share.
- **Monthly LSC Chair Virtual Meeting:** The OLSCR team has conducted three virtual meetings with **165** newly elected LSC Chairs. **495 participants to date.**

- **PAC PLNs:** Since September 2020, our FACE specialists have hosted **31** cluster meetings amongst four collaboratives - Networks 1 ,2, 4 / Networks 3, 5, 6 / Network 7, 8, 10 / and Networks 9, 11, 12, 13. Over **2,300** parents have attended these meetings where they receive district updates and Title I trainings. Additionally, we've had **57** community partners present over an eight-month period.
- **Parent Trainings and Programming:** To fill a growing need, FACE has expanded its programming to ensure families have the necessary tools and resources to support their children at home. With some of our more popular training receiving more than **6,500** unique views, it is no wonder why external partners and internal teams continue to look for ways to partner with FACE as a means to inform and support families. We hosted **43** Academic sessions, **20** Mental Health sessions, **15** Art and Health Care sessions, **20** SEL sessions and **37** Technology Assistance sessions. This year we have hosted **200** events, had over **5,200** participants and **4,106** YouTube views.
- **Title I Supports:**
 - **Network 9 Targeted Supports:** Due to the absence of a FACE Manager and low compliance/ expenditure rates, a holistic support model was developed in collaboration with district outreach initiatives to assist N9 schools in meeting compliance and offer personalized coaching to PAC leaders. Since April, we've held 10 meetings with at least five parents (quorum) present at each. Four additional meetings are scheduled this week. Compliance increased from 10% to 75% in just two months.
 - **Title I Parent Board of Governors (PBG):** PBG, though operating remotely, has been an instrumental voice in contributing to parent-centered expenditure guidance and a paperless compliance process for FY21. They have served as parent consultants to various departments including Student Protections, Safety and Security, and Equity. The PBG held four listening sessions at the beginning of this school year to both introduce themselves and learn of challenges faced by PAC leaders. Additionally, the PBG also created a [mock-PAC Election meeting](#) that was uploaded to our YouTube video library.
- **Faith-based Partner Meetings:** A total of **8** meetings have been held since November 5, 2020 in an effort to connect CPS with our faith-based community about topics, such as elementary school reopening, sex education, facilities updates, SQRP, Healing-centered Framework, high school reopening, overall reopening strategy, city-wide violence reduction strategy (Mayor's Office), Chicago Connected, RFI for remote learning hubs, and COVID-19 health protocols. Currently, we average 40 participants in each meeting, resulting in roughly **280** participants. The team has also increased its partnership network, and over **4,000** students are served via social service support from these partners. Additionally, over **40,000** families have been fed through our food distribution partnerships.
- **CAC Supports:** To date, there's been over **100** CAC meetings with over **2,000** participants across the eight CACs since July 2020. This includes regular monthly meetings, executive committee meetings, all-CAC chair meetings, and special events. Key departments that have presented include Portfolio, Equity, Enrollment, Teaching and Learning, Health and Wellness, and other key reopening SMEs have spoken to CAC chairs/members on an ongoing basis.
- **Change Management:**
 - Redesigned the Office of Family and Community Engagement to support more equitable team structures. Redefined old, long-held vacancies to increase capacity on the LSC team, salary funding, and accountability in workstreams.
 - Fully staffed the Parent University (PU) sites with PU Coordinators. Currently we have 14 sites with only one FTE, while other PU Coordinators work hourly. We were able to

utilize our budget resources to increase our capacity across 13 sites over time, beginning in FY2020.

- Introduced a new engagement framework that streamlined FACE's standardized operating procedures. This resulted in a deeper understanding of how the district engages with stakeholders and allows FACE to support cross-functional teams in applying that framework to their work. Additionally, every CPS board-approved policy has undergone robust engagement that seeks to inform and engage with stakeholders. This framework has framed the work of the department in a more effective manner, using the four tenets of the Elevated Chicago model: Inform, Consult, Involve, and Collaborate. The Elevated Chicago Framework moves organizations from information to ownership.
- Invested \$11,500 in technology to better communicate with families via text-based apps such as REMIND.

In sum, 15,500 stakeholders were engaged through FACE programming.

KEY BUDGET INITIATIVES for FY2022

- **Cross-Team/CI Priorities:**

- **Building the bridge between policy and engagement:** In FY21, FACE supported over 50 CPS policies that went before the board. Many policymakers are realizing how important it is to run their changes by families. We've leveraged the LSC Advisory Board, faith leaders, Parent Advisory Council (PAC)/PLN, and the CACs to help us better understand what our stakeholders think of CPS policies. We plan to expand upon this work in the year ahead and fully leverage our team's broad reach to ensure we have diverse perspectives at the table. We will begin tracking policy engagement numbers to develop a better sense of this workstream and how we can better collaborate with internal departments and external partners.
- **Improving organizational alignment:** In a short amount of time, we improved our Continuous Improvement Plan, and in the year ahead, we will continue to work to better align our department's vast portfolio. Achieving better alignment will allow us to have one unified vision for our collective impact.
- **Building our parent programmatic offerings:** FACE will continue to expand our virtual programmatic offerings to meet the rising needs of our families. In January 2022, we will expand our Ask the Expert series, where we'll bring relevant subject matter experts to discuss key topics that will help ensure families have access to critical information. Additionally, we will continue to seek external partners and leverage internal teams to grow this workstream.
- **Telling our family's stories:** Finally, we will be more intentional about elevating family stories to the frontlines. We have to do a better job at telling the stories that matter most, especially when it comes to guiding policy. In the weeks ahead, we'll begin to have deeper conversations about what this looks like in practice.

- **Goals/Milestones:**

- Improve service delivery that boosts the promotion of the Parent University Virtual Classroom programs, the activity of the PAC, the development of programs specific to the needs of each community, and direct attention to families by increasing full-time Parent University staff members.
- Invest in text-based technology solutions, including a customer relationship management (CRM) tool, to improve our responsiveness to families, monitor touch points, and allow for two-way communication.

- Improve management structures and systems by adding mid-level managers to support the day-to-day management of our growing team.
- Improve outreach and engagement during LSC elections by engaging with candidates via email, mail, in-person flyers, digital ads, radio ads, and through other traditional media avenues.
- Add eight additional partners to the Safe Haven program. Each of our partners are vendors with CPS and support the work of our schools through extended after school engagement and programs.
- Increase exposure and participation of CPS alumni by hiring an alumni outreach manager/director to design a comprehensive engagement plan to engage with CPS alumni city-wide. This includes hosting events, building social media campaigns, and building an alumni database.
- Prioritize CAC allocations to continue the commitment to allow CACs to build and design strategic plans that are supported by CPS. Strategic plans include details of the work each of the CACs are performing in their respective communities, such as advocating for new schools, increasing quality programming in existing schools, rethinking how to provide support to schools in their area that are underutilized, providing professional development to community-based organizations, and any other actions that need specific attention.
- Increase spending on Back-to-School marketing by \$1M through television, radio, and news outlets to ensure families have increased awareness of schools reopening through our marketing outreach campaign.

Finance

MISSION

The Finance Office maintains the fiscal integrity of Chicago Public Schools and provides financial leadership to the Chicago Board of Education according to state and federal legislation, government regulations, Board policies, and sound financial practices. We develop and manage CPS' annual operating and capital budgets and Comprehensive Annual Financial Report, prepare long-term financial projections, secure both short-term and long-term resources to provide adequate liquidity, and provide data, information, analysis, knowledge and methods for our leaders to anticipate and respond effectively to the challenges facing Chicago Public Schools.

MAJOR PROGRAMS

- **Office of the Controller:** Supports the instructional and administrative needs of CPS by designing, implementing, and operating effective and efficient financial processes for the collection of revenue and disbursement of funds in the payment to vendors and employees. The Office also produces timely, relevant, and accurate financial reporting to provide assurance that key financial performance indicators are met and designed financial controls are working as intended.
 - **Corporate Accounting:** Maintains the district's general ledger and monthly and annual financial closing processes; manages the district's External Financial Audit and Federal Single Audit; issues the internal and external financial statements and other regulatory reporting; implements new Government Accounting Standards Board (GASB); implements new accounting/financial reporting software to streamline the accounting and reporting process. In addition, ensures that CPS' business practices, processes, and procedures comply with Board policies as well as federal, state and local requirements; supports Office of Internal Control and performs internal audit for employee reimbursements; updates CPS' policies and procedures; develops and monitors key performance indicators for the Office of Finance; test the controls of procedures and process in Office of Controller and conducts asset management and inventory audit.
 - **Accounts Payable (AP):** Processes 300,000 vendor invoices annually, ensuring proper and timely payment to all CPS vendors. Reviews, enters, and approves 30,000+ reimbursements annually for CPS employees. Issues all 1099s to CPS vendors in accordance with IRS standards.
 - **Payroll Services:** Manages the payroll for over 40,000 school-based, central office and substitute employees, which includes time and attendance, tax calculations, payroll check processing, bi-weekly auditing for accurate payroll reporting, analyzing data for efficiency, processing of garnishments and child support payments, and verification of employment, all while ensuring compliance with Federal Labor Laws, collective bargaining agreements, and Board rules. Payroll

Services offers training to all CPS employees to assist them with the processing or reporting of their time and attendance. Payroll Services continues to build relationships with internal and external partners to better understand processes that might impact payroll processing.

- **Revenues:** Ensures timely cash receipting and posting of accounts receivable subledger activity; serves as the custodian for all school-based bank accounts with direct oversight regarding policies, procedures, and business management practices; provides timely processing of grant reimbursement and general aid claims; provides oversight and appropriation authority of the district's special income fund; and maintains tracking, recording, and reporting for all public and private grants and donations.
- **Office of Treasury and Risk Management**
 - **Manage long-term debt:** Issue bonds and manage the Board's debt in order to fund long-term investments that provide our students with a world class education in high-quality learning environments.
 - **Manage Cash Flow:** Manage and analyze the Board's operating cash position throughout the year in order to secure lines of credit to maintain a healthy liquidity position.
 - **Investment Funds:** Invest debt, project, and operating funds in investments aligned with the Board's Investment Policy in order to meet cash flow needs, ensure financial security, and provide the highest investment return.
 - **Continued Efforts:** Partners with the CPS Law Department and our Third Party Claims Administrator (TPA) on the construction of ground-up historical claim data, which is best practice and aids in the Board's insurance coverage renewal process.
- **Office of Budget and Grant Management:**
 - **OBGM:** Support strategic utilization of all resources, aligning them to district mission and priorities, to increase student achievement.
 - **Coordination:** Coordinates with other departments to make necessary adjustments and/or initiate budget amendments in the event that projected revenues or expenses change.
 - **School Support:**Support the alignment of school budget to and in support of school Continuous improvement work plan goals.
 - **Data Analysis:** Provides fiscal support for the district by ensuring that the budget is balanced, expenditures remain within budget, and ensure maximum support for equity, adequacy, sustainability, and stability.
- **Citywide Grants**
 - **School Support:** Manages the development and on-time submission of formula grant applications and amendments.
 - **Title I:** Provides Title I services, including supplemental instruction and academic counseling, to eligible students of non-public, private schools as part of federally-required proportionate share services.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Fund	\$40,136,628	\$ 37,583,696	\$ 37,583,696	\$ 33,236,638	\$ 38,526,322
Title I Grant Funds	\$29,115,393	\$ 30,733,602	\$ 30,733,602	\$ 28,523,602	\$ 35,275,342
Other Grant Funds	\$ 3,904,641	\$ 17,416,342	\$ 17,416,342	\$ 15,156,110	\$4,970,476
Total Department	\$ 73,156,662	\$ 85,733,640	\$ 85,733,640	\$76,916,350	\$ 78,772,140

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Fund	196.0	186.0	183.0
Title I Grant Funds	24.0	25.9	25.9
Other Grant Funds	4.0	3.1	3.1
Total Department	224.0	215.0	212.0

MAJOR ACCOMPLISHMENTS in FY21

- Completed the FY2020 Annual Financial Audit with clean audit opinion. The Comprehensive Annual Financial Report (CAFR) was issued a month earlier than previous years under a remote environment.
- Received Government Finance Officers Association (GFOA) and Association of School Business Officials (ASBO) Certificates of Achievement for Excellence in Financial Reporting for the district’s CAFR. Received Award for outstanding Achievement in Popular Annual Financial Reporting for the first time in four years.
- Implemented a new financial reporting automation software to streamline the reporting process.
- Implemented a new AP forensic software to prevent fraud and identify the potential errors of the payment process.
- Completed district-wide asset and instructional materials inventory audit with over 99 percent compliance.
- Successfully instituted work-from-home strategy that ensured Accounts Payable remained current with invoice processing.
- Created training videos, job aides, and process documentation for a streamlined decentralization of the timekeeping functions to school clerks in compliance with the CTU collective bargaining agreement.
- Rating upgrades: Secured rating upgrades from S&P and Moody’s for general obligation bonds. All outlooks are stable or positive.
- 100% MWBE participation: All investment trades were completed with brokers from Minority and/or Women-Owned Business Enterprises (MWBE).

- Developed a budget informed by stakeholder feedback that provided schools equitable funding and stability.
- Developed FY2022 enrollment strategy ensuring that schools experiencing an out-of-trend enrollment decrease will see enrollment inputs that match either the school's FY17-20 average enrollment change, or FY20 (fall 2019) 20th day of enrollment.
- Successfully consolidated the school support center into the finance office departments.
- Streamline the work streamline into the office of the controller (kronos, reimbursement, budget transfers) and the office of budget (financial specialist).
- Update to school's AIMS manual.

KEY BUDGET INITIATIVES for FY22

- Invest in technology systems that increase efficiency and effectiveness of the CPS finance function.
- Publish Procurement to Pay (P2P) RFP and engage a vendor to update the procurement and accounts payables process to increase efficiency and reduce errors. Implement invoice automation that works for CPS.
- Implement new timekeeping software and streamlined PeopleSoft-related business processes.
- Plan the implementation of a new major accounting standard GASB 87 for Lease by looking for an advanced software to efficiently implement this changing standard with high level of accuracy.
- Initiate Accounts Receivables (AR) automation by adding the capability to upload and attach documents to transactions within the module, thus creating a more visible audit trail, increasing efficiencies, and streamlining processes.
- Onboard three to four high-volume vendors for electronic data interchange invoicing submission.
- Continue to improve the internal control by creating a new set of comprehensive internal control reports for all units under the Office of the Controller through Oracle Business Intelligence or the procurement of a new governance, risk management, and compliance software. Develop business intelligence dashboards to track and evaluate finance metrics.
- Designing a school budget using the principles of targeted universalism in support of the CPS five year vision.
- Implement new software for our investment portfolio in order to improve investment returns.
- Reexamine the current insurance lines of coverage as they relate to the operational risks of CPS in order to rationalize their adequacy or make recommendations of additional solutions to prevent additional liability to CPS.
- Develop a Finance function strategy that provides strategic supports to the broader CPS community
- Partner with the CPS Law Department and our Third Party Claims Administrator (TPA) on the

construction ground-up historical claim data.

- Develop a model to support principals and school based employees based on customer service practices to inform budget and functional strategy.
- Continue to work with various funders and partner organizations to ensure schools and departments have ample options and opportunities to make use of grant funds to support their priorities.
- Further improve the transparency of the budgetary process.
- Continue to work with various Central Office departments to align FY22 budget monitoring with continuous improvement planning district-wide.

Information and Technology Services

MISSION

The Department of Information and Technology Services (ITS) provides the district with innovative technology solutions that improve the quality of education for students, reduce administrative burdens on educators, facilitate parent interactions, increase community engagement, and support equity and transparency by making information accessible to all stakeholders. ITS meets the following needs in the district:

- Support over 450,000 devices (such as desktops, laptops, Chromebooks, and iPads) across the district, including over 200,000 units students needed for remote learning.
- Run and maintain core district information and technology systems that are used by over 30,000 staff every day, such as Aspen, finance department, and human resources.
- Provide a robust data and telephone network across over 591 locations with 33,000 desks, 2,350 mobile phones, and over 12,000 hotspots.
- Respond to over 150,000 requests for support annually.
- Manage and support 2,500 servers and 20,000 pieces of network equipment (e.g., network switches and wireless access points).

MAJOR PROGRAMS

- **Chicago Connected:** Run the largest no-cost internet program in the country, which currently serves over 41,000 families and 60,000 students. The program includes a partnership with the City of Chicago, Kids First Chicago, United Way, private philanthropy partners, and over 30 community-based organizations.
- **Wide Area Network Improvement:** Conduct a three-year federally funded project to install 330 miles (1.96 million feet) of conduit under the city to create a next-generation fiber optic network and increase school internet capacity by 20 times the current levels.
- **Efficiency Improvements:** Continue to invest in and expand technologies that increase efficiency and convenience for staff, parents, and students. This program includes the ServiceNow workflow, DocuSign e-signature platforms, and the district-wide adoption of the managed print program.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget*	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 78,243,411	\$ 73,234,024	\$ 123,072,949	\$ 112,229,423	\$ 87,378,739
Title Funds	\$ 70,432	\$ -	\$ 158,793	\$ 158,793	\$ -
Other Grant Funds	\$ 11,477,146	\$ -	\$ 12,709,292	\$ 12,078,136	\$ 13,489,687
Total Department	\$ 89,790,989	\$ 73,234,024	\$ 135,941,035	\$ 124,466,352	\$ 100,868,426

**Includes all COVID-19 related expenses, such as device and MIFI purchases, contact tracing, etc.*

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	145.0	145.0	145.0
Total Department	145.0	145.0	145.0

MAJOR ACCOMPLISHMENTS in FY2021

- Deployed Google Classroom across the district to provide a uniform classroom management tool for over 20,000 teachers and 300,000 students during remote learning.
- Increased the district’s internet capacity by doubling bandwidth at all elementary schools from 250mb to 500mb and at 40 of the largest high schools from 1gb to 2gb. Overall internet traffic capacity was increased two-fold from 40gb to 80gb.
- Assigned devices to over 200,000 students and provided synchronous learning equipment to nearly 15,000 classrooms, including wide angle cameras, speakerphones, headsets, and power and connective cords.
- Developed automated workflow engines for student screeners, contact tracing functionality, COVID-19 student testing, and digital consent data capture.

KEY BUDGET INITIATIVES for FY2022

- Complete phase one of the next-generation wide area network project, connecting 81 schools to high-speed fiber network by November 1, 2021.
- Create the digital infrastructure needed to implement the Curriculum Equity Initiative and provide teachers with updated devices and mobile interactive displays for schools electing to use the new curriculum in SY21–22.
- Adopt and support new district processes for onboarding, partnership, and public reporting with district technology partners subject to Student Online Privacy and Protection Act provisions as part of a larger effort to continue to improve the district’s information security measures.
- Replace the district’s current data warehouse and analytics dashboard in order to extend one-stop access to critical and comprehensive student data for classroom teachers, reduce the need for manual data regression, and improve the district’s capacity for multi-dimensional data analysis to facilitate strategic decision making across in many areas.

Innovation and Incubation

MISSION

The Office of Innovation and Incubation (I&I) manages a portfolio of approximately 114 charter schools, nine contract schools, eight Alternative Learning Opportunity Programs (ALOPs), and one Safe School—educating more than 60,000 students. In addition to ensuring that all schools in its portfolio are held accountable to high standards, I&I provides direct support to a diverse set of schools, serves as a liaison between schools and other district departments, evaluates new school proposals, and makes recommendations to the Chicago Board of Education (BOE). I&I also oversees the incubation process for new district, charter, and contract schools and identifies and shares innovative models and promising practices across the district.

MAJOR PROGRAMS

- **Authorization and Renewal of Schools:** Ensures a rigorous and effective decision-making process for opening and incubating new schools and renewing existing schools. Focuses on the design, development, and readiness of all new, innovative school models and programs. Ensures that the district adheres to Illinois State Board of Education (ISBE) and Illinois School Code provisions regarding charter, contract, and ALOP schools. Engages with key internal and external stakeholders (including parents, community- and faith-based organizations, new school operators, business leaders, education advocacy groups, and high-performing authorizers) to develop, manage, and execute CPS' new and existing school development processes, which are consistent, transparent, and aligned to best-authorizing practices.
- **Academic Focus Program Request for Proposals (RFP):** Leads the district's Academic Focus RFP process, which was launched in order to:
 - Increase equitable access to high-quality programming for students, families, and communities;
 - Improve transparency and decision-making integrity in how programs are awarded; and
 - Ensure school communities are a driver in shaping the programming at their schools.Developed, iterated, and leads each aspect of the Academic Focus RFP, including (i) community outreach and support, (ii) developing the application and evaluation criteria, and (iii) partnering with the Office of Teaching and Learning and the Office of Language and Cultural Education to manage the application, evaluation, budgeting, and award processes for the district schools' awarded programming.
- **School Academic, Operational, and Fiscal Oversight and Accountability:** Provides oversight for charter, contract, and ALOP schools to ensure they meet the district's academic, financial, and operational expectations; abide by the tenets of their contracts; and adhere to compliance-related provisions as defined by the Illinois School Code, BOE, and ISBE. Ensures school performance is both transparent and available to inform data-driven decisions at the district- and school-level. Generates annual performance reports ("scorecards") around school financial and operational performance for all schools in the I&I portfolio. Provides additional supports through formal remediation processes to schools with poor performance in any of the oversight areas.

- **Training, Support, and Communication:** Ensures that charter boards, leadership, families, and communities have access to academic, financial, and operational information as requested. Communicates and meets with charter boards to provide data updates when necessary and facilitate training on compliance- and academic-related issues throughout a school’s contract term. Ensures charter boards have the resources and information they need to make high-quality decisions for their schools. Responds to all parent inquiries and concerns directed to central office and supports continuous improvement at all ALOP and contract schools.
- **District and Charter Schools Sharing Facilities:** Develops processes and establishes support systems for all schools that share a campus. Explores opportunities for collaboration between school communities to enhance positive relationships and promote school environments conducive to student learning. Facilitates conversations with school leaders to resolve complex operational issues that cannot be addressed at the campus level, as outlined in the annual Memorandum of Understanding (MOU) for each campus.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,939,050	\$ 3,222,287	\$ 3,212,971	\$ 2,791,208	\$ 3,182,125
Other Grant Funds	\$ 291,014	\$ 601,729	\$ 611,283	\$ 501,375	\$604,980
Title Funds	\$ 24,423	\$ 31,160	\$ 31,160	\$ -	\$ -
Total Department	\$ 2,254,487	\$ 3,855,176	\$ 3,855,414	\$ 3,292,583	\$ 3,787,105

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	17.1	17.1	16.4
Other Grant Funds	6.6	6.6	7.6
Title Funds	0.3	0.3	0
Total Department	24.0	24.0	24.0

MAJOR ACCOMPLISHMENTS in FY2021

- Launched the district’s third annual Academic Focus RFP, allowing all district-managed schools to apply for a variety of academic program investment opportunities. Over the past three years, the district has committed to investing over \$57 million to expand high-quality academic programs for more than 30,000 CPS students in 61 schools. This year, the district awarded seven school communities with additional investments to support their sustained implementation of high-quality academic programming based on transparent criteria related to needs assessment and the school’s ability to implement programming.
- Supported the second year of the [Chicago Student Success Initiative \(CSSI\)](#), which is designed to lower barriers to high school graduation at 39 schools, most of which are managed by I&I.

Post-secondary, mental health, and academic supports for over 400 Options students were implemented, including:

- Wilson Reading: Small group reading instruction for students who are below the 25th percentile in reading.
 - Saga Virtual Math Tutoring: Individualized small-group tutoring for high school students in geometry and algebra.
 - Post-Secondary Champions: Intensive postsecondary advising and support for Options students.
 - Bridging Resilient Youth Program: Support and coaching for schools related to intensive Tier 3 mental health supports.
- **Postsecondary Champions**: Provided intensive postsecondary advising to students by connecting students' specific needs and circumstances, their field of interest, and a meaningful pathway forward after high school. Around 200 students across seven Options and one neighborhood school participated in SY20-21.
 - **Bridging Resilient Youth Program (BRYT)**: Provided intensive support and case management to integrate academic, clinical, family, and care coordination services in a dedicated school room to provide mental health stabilization and/or transition support for students returning from or in need of more intensive treatment programs. Around 1200 students in one neighborhood and one Options school participated in BRYT in SY20-21.
 - Learned about the infrastructure and supports needed to support Options schools and students at scale moving forward.
 - Partnered with CSSI and the CPS Offices of College Career and Success, Social and Emotional Learning, Network Supports, and Equity to create and operationalize guidelines for students transferring into Options schools. These guidelines will result in a more cohesive and robust process for transferring students.
 - Significantly improved the financial performance of schools in the I&I portfolio; the number of school operators entering financial remediation for the first time decreased drastically to zero, six schools exited financial remediation, and only four schools remain in remediation in FY22.
 - Published the first annual operational scorecard, a tool utilized to assess school performance across ten operational sub-domains: school governance, diverse learner compliance, English learner compliance, STLS compliance, parent issue resolution, student admission and enrollment, teacher licensure, student transportation, student discipline, and student safety.

KEY BUDGET INITIATIVES for FY2022

- Increase access to high-quality schools by developing best practices for the incubation of new schools and equity-informed investments in academic programming.
- Evaluate support for schools that share a campus by soliciting feedback, insights, and promising practices from co-sharing principals, with the goal of strengthening relationships between school communities.
- Launch a re-engagement strategy for charter, contract, and ALOP schools and programs that ensures schools have resources, trainings, and tools to successfully re-engage students, with a special focus on the most vulnerable student populations. Monitor the implementation of school re-engagement plans relying on key indicators.

- Design a charter school board toolkit and create a support plan to ensure the charter school boards understand the legal obligations and compliance requirements in charter school law, their charter school agreement, and Illinois School Code. Design the toolkit to share charter board best practices and CPS' commitment to centering equity and listening to and learning from communities.
- Improve post-secondary program access and sustainability for I&I schools and build the capacity of I&I school counselors and post-secondary leads. Prepare students for post-secondary opportunities through a 10 percent increase in the number of students enrolled in early college opportunities, advising and working with students, assisting schools in creating robust college and career cultures, and a 15 percent increase in the completion rate for the Learn.Plan.Succeed. initiative.
- Continue implementing early warning identification practices and processes that will pre-identify I&I schools that could fall into financial, academic, or operational remediation. Pre-identification of schools will allow I&I to provide the appropriate interventions to help prevent further decline and improve school-based outcomes for students. In addition, align I&I's academic remediation process with the district's accountability system as it evolves.
- Support CSSI in piloting and evaluating promising post-secondary interventions across approximately eight Options schools, including near-peer mentoring, work-based learning, and certification programs. I&I will consult with CSSI to identify how these interventions can be most successfully implemented in Options schools and in translating lessons learned into standard operating procedures for the district. CSSI will utilize lessons learned from interventions to inform the resources and systems needed to best support Options students and schools at scale.
- Continue to optimize existing Options schools, in collaboration with CSSI and other CPS offices, by developing policies, systems, and infrastructure needed to best support students. We know that "our most vulnerable older students have often faced significant barriers to learning and life success, and as a matter of equity, we must find better ways to support them" ([CPS 5 Year Vision](#)). Regularly meet with school stakeholders and implement feedback from students, families, and community agencies about how we can better support this subset of students, including:
 - Explore how we can continue to ensure flexible school days/credit accumulation for students who have complex adult responsibilities outside of school and therefore need increased flexibility in school.
 - Develop increased case management and accompaniment for students when they are transferring between high schools to ensure they remain engaged and on track.
 - Better leverage data to identify students who may need additional support and ensure they get adequate individualized support.
 - Ensure more robust school-based mental health and trauma-informed supports for students.

Office of Inspector General

MISSION

Since 1996, the mission of the Office of Inspector General is to ensure integrity in the operations of Chicago Public Schools by conducting meaningful, accurate, and thorough investigations into allegations of waste, fraud, financial mismanagement, and employee misconduct. The OIG also reviews CPS systems, practices, and procedures to determine their effectiveness in preventing waste, fraud, and financial mismanagement. The OIG also investigates all adult-on-student sexual abuse and misconduct complaints and allegations.

MAJOR PROGRAMS

- **General Investigations:** Investigates waste, fraud, financial mismanagement, and other misconduct throughout CPS's operations; its jurisdiction includes CPS Board members, employees, vendors, contractors, and other affiliated entities.
- **Performance Analysis:** Performs data-driven evaluations and reviews of CPS programs, initiatives, and performance to assess and identify inefficiencies and other issues.
- **Sexual Allegations Investigations:** Investigates cases of alleged sexual misconduct by CPS-affiliated adults in which students may be the victims, as well as reviewing prior alleged CPS sexual misconduct cases dating back to 2000.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$4,404,652	\$5,949,397	\$5,949,397	\$6,617,763	\$6,542,957
Total Department	\$4,404,652	\$5,949,397	\$5,949,397	\$6,617,763	\$6,542,957

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Local Funds	50.0	50.0	56.0
Total Department	50.0	50.0	56.0

MAJOR ACCOMPLISHMENTS in FY2021

- Received approximately 2,000 complaints and opened nearly 800 hundred investigations throughout its General Investigations, Sexual Allegations, and Performance Analysis Units.
- Reported on a multi-million dollar scheme involving former CPS CEO Barbara Byrd-Bennett involving contract steering to friends and close associates.
- Investigations uncovered employee and student residency fraud costing CPS nearly \$350,000.
- Continued a systematic review of prior CPS sexual misconduct cases handled by the district since 2000.

- Completed numerous administrative investigations, involving fraud, waste and abuse committed by CPS employees, vendors and other district-affiliated parties and entities.
- Uncovered ghost payrolling scheme in which a CPS employee collected more than \$120,000 in unearned wages. Investigation uncovered \$250,000 of CPS purchasing violations for conflicts of interest.
- Uncovered scheme involving an employee who improperly paid herself \$15,000 in overtime.
- Opened 434 investigations in the Sexual Allegations Unit. The SAU completed more than 300 cases including 108 investigations that found occurrences of adult-to-student sexual abuse or violations of other CPS policies and guidelines prohibiting improper contact and communications with students. The SAU has closed more than 600 cases since its inception in 2018.

KEY BUDGET INITIATIVES for FY2022

- Ensure that the General Investigations Unit is supported, developed, and staffed adequately to fulfill its mission.
- Make key personnel adjustments to support the expansive growth within CPS OIG over the last three years.
- Further develop the Sexual Allegations Unit to meet the district's needs by retaining investigators with experience and leveraging the expertise that SAU has built since its inception.

Intergovernmental Affairs

MISSION

The Office of Intergovernmental Affairs (IGA) advocates for Chicago Public Schools (CPS) students at every level of government to shape education policy and secure external resources, such as Intergovernmental Agreements with the City of Chicago and its sister agencies, state capital funding, and federal funding. IGA advances the CPS agenda before the Chicago City Council, in Springfield, and in Washington; and partners with the City of Chicago, the Illinois state legislature, and other entities to secure financial opportunities to advance CPS' goals.

MAJOR PROGRAMS

- IGA serves as the main point of contact for Chicago's 50 aldermen, 59 state senators, 118 state representatives, 18 U.S. congressmen, and Illinois' two U.S. senators.
 - Actively advocates for initiatives and legislation favorable to CPS and works to deter legislation that does not benefit student progress.
 - Collaborates with outside organizations, government agencies, and elected officials to secure additional funding for CPS students.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$839,525	\$1,195,503	\$1,195,503	\$1,016,177	\$ 1,408,729
Total Department	\$839,525	\$1,195,503	\$1,195,503	\$1,016,177	\$ 1,408,729

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Local Funds	7.0	8.0	8.0
Total Department	7.0	8.0	8.0

MAJOR ACCOMPLISHMENTS in FY2021

- Collaborated with elected officials, agencies, and school communities to secure capital funds through tax increment financing, open space impact fees, and other sources for school based projects. In FY2021 the district will receive roughly \$5 million in local revenues supporting capital projects.
- Passed a renewal ordinance through city council to waive permit fees for capital projects managed by the Chicago Board of Education.
- Oversaw the sixth consecutive year of the Space-to-Grow initiative: a public-private partnership transforming schoolyards of five additional schools. In total, the initiative has transformed 25 schoolyards.

- Worked with our federal delegation and national leadership to ensure K–12 education remained a top priority in COVID-19 relief packages to allow schools to safely reopen, continue improving remote learning, and provide necessary services. Secured federal regulation/rule language from USDA that has allowed us to serve more than 45 million meals to students not in school buildings during the pandemic.
- Secured over \$2 billion in federal emergency relief.
- Successfully advocated for increased FCC funding to schools during the pandemic.
- Advocated for the continuation of the Title I formula for funding.
- Continued to advocate for increased Title I, Title II, and IDEA Part B funding in the federal budget.
- Secured over \$12 million in additional capital funding through Illinois Department of Economic Opportunity.
- Advocated and supported [PA 101-0643](#), COVID-19 Education Omnibus; comprehensive legislation that included provisions that allowed for remote and blended learning and allowed for CPS to delay LSC elections in the wake of the COVID-19 pandemic.
- Advocated and supported [PA 101-0654](#). IL Legislative Black Caucus Education Omnibus; comprehensive legislation that statutorily increases funding to Minority Teachers of Illinois scholarship (from \$5,000/yr to \$7,500/yr) to expand the teacher pipeline among other provisions to improve student outcomes for Black students.

KEY BUDGET INITIATIVES for FY2022

- Continue to collaborate with school communities, local officials, and agencies to secure additional capital funding for school-based projects.
- Continue to advocate for additional increases in federal education formula funding including tripling Title I, Title II, English language learners, IDEA, 21st Century Community Learning Centers, and social emotional learning.
- Continue to work with Congress and the Administration to pass a federal infrastructure bill for schools.
- Increase state investment on a trajectory to fully fund the Evidence-Based Funding formula (targeting more than an additional \$350 million annually).
- Secure supplemental state funding for programs and capital projects at CPS schools.

Office of Language and Cultural Education

MISSION

The Office of Language and Cultural Education (OLCE) seeks to provide every student with access to an education that fosters biliteracy, intercultural flexibility, and multilingualism: key contributors to success in school, career, and civic life. To achieve this mission of quality, district-wide instruction by:

- Establishing language policies and standards-based models of instruction.
- Building the capacity of general education and bilingual/ English as a Second Language (ESL) teachers through strategic partnerships.
- Monitoring programs, teacher certification, and overall compliance with state and federal laws.
- Empowering parents to be active participants in advancing bilingual and biliteracy skills.

MAJOR PROGRAMS

- **English Learner (EL) Programs:** Provide English language instruction and support to 71,000 CPS students whose primary language is one other than English. Major EL programs include:
 - **Transitional Bilingual Education (TBE):** ELs participating in TBE programs receive English as a Second Language (ESL) to develop English language proficiency. Core subjects are provided in English as well as native languages. Students also receive instruction in the history and culture of the U.S. and the EL's (or their parents') native land.
 - **Transitional Program of Instruction (TPI):** ELs participating in TPI programs receive ESL instruction, core subjects in English, and instruction in the history and culture of the U.S. as well as the EL's (or their parents') native land.
- **Dual Language Programs:** Offer core instruction in both English and Spanish with the goal of developing proficiency in both languages. Programs begin at the preschool and kindergarten levels and provide a route for students to earn the CPS Pathways' Seal of Biliteracy recognition at elementary and middle school levels or the State Seal of Biliteracy upon graduation from high school.
- **State Seal of Biliteracy:** A recognition given to high school seniors who have studied and can exhibit the ability to communicate in two or more languages (including English) by the spring of their senior year.
- **CPS Pathways to the Seal of Biliteracy:** A program recognizing students in fifth or eighth grade who have studied a world language and can demonstrate being on the path to achieving the State Seal of Biliteracy by the time they reach their senior year of high school.
- **World Language Programs:** Provide exposure to foreign languages by developing the listening, speaking, reading, and writing skills in the target languages. CPS currently offers 11 world languages in 198 schools serving 96,000 students.
 - **Critical Language Initiative (CLI):** A component of CPS' World Language programs which emphasizes instruction in languages that are considered critical to U.S. national security interests. Focus languages include, but are not limited to, Arabic, Chinese, Hindi, Korean, and Russian.

- **Parent Involvement and Community Outreach Programs:** Support EL parents through training, theme-based workshops, GED and ESL courses, and ensuring parental involvement in school-based Bilingual Advisory Councils and the city-wide Chicago Multilingual Council.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 4,399,442	\$ 5,651,242	\$ 4,551,109	\$ 4,438,408	\$ 8,366,350
Title Funds	\$ 243,867	\$ 240,832	\$ 240,832	\$ 240,832	\$ 240,832
Other Grant Funds	\$ 1,740,803	\$ 6,219,897	\$ 3,104,609	\$ 1,938,225	\$ 4,473,943
Total Department	\$ 6,384,112	\$ 12,111,971	\$ 7,896,550	\$ 6,617,465	\$ 13,081,125
Budgeted at Schools	\$ 37,063,071	\$ 33,100,576	\$ 38,122,625	\$ 35,110,548	\$ 32,120,637
Grand Total	\$ 43,447,183	\$ 45,212,547	\$ 46,019,175	\$ 41,728,013	\$ 45,201,762

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	26.0	27.0	28.0
Title Funds	2.0	2.0	2.0
Other Grant Funds	10.0	10.0	10.0
Total Department	38.0	39.0	40.0
Budgeted at Schools	281.5	287.5	283.5
Grand Total	319.5	326.5	323.5

MAJOR ACCOMPLISHMENTS in FY2021

- 1,924 high school seniors from 84 participating high schools studying 12 different languages received the State Seal of Biliteracy and 667 students received the State Commendation.
- Provided summer support programs to ELs in grades 1–7 and high school credit attainment courses for ELs in grades 9–11.
- Offered professional development sessions for over 8,000 teachers, counselors, and administrators focused on fostering collaboration among dual language teachers, effective implementation of EL programs, and the application of Common Core State Standards (CCSS) and the English and Spanish Language Development Standards (WIDA).
- One additional school was accepted as a Dual Language school, bringing the district’s total Dual Language schools to 43 with 42 schools implementing Dual Language in SY2021–22 and one planning to implement in SY2022–23.
- Lead multiple Citywide Multilingual Parent Committee meetings attended by an average of 300 parents.

- Lead multiple Bilingual Advisory Committee meetings attended by an average of 150 parents.

KEY BUDGET INITIATIVES for FY2022

- Expand services to ELs by providing school-based allocation of supplemental funds in the form of positions for TBE and TPI programs. CPS, through OLCE, has increased supplemental positions to schools enrolling more than 150 ELs in FY22. All schools enrolling one to 19 ELs will receive a \$450 per pupil allocation for supplemental bilingual program investments.
- Continue to fund Bilingual Advisory Councils \$1,000 each in FY22. Continue to fund bilingual parent engagement activities through Academic Networks and the Chicago Multilingual Parent Council.
- Allocate \$10,000 to support schools who are implementing Dual Language and EL Regional Gifted Programs.
- Continue providing up to 50 percent of funding for current CPS teachers to earn their ESL and/or bilingual endorsement.
- Invest in professional development for school administrators, bilingual/ESL, world language, and general education teachers for all schools with TBE and TPI programs.
- Continue providing a dual language coordinator position for schools planning and implementing Dual Language programs.
- Provide summer school enrichment programs for ELs in grades 1–11.
- Continue to provide ESL After-School Tutoring Program to schools enrolling 50 or more ELs in FY22.
- Provide \$440,000 in supplemental instructional support to refugees and newcomers. This will support students by providing endorsed ESL teachers to schools that enroll refugees and newcomers, including ESL credit attainment for high schools.

Law Department

MISSION

To provide high-quality legal representation, consistent with the district's vision, mission, and values, that assists the Chicago Board of Education, its Executive Officers, School Principals, teachers, and staff in complying with laws and regulations while minimizing risks to benefit students, staff, and the public at large.

MAJOR PROGRAMS

- **Litigation:**
 - **Employment and Civil Rights:** Represents the Board and its agents in litigation, including administrative proceedings involving allegations of discrimination or violations of the United States Constitution or a federal statute.
 - **Other Civil Claims:** Represents the Board and its employees in litigation relating to breach of contract, personal injury, workplace injuries, property tax matters, and tuition fraud.
 - **Affirmative Litigation:** Seeks relief in state and federal courts for injuries suffered by the Board of Education, its employees, and students.
- **Investigations:** Reviews electronic incident reports and refers matters to appropriate investigatory bodies, provides information and evidence to external investigatory agencies including the Department of Children and Family Services and law enforcement agencies, and investigates allegations of employee misconduct not otherwise addressed by the Office of the Inspector General or the Office of Student Protections and issues related to Local School Councils (LSCs).
- **Labor and Discipline:** Prosecutes employee discipline matters before administrative agencies, including the Illinois State Board of Education (ISBE), defends the Board in grievance arbitration and unfair labor practice charges, and represents the Board in wage claims and Occupational Health and Safety Administration (OSHA) complaints filed with the Illinois Department of Labor.
- **Labor Relations:** Leads all collective bargaining with six bargaining units and conducts administrative hearings on disciplinary charges and contractual grievances.
- **School Law:** Provide legal guidance to staff on a wide range of legal and policy issues affecting schools, including student records and privacy, student discipline, student enrollment and transfers, school accountability, LSC issues, legislative review, charter school matters, and educational initiatives. Advise and represent the Board in a variety of special education matters including Due Process complaints, Mediation requests, State of Illinois complaints, 504 matters, and general special education legal concerns.
- **Transactions:** Drafts and negotiates contracts for professional services, equipment leases, educational services, technology, real estate, and other transactions. The department also provides legal review and counsel in bond issuances, intergovernmental agreements, and compliance with Board rules, policies, and procurement laws.
- **Freedom of Information Office:** Responds to requests for information made under the Illinois Freedom of Information Act (FOIA) by reviewing requests, gathering existing documents, reviewing documents to protect student and employee privacy protected by the act and other exempted information, and transmitting documents to requestors.
- **Policy, Ethics, and Public Records Management:**
 - **Policy:** Manages the review of the district's policies; advises school leaders with respect to implementation of policy through various means, including Integrity Memos and

- conducts training sessions regarding policy compliance.
- **Ethics Advisor:** Advises Board members, executives, employees, and LSC members with respect to compliance with the Board’s Code of Ethics; manages all requests for secondary employment approvals; reviews requests for certain conference and travel approvals; manages compliance with respect to employee ethics filings required by state law and Board policy; and conducts multiple training for groups of employees on ethics code compliance.
- **Public Records:** Manages the district’s compliance with the Public Records Act, including the maintenance, storage, retention, and destruction of records.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$14,861,386	\$16,204,832	\$16,194,797	\$14,784,116	\$15,725,738
Other Funds	\$44,918	\$73,659	\$74,344	\$71,056	\$74,929
Total Department	\$14,906,304	\$16,278,491	\$16,269,140	\$14,855,172	\$15,800,667

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Local Funds	93.0	96.0	99.0
Other Funds	0.0	1.0	1.0
Total Department	93.0	97.0	100.0

MAJOR ACCOMPLISHMENTS in FY2021

- **School Reopening and Remote Work/Learning Support:**
 - With the Talent Department, led successful negotiations with labor organizations to resume in-person learning.
 - Provided legal guidance on COVID-19 related matters including the CARES Act, contact tracing, health screeners, COVID-19 testing, vaccinations, Clinical Laboratory Improvement Amendment waiver, and school reopenings.
 - Negotiated emergency contracts in response to COVID-19, including nursing contracts to ensure sufficient staffing, programs for employee vaccinations, and employee and student COVID-19 testing programs.
 - Provided legal guidance on remote learning plans and pandemic recovery services for special education students.
- **Local School Councils:**
 - Assisted the Office of Local School Council Relations in the planning and implementation of the 2020 elections.
 - Handled post-election challenges and issues in a timely and efficient manner to enable duly-elected LSC members to be timely seated.
 - Provided guidance and training to Local School Council Facilitators on compliance with the Open Meetings Act amendments on virtual meetings.

- Provided guidance and training to Local School Council Facilitators on compliance with the Freedom of Information Act.
- **Policy Development and Revisions:**
 - Provided advice and drafting assistance to departments in developing and revising several policies and rules:
 - Student Online Privacy Protection Act (SOPPA) Policy
 - Comprehensive, Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, and Retaliation Policy
 - Student Code of Conduct and Anti-Bullying Policy
 - Principal Eligibility Policy
 - Board Rule 6-4 - Health-Related Requirements and Exclusions
- **Legal Compliance Training and Counseling for Administrators:**
 - Organized and led a five-day virtual conference for more than 1,100 administrators on legal topics for school administrators.
 - Created a monthly professional development program for administrators on topics on which administrators most frequently request assistance, including: cyberbullying and “Google bombing,” responding to student records requests, enrollment and transfer of students, and special education matters.
 - Partnered with Talent to create training sessions for administrators on key Board policies affecting employees.
 - Developed and provided training to administrators on transition services for students with disabilities aged 14 ½ to 22.
 - Developed and delivered Ethics Training to 594 central office administrators.
- **Employee Discipline:**
 - Achieved dismissal of injunction obtained by the Chicago Teachers Union that required the district to continue paying tenured teachers who were removed pending dismissal hearing for misconduct including misconduct involving inappropriate interactions with students.
 - Successfully litigated a matter before the Illinois Supreme Court that set precedent to enable the Chicago Board of Education to issue alternative disciplinary consequences when dismissal is determined to be unwarranted.
- **Records Management:**
 - Implemented a program to more efficiently identify and dispose of records in storage in accordance with the Local Public Records Act. The initial effort resulted in 2,600 boxes of records that qualify for disposal. The ongoing effort will result in reductions in records storage costs.

KEY BUDGET INITIATIVES for FY2022

- Records Management will actively identify records for disposal to reduce off-site storage costs.
- Partner with Procurement and ITS to implement a unified contract management system to increase efficiency and reduce routing time.
- Improve contracting efficiency by training and prepping department stakeholders and contract champions to ensure departments receive completed Board contracts in a timely manner.
- Partner with the Internal Audit Department in ongoing risk management and risk mitigation efforts.
- Partner with ODLSS to better advise and train on transition services so that student needs are met.

Local School Council Relations

MISSION

The mission of the Office of Local School Council Relations (OLSCR) is to assist each of the district's 515 Local School Councils (LSCs) in developing, approving, and monitoring their school's budget and school improvement plans, ensuring alignment with the CPS Five-year Vision. The OLSCR conducts bi-annual LSC elections and provides LSC members with training, support, and technical assistance in key administrative and process improvement areas of their school. OLSCR also supports LSCs with principal selection, retention, and evaluation, and school improvement planning with continuous commitment to academic progress and integrity.

MAJOR PROGRAMS

- **LSC Training:** Offer live trainings and nine online self-paced training modules to LSC members on topics such as: LSC roles and responsibilities; running effective LSC meetings; developing a school improvement plan; developing a school budget; evaluating a principal; selecting a principal; managing internal accounts and fundraising; ethics; and LSC officer duties.
- **LSC Support:** Supports LSC members with filling vacancies, optimizing collaboration, and providing information on district policies and procedures.
- **Technical Assistance:** Provide technical assistance to LSC members on the management and use of the LSC Dashboard database, Principal Evaluation Online Tool (PEOT) database, Online LSC Training Portal, OLSCR website, and other technical tools.
- **LSCAB Management:** Manage the Local School Council Advisory Board (LSCAB), which is a group of 15 LSC members from across the district who advise the Chicago Board of Education and the district on city-wide LSC issues. The OLSCR conducts elections for LSCAB members every two years, on the odd year and organizes monthly meetings to review Board and district policies, procedures, programs, and activities.
- **Support Materials:** Develop, maintain, publish, and distribute approximately 500,000 pages of written materials annually that are used to guide, train, and conduct elections and communicate with stakeholders.
- **Dashboard Database Management:** Maintain an LSC dashboard database with entries for LSC members. The information is updated on a daily-to-weekly basis and is used to monitor the status of all LSCs and communicate with LSC members.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$1,508,093	\$1,816,698	\$2,643,980	\$2,207,433	\$2,739,989
Title Funds	\$76,898	\$105,661	\$105,661	\$89,811	\$0
Total Department	\$1,584,991	\$1,922,359	\$2,749,641	\$2,297,244	\$2,739,989

Note: Increase in local funds due to additional anticipated LSC election costs for the 2021-2022 election. Decrease in title funds reflect one title-funded position being closed.

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Local Funds	11.0	11.0	14.0
Title Funds	1.0	1.0	0.0
Total Department	12.0	12.0	14.0

Note: 2 FTE were transferred in from Family & Community Engagement Office

MAJOR ACCOMPLISHMENTS in FY2021

- Assisted 35 LSCs with principal selection and 122 LSCs with principal contract renewals
- Assisted LSCs with annual LSC principal evaluations
- Engaged 512 schools and provided training to contract, interim, and resident principals and to the network chiefs of those schools
- Achieved 94.2 percent of LSC members being compliant with Illinois School Code requirements for background checks of parents and community members

KEY BUDGET INITIATIVES for FY2022

- Continue to provide training, support, and technical assistance to 515 LSCs
- Create marketing campaign, revise, update, publish, and distribute 5,000 pages of written materials in order to conduct the 2022 LSC Spring Elections
- Host FY22 LSC Elections
- Conduct post election activities such as certifying election results and board reports, disposition of challenges, providing instructions for legal compliance and organizational meetings
- Train 515 LSC election coordinators to manage the 2022 fall LSC elections
- Recruit, train, and place 1,567 election judges to conduct the 2022 LSC elections
- Hire 5 new specialists to support OLSCR workstreams
- Complete CPOR for a consultant to support the 2022 LSC Election
- Provide professional development opportunities for staff
- Modify the LSC resource guide and Statement of Economic Interest (SEI) Form.
- Spanish translation for written and oral meetings and presentations
- Rebuild the online LSC exam training portal

Marketing

MISSION

The Marketing Office operates as an internal agency providing fully integrated marketing strategy and campaign management support to district departments, network offices, and selected schools. By centralizing and more effectively coordinating the district’s marketing efforts, the Marketing Office is able to make marketing outreach more strategic and less scattered, increase alignment with and support the achievement of our 5-year vision, and extract more value from marketing investments.

MAJOR PROGRAMS

The Marketing Office manages three different types of campaigns:

- **Baseline Campaigns:** Baseline campaigns are recurring, high priority projects that are fundamental to district operations and must be completed annually. Examples include:
 - GoCPS Application Campaign
 - Back to School Campaign
 - COVID-19 Reopening Campaign
- **Department Campaigns:** Department campaigns are generally first-time project launches or recurring department activities that require marketing outreach to support a strategic goal. Examples include:
 - Healthcare & Benefits Enrollment Campaign
 - Local School Council Elections Campaign
 - Chicago Connected Campaign
- **School Campaigns:** School campaigns are projects that generally apply to new school openings, school program expansions, or grant funded initiatives to support specific schools. Examples include:
 - Englewood STEM High School Opening
 - Bronzeville Academy Opening
 - Sor Juana Elementary Opening

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ -	\$ -	\$ 833,983	\$ 833,983	\$ 2,358,089
Total Department	\$ -	\$ -	\$ 833,983	\$ 833,983	\$ 2,358,089

Note: \$752K in combined marketing expenses were centralized in the Marketing department.

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	5.0	5.0	7.0
Total Department	5.0	5.0	7.0

MAJOR ACCOMPLISHMENTS in FY2021

- Led the design, production, and installation of COVID-19 safety signs in every district-managed school and office building.
- Managed three successful campaign pushes to families and staff about the district's COVID-19 reopening plans.
- Managed a successful GoCPS marketing campaign that drove 90+ percent participation among CPS-based 8th grade applicants to high school.
- Shortened the timeline for campaign launch by two months and managed the successful launch of the first early bird application campaign for Chicago Early Learning.
- Managed the launch of the Skyline Curriculum Equity Initiative for CPS staff.
- Migrated the Annual Regional Analysis website into CPS.edu and launched new reporting styles for 2021.

KEY BUDGET INITIATIVES for FY2022

- Complete redesign and re-launch of the GoCPS informational and search site.
- Complete redesign and re-launch of the Chicago Early Learning informational and search site.
- Launch of the first structurally integrated GoCPS/Chicago Early Learning application campaign.
- Design, build, and launch of the CPS employee intranet site.
- Manage the two-year cycle, citywide Local School Council election campaign.
- Manage the parent use and engagement campaign for the Skyline Curriculum Equity Initiative.

Office of Network Support

MISSION

The mission of the Office of Network Support (ONS) is to support schools by building capacity for continuous improvement cycles, providing differentiated supports and resources, and empowering leaders. ONS supports the implementation of all major district initiatives and monitors schools' progress towards achieving the district's Five-Year Vision.

MAJOR PROGRAMS

- **Elementary and High School Networks:** Coaches, develops, and supports chiefs, deputy chiefs, and network teams to significantly improve all schools through effective leadership, strategic planning, enhancing instructional practices, rigorous data practices, authentic community engagement, and equitable resource allocation.
- **Continuous Improvement Work Plan (CIWP):** Sets the vision for the CIWP process and provides training and support to school CIWP development.
- **Data Management:** Provides timely and actionable data reports and dashboards for schools and networks to make instructional decisions.
- **High School Vision Collaborative:** The CPS High School Strategy was released in December 2020. The strategy builds upon the CPS 5-Year Vision: Success Starts Here. Its main objective is to articulate the path to reaching the district's high school vision goals by 2024. It outlines 39 strategies and initiatives that, if implemented with fidelity, should prepare our students to graduate as:
 - Ethical and Collaborative Leaders
 - Inquisitive Learners
 - Empowered Decision-makers
 - Engaged Community Members
 - Adaptable and Independent Thinkers
- **JROTC:** CPS offers the largest JROTC program in the country in number of cadets and total programs. It is unique in offering a variety of educational opportunities to our students: military academy high schools; military academies within a school; high school JROTC programs; and Middle School Cadet Corps programs.
- **Algebra Access & Equity Initiative:** Expands algebra access to 8th graders who are ready for algebra, but enrolled in a school that does not currently offer algebra.
- **Tiered Support Model (TSM):** TSM aims to provide differentiated supports to schools. TSM organizes support for schools to meet the unique needs of each school community in achieving equitable outcomes for students by leveraging the expertise and resources of networks and central offices to support CIWP-aligned school improvement efforts.
- **Independent School Principals (ISP):** ISP provides support to principals who can ensure continued strong performance with minimal oversight from the district, and who would benefit from additional independence to lead their schools.
- **Parent Support Center (PSC):** The PSC works in collaboration with various CPS stakeholders across the district to ensure that students, parents, and families are empowered through equitable access to high-quality services, accurate information, and timely resolutions.

- Department of Principal Quality (DPQ):** The DPQ identifies, develops, supports, and retains strong principal leaders who are dedicated to student success in CPS. Some of the ways in which DPQ works to achieve this mission are through the school leadership pipeline, school leadership selection, succession, and transitions.

BUDGET SUMMARY

Office of Network Support

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 2,520,600	\$ 3,381,200	\$ 4,771,000	\$ 3,041,000	\$ 4,124,797
Title Funds	\$ 657,000	\$ 615,100	\$ 615,100	\$ 582,300	\$ 896,877
Other Grant Funds	\$ 429,000	\$ 269,200	\$ 270,600	\$ 123,200	\$ 1,350
Total Department	\$ 3,606,600	\$ 4,265,500	\$ 5,656,700	\$ 3,746,500	\$ 5,023,023

Geographic Networks

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 6,918,600	\$ 9,313,100	\$ 9,064,500	\$ 7,486,400	\$ 11,108,972
Title Funds	\$ 6,930,100	\$ 7,659,300	\$ 7,659,300	\$ 6,923,400	\$ 8,667,303
Other Grant Funds	\$ 4,358,400	\$ 4,908,900	\$ 4,908,500	\$ 3,894,700	\$ 2,756,062
Total Department	\$ 18,207,100	\$ 21,881,300	\$ 21,632,300	\$ 18,304,500	\$ 22,532,337

Principal Quality

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,915,283	\$ 1,689,313	\$ 1,689,313	\$ 1,173,555	\$ 1,604,128
Title Funds	\$ 2,923,323	\$ 4,982,293	\$ 4,982,293	\$ 3,294,368	\$ 3,835,532
Other Grant Funds	\$ 416,961	\$ 841,369	\$ 1,332,893	\$ 474,129	\$ 861,245
Total Department	\$ 5,255,567	\$ 7,512,975	\$ 8,004,499	\$ 4,942,052	\$ 6,300,904

Service Leadership Academies

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,343,300	\$ 1,780,600	\$ 3,248,900	\$ 1,452,300	\$ 1,939,714
Other Grant Funds	\$ 131,500	\$ 926,900	\$ 825,800	\$ 83,100	\$ 1,151,950

Total Department	\$ 1,474,800	\$ 2,707,500	\$ 4,074,700	\$ 1,535,400	\$ 3,091,664
Budgeted at Schools	\$ 13,560,250	\$ 16,284,800	\$ 14,627,300	\$ 13,384,250	\$ 16,323,546
Grand Total	\$ 15,035,050	\$ 18,992,300	\$ 18,702,000	\$ 14,919,650	\$ 19,415,210

Academy for Urban School Leadership

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 268,290	\$ -	\$ 132,630	\$ 132,630	\$ -
Title Funds	\$ 710,543	\$ 4,229,253	\$ 4,229,253	\$ 2,345,539	\$ 606,312
School Generated Funds	\$ 1,401,753	\$ 1,040,538	\$ 980,532	\$ 873,798	\$ 1,311,274
Total Department	\$ 2,380,586	\$ 5,269,791	\$ 5,342,415	\$ 3,351,967	\$ 1,917,586

POSITION SUMMARY

Office of Network Support

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	24.0	23.0	24.0
Title Funds	6.0	6.0	6.0
Total Department	30.0	29.0	30.0

Geographic Networks

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	50.0	57.4	61.0
Title Funds	63.0	63.0	63.0
Other Grant Funds	39.0	28.6	25.0
Total Department	152.0	149.0	149.0

Principal Quality

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	5.0	5.0	5.0
Title Funds	43.0	43.0	33.0
Total Department	48.0	48.0	38.0

Service Leadership Academies

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Fund Type Category	12.0	12.0	12.0
Total Department	12.0	12.0	12.0
Budgeted at Schools	149.4	146.2	148.2
Grand Total	161.4	158.2	160.2

Academy for Urban School Leadership

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Title Funds	5.6	5.6	5.6
School Generated Funds	11.0	11.0	8.4
Total Department	16.6	16.6	14.0

MAJOR ACCOMPLISHMENTS in FY2021

School Reopening

- Data
 - Monitored district reopening effort, school reopening readiness, and school completion of key activities through the SY21 Principal Reopening Checklist & Dashboard launched at the beginning of the school year.
- Guidance for Schools
 - SY21 Principal Reopening Handbook launched Summer 2020. The handbook has been principals’ one-stop-shop for reopening.
 - The Principal Email Digest started in December 2020 and provides principals with a running digest of reopening-related emails compiling important and urgent updates and requests from various departments.
- School Engagement & Efforts
 - Provided and monitored key milestones and action items for principals, in addition to providing planning templates to carry-out physically and emotionally safe reopening plans with sound instructional practices for schools.
 - Elementary school and high school Principal Reopening Task Forces were each launched in December 2020 to inform reopening decisions and provide recommendation and feedback on draft plans.
 - SY21 Reopening Command Center opened in December 2020 and closed in April 2021; during this time, the Command Center responded to 917 tickets to support reopening efforts.
 - Network Chief Check-Ins have been held regularly to gather information from schools at each network and quickly address them as well as share key updates

Strategic School Supports

- Designed, led, and facilitated biweekly professional learning for network chiefs and deputy network chiefs designed to build equity-focused continuous improvement cycles and provide tools and resources that meet strategic needs.
- Partnered with the UIC Center for Urban Educational Leadership to launch a new practice partnership to understand and scope Chief/Deputy professional learning needs and development.
- Launched ten interdepartmental work groups to implement the **High School Strategy** and the five-year vision goals. Those groups are led by managers and directors from the Office of Teaching and Learning, The Office of Network Support, and the Office of College and Career Success, and include the voices of over 60 principals and assistant principals. These groups created plans for implementing the High School Strategy for SY21 and SY22. Launched pilot of 23 remote algebra classes for more than 400 8th graders at 77 elementary schools that otherwise would not offer algebra. ONS provided ongoing process and attendance monitoring.
- Improved systems and structures to support and respond to the needs of **Independent School Principals (ISP)**, including enhancements to communication, compliance, and alignment with district priorities.
 - Developed an ISP Advisory Committee to increase critical feedback loops between ISP principals and Central Office. The committee is composed of more than 30 ISPs, tasked with revising the expectation for becoming and remaining an ISP.
 - Piloted ISP Renewal Process with the goal of 100 percent of committee members completing the process with a success rate of 90 percent or above.
 - Expanded School Supports Team to include more personnel dedicated to supporting ISP schools. ONS added 1.5 FTE retired CPS administrators who serve as ISP Parent and Principal Support Administrators and 1.0 FTE Data Strategists.
- Established structures to streamline and improve processes that will better support Network Leaders and Teams with implementing district initiatives at Collaborative Schools through the **Tiered Support Model**.
 - One hundred percent of Tier 3 Collaborative Schools selected ongoing CIWP-aligned supports and defined scope of work and implementation goals with their corresponding central office partner(s), resulting in a solidified process and protocol that can be more easily replicated and adapted for SY22.
 - Utilized and provided training for the use of RespondAbility dashboard to monitor and track progress updates of the wide range of supports being implemented.
 - Facilitated collaboration of central office departments to support collaborative schools.
 - Rolled out monitoring systems to track implementation and outcomes at these schools.

Continuous Improvement Work Plan

- Aligned CIWP updates with school budget release timeline to ensure that schools are strategically planning for how they will fund school improvement efforts outlined in the CIWP.

- Incorporated and mandated the CIWP-Budget Crosswalk Tool into the CIWP website to support schools in aligning each CIWP strategy with a budget line item
- Worked collaboratively with CEO's continuous improvement team to develop adaptive and technical specifications to develop a Unified Continuous Improvement Platform
 - Supported RFP processes and identifies vendors to serve in this role and support the development of a Unified Continuous Improvement Platform.
 - Solicited feedback from stakeholders to inform the design of the 2022-2024 CIWP process
- Continued to build upon the CIWP Data Analysis Reports to provide access to detailed and aggregate level school CIWP information so that central office teams can connect schools with new and available opportunities that are responsive to school CIWP priorities and strategies.
- Continued to align and increase CIWP data literacy among central office teams and workstreams.

JROTC

- Opened two new Army JROTC programs this year: Martin Luther King Jr. College Prep and Bogan High School.
- Implemented remote learning for all of our 44 programs. JROTC was able to complete modified co-curricular activities during the COVID-19 shutdown. The department also hosted the City Corps Staff Commissioning Ceremony safely outdoors.
- Hosted a Citywide Drill & Color Guard Competition in which nine JROTC programs participated.
- Certified eight new Robotics instructors. Twenty JROTC programs implemented a Robotics team.
- Hosted 880 cadets and 137 JROTC instructors during the June JROTC Cadet Leadership Challenge (JCLC Summer Camp) in June in 39 different locations due to COVID restrictions.
- Lincoln Park and Lane Tech received invitations to the national competition of the JROTC Leadership and Academic Bowl.
- JROTC staff visited all 44 programs when teachers were asked to return to schools.
- Implemented a new Army JROTC Curriculum (Curriculum Manager Version 3 (CMV3)).
- Provided direct financial support to all 44 programs as usual. JROTC provided additional support for much needed equipment and supplies in lieu of bus transportation this year.
- Hired 20 new JROTC instructors for the classrooms.
- Hosted three new Instructor Training sessions to ensure that the new instructors were well prepared to teach in the remote learning environment.
- Completed classroom observations on all 121 JROTC instructors to ensure quality instruction in the remote learning environment.
- Implemented National JROTC information sessions with counterparts across the globe to discuss best practices on teaching in a remote learning environment.
- Implemented the After School Matters JROTC Marketing and Journalism Internship program for six high achieving cadets.
- Implemented a partnership with the Boys & Girls Club Go Greater Opportunities for fourteen JROTC Marketing and Recruitment positions at \$14.00 per hour.

Department of Principal Quality

- Garnered \$100,000 funding from Salesforce.org and launched **Aspiring Assistant Principal Institute 2.0** - to increase quality, diversity, and capacity of principal pipeline through the development of aspiring assistant principals. Additionally, created a first of its kind mentoring opportunity for experienced assistant principals to support the next generation of assistant principals in CPS.
- **Expanded the Common Program Application to partner with the Office of Equity** to continue providing clear and equitable pathways for leadership growth within the district. The Common App provides an efficient process for prospective candidates to determine which programs are the best fit and apply to multiple programs at one time.
- **Responded to program application trends** in Common Program App due to COVID-19/Remote Learning focus with contingency plans, if needed, and offered later/deferred start dates, smaller cohorts in some cases, and full engagement with other programs.

Program	# of Participants
AAPI 1.0	Expected 50
AAPI 2.0	29 Aspiring APs 29 AP Mentors
CLC	26 Resident Principals 26 Mentor Principals
DPQ Residency	N/A - determined no new participants SY21
New Principals	30 New Principals 30 Mentor Principals
Executive Principals	6 Executive Principals 7 Partner Principals
Chicago Principal Fellows	16 Fellows

- Conducted community stakeholder engagement to garner input and feedback on the proposed **Principal Eligibility Policy** updates, which aimed to increase transparency and equity. The policy was adopted by the Board in April 2021.
- **56 members were added to the Principal Candidate Pool** in SY21. Of the new members added, **21 percent identified as Latinx** which supports the district’s vision of increasing diversity in district leadership.
 - An additional 14 individuals are currently pending ISBE credentials or a review of their discipline/misconduct history for membership. Of those pending membership, 21 percent identify as Latinx.

- Continued to maintain a **significant decrease in principal transitions. SY21 Projected transitions is seven percent** compared to previous five-year average of 12.6 percent.
- Maintained a **bench of 74 high potential and eligible assistant principals ready for the principalship** while drawing from the bench as assistant principals accounted for 54 percent of principal appointments and contracts in SY21.
- **105 principal contracts were renewed** effective SY21 which is the highest number since SY12 and above five year average of 78.

KEY BUDGET INITIATIVES for FY2022

Strategic School Supports & Continuous Improvement

- Continue to build leadership capacity across all network teams to successfully guide and coach school leaders to implement the following:
 - strong instructional core practices such as instructional core walks
 - rigorous continuous improvement (CI) cycles aligned to the district's expectations for a CI process.
- Align & Focus Professional Learning. As part of HS Strategy, ONS will guide our principals in leading continuous improvement at their schools, the district will align learning for aspiring, new, and experienced principals based on four priority areas:
 - *Improvement cycles*: Conducting an effective continuous improvement cycle, establishing teams who can carry out this work, and coaching the teachers who lead them.
 - *Instructional coaching*: Observing classroom instruction and providing teachers with feedback that is aligned with best practices and can be immediately implemented.
 - District-wide foundational training series by observation & coaching specialists on short cycle + remote cycle coaching
 - Consultants to support HS PLC leaders (HS principal and HS teacher PLCs) and Teacher PLC lead workshop consultant & facilitator
 - Anchor text for all chiefs as well as principals and assistant principals that are principal PLC members for
 - Teacher extended day pay, at selected HSs hosting teacher PLs
 - *Project and time management*: Managing school operations efficiently to provide a safe, nurturing environment for learning and to free more time for instructional leadership.
 - Leading through change management short learning series for HS principals
- Partner with the Office of Teaching and Learning to create systems to collect data on student engagement and create a balanced assessment system that is aligned to the district's universal curriculum.
 - ONS will launch a system for schools and network teams to observe classrooms and collect data on student engagement. The data will be collected centrally and used to drive continuous improvement cycles at the school level. It will also be used by networks to monitor the success of shifts in instructional practice and better target school supports.
- Continue to support implementation of the K-2 Phonics Curriculum Initiative to support schools in building a comprehensive support system to ensure beginning and early readers acquire the

foundational skills necessary to improve reading comprehension. This will occur in a phased approach and initially focus on providing professional learning opportunities to schools who already have purchased, or plan to purchase, materials. In partnership with the Department of Literacy, this initiative could impact approximately 500 teachers and 11,000 students from 100 schools.

- Implement district-wide goals through high school strategy.

Continuous Improvement Work Plan & Network Strategic Plans

The CIWP project will need additional resources to meet all of the needs below:

- CIWP & network strategic plan development needs such as training school and network leaders on technical use of the new Unified Platform and developing new CIWP or strategic plan based on the updated CIWP process.
 - Central Office and CIWP integration needs such as training network teams in using central office Continuous Improvement plans and school CIWP information within the new platform to inform the development of their SY22 strategic plans.
- CIWP integration needs such as training central office teams in using school CIWP information within the new platform to inform the development of their SY23 continuous improvement plans
- CIWP and network strategic plan data needs such as maintaining and customizing the CIWP and network strategic plan platform (Unified Platform) to provide
 - Automatic updates on changes to CIWPs and network strategic plans
 - Reports on outcomes
 - Templates for schools and networks to progress monitor outcomes

Data Management

- Coach schools on using data for planning and instruction. This includes providing resources and direct training on how to select appropriate data to answer critical questions and identify needs.
- Provide schools with aligned and comprehensive data tools that are context-sensitive and user-friendly.

AUSL Management Transition

Sixteen AUSL schools will transition to CPS Management July 1, 2021. ONS will work to:

- Maintain school/student programs funded by AUSL such as:
 - Whole child supports through social-emotional counseling, mentoring, and supports for students with incarcerated parents
 - Robust extra-curricular activities such as arts and athletic programs specific to school needs supporting student engagement, incentivised attendance, academic performance, and character building
 - City Year grants to support student attendance and academic performance
 - Parent engagement events and programs, including college readiness and STEM events
 - Partnership with Boeing to install and support 13 FUSE Labs in AUSL elementary schools
 - College readiness programs incorporated throughout school culture, including “Know Your Numbers” student empowerment program
 - Student trips: College trips, performing arts and theatre events
 - School Grant Awards targeting specific school needs
 - Additional Family COVID Relief Fund (in addition to the CPS-provided relief fund) providing rent, utilities, food, and other essential needs responding to the needs of

school communities

- Sustain ongoing multi-year contracts for staff development started by AUSL such as:
 - Comprehensive induction coaching program for all 1st through 3rd year teachers to drive effectiveness and retention
 - Differentiated professional development for teachers based on needs of practice, content expertise, and career trajectory
 - Professional development program for principal coaching, supervising and evaluating
- Expand the support capabilities, of networks receiving a group of AUSL schools, that are already at capacity in terms of resourcing and current size of school portfolio- this ensures schools can continue to receive the intense supports they are accustomed to in areas such as:
 - Attendance/truancy support
 - Instructional coaching
 - Leadership coaching

Nutrition Support Services

MISSION

The Department of Nutrition Support Services (NSS) provides all CPS students access to healthy meals every day. NSS offers meals free of charge to every student, and exceeds the United States Department of Agriculture (USDA) nutrition standards for sodium and whole grain targets for school meals; and supports the district's mission of providing safe and supportive environments for all students.

MAJOR PROGRAMS

- **Community Eligibility Provision (CEP):** Chicago Public Schools submits an application to the Illinois State Board of Education to participate in the CEP program, which is an alternative to collecting, approving, and verifying household eligibility applications for free and reduced price eligible students in high poverty local educational agencies (LEAs) for schools participating in the National School Lunch and School Breakfast Programs. This designation allows for the Nutrition department to offer all meals free of charge to all students.
- **School Breakfast Program (SBP):** The School Breakfast Program is a federal entitlement program that provides states with cash assistance for non-profit breakfast programs in schools and residential child care institutions.
- **National School Lunch Program (NSLP):** The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced lunches to children each school day.
- **Child and Adult Food Care Program (CAFCP):** Provides students with healthy, well-balanced meals and snacks while attending programs outside of regular school hours, including after-school supper, HeadStart snacks, Saturday meals, and Saturday snacks.
- **Fresh Fruit and Vegetable Program (FFVP):** Partners with the USDA to provide grants for in-classroom fruit and vegetable tastings during the school day to increase fresh fruit and vegetable consumption and nutrition education exposure in elementary schools.
- **Summer Food Service Program (SFSP):** Provides breakfast and lunch for students participating in summer programs at CPS schools. Also provides lunch to any child aged 18 years and younger in convenient, outdoor venues across the district.
- **A La Carte and Vending (Smart Snacks):** Provides students with healthy, well-balanced meals and snacks during after-school and Saturday programs.
- **USDA Foods in Schools Program:** Participates in the USDA's Foods in Schools program, which works with American agricultural producers to purchase domestic agricultural products that support the district's existing nutrition programs.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	(\$12,764,097)	\$0	\$37,760	\$29,700	\$0
Lunchroom Funds	\$133,939,730	\$172,860,452	\$173,322,885	\$145,577,001	\$144,435,396
Other Funds	\$1,246,164	\$2,509,599	\$29,499,861	\$21,620,000	\$1,898,800
Total Department	\$122,421,797	\$175,370,051	\$202,860,506	\$167,241,498	\$146,334,196
Budgeted at Schools	\$97,814,119	\$90,732,803	\$62,948,495	\$50,356,592	\$93,903,365
Grand Total	\$220,235,917	\$266,102,851	\$265,809,000	\$217,598,090	\$240,237,560

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Lunchroom Funds	357.0	353.5	355.5
Total Department	357.0	353.5	355.5
Budgeted at Schools	2,394.0	2,397.0	2,397.0
Grand Total	2,751.0	2,750.5	2,752.5

MAJOR ACCOMPLISHMENTS in FY2021

- **COVID-19 Shutdown:**
 - Added a meal delivery option - delivered over 1 million meals to student homes.
 - Packaged meal kits for student pickup, served over 40 million meals at over 400 food distribution sites.
 - Continually supported CPS families and community members by providing meals during winter and spring breaks.
 - Pivoted the local Chef Council initiative to include live virtual cooking lessons with students.
- Worked closely with the Capital team to complete new kitchen design and equipment standards for new school construction.
- **STAR program:** The STAR recognition program was launched on 11/19/2020. STAR stands for Service, Teamwork, Action, and Recognition. There are four components for the STAR program: On the Spot recognition via GoCanvas App, Milestone Anniversaries, Team Spotlight, and Special Project acknowledgment videos. A total of 57 Food Service Directors, Food Service Managers, and Operation Specialists trained on the GoCanvas App. Since the program's inception, a total of 1,006 employees have been recognized.

KEY BUDGET INITIATIVES for FY2022

- Pilot scratch cooking recipes at one elementary and one high school.
- Menu innovation: Introduce Halal menu options at schools where we have identified a need to offer this including Kosher meals as requested. Menu options will change with seasons and offer a variety of new recipes and products into the rotation. We will also offer new items and recipes for meatless options.
- Partner with Facilities on a work order system that will improve efficiencies in the areas of equipment repair, replacement, removal, and asset tracking.
- Roll out a mobile app that allows students to provide feedback on menu items using a 100-point scale.

Chief Operating Office

MISSION

The Office of the Chief Operating Officer (COO) supports schools by ensuring all Chicago public schools operate smoothly and efficiently so educators can focus on what they do best — supporting students.

MAJOR PROGRAMS

COO oversees and coordinates all of the district’s operations including:

- Facilities and Capital Planning
- Information Technology Services
- Intergovernmental Affairs
- Family and Community Engagement in Education
- Local School Council Relations
- Nutrition Support Services
- Procurement and Business Diversity
- Office of School Safety and Security
- Transportation

Accomplishments and initiatives for each of the above departments are detailed in their respective narratives.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 387,893	\$ 424,872	\$ 424,872	\$ 404,872	\$ 500,481
Total Department	\$ 387,893	\$ 424,872	\$ 424,872	\$ 404,872	\$ 500,481

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	2.0	2.0	2.0
Total Department	2.0	2.0	2.0

Planning and Data Management

MISSION

Planning and Data Management (PDM) enables and supports district and network managers, school principals, city agencies, and community-based organizations by offering a variety of geographically-based school and student data management services. We support organizational decision-making with synthesized analyses involving neighborhood-by-neighborhood demographic trends, school enrollment projections, school facility utilization statistics, and school configuration options. Additionally, PDM issues data to inform the community engagement processes surrounding school and facility planning.

MAJOR PROGRAMS

- **Annual Regional Analysis:** Provide every student with a high-quality education in every neighborhood by giving stakeholders a consistent array of information regarding school quality, enrollment patterns, school choice, and program offering by region.
- **GIS Mapping and Spatial Data Analysis:** Provide high-quality geospatial mapping and visualization services to various stakeholders such as district managers, principals, school community members, and other city agencies.
- **Space Utilization/Capacity Management Services:** Each year, with the assistance of the department of Capital Planning and Construction, PDM collects and updates space (classroom) utilization data and reports for the majority of district-managed elementary and high schools. We are also responsible for identifying and monitoring classroom size, and setting recommendations for remedying overcrowded situations.
- **Enrollment Forecast Services:** Each year, between October and February, PDM is responsible for completing a grade-by-grade, school-by-school enrollment forecast. The enrollment forecast report allows the Office of Budget and Grants Management (OBGM) to determine each school's entitlement positions six months in advance of the following school year. The enrollment forecast also allows principals to better prepare for annual controlled enrollment "callbacks," should forecasted enrollment exceed actual.
- **Student Assignment Services:** These recommendations involve continual adjustments to 500+ attendance boundaries, grade structure adjustments, educational program adds/moves/changes, and updating socioeconomic tiers.
- **Ancillary Consulting and Data Management Services:** Respond to various ancillary requests for data and services. Examples include:
 - Act as business owner of the School Data Management System (SDMS).
 - Act as data/GIS consultant and strategist to other departments lacking capacity.
 - Active membership in IT Data Governance Committee, serving as one of several stewards of data management best practices for the district.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 444,625	\$ 1,332,099	\$ 1,095,564	\$ 974,509	\$ 950,029
Total Department	\$ 444,625	\$ 1,332,099	\$ 1,095,564	\$ 974,509	\$ 950,029

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	9.0	8.0	8.0
Total Department	9.0	8.0	8.0

MAJOR ACCOMPLISHMENTS in FY2021

- Assisted with the successful deployment of 1,100 central office and network staff during the return to school for hybrid learning.
- Assisted with the successful deployment of 40 nursing teams to ensure COVID-19 surveillance testing across CPS schools that participated in reopening.
- Currently transitioning the ARA from Kids First Chicago to CPS, including the creation of over 1,500 charts.

KEY BUDGET INITIATIVES for FY2022

- Fully train 4-5 data analysts to use SAS programming language in order to build team capacity and streamline key department work, including the ARA, 20th day enrollment analyses, space utilization data, and enrollment projections.
- Increase participation in our ARA regional analysis community engagement sessions by 5 percent.
- Share disaggregated ARA region data at the community level through our ARA website. This includes data for 77 community areas that can be used for community planning initiatives.
- Work with ITS to develop a system to collect data in order to analyze how CPS resources are allocated by various departments across the district that will allow us to determine how to more equitably distribute resources across schools.

Office of Portfolio Management

MISSION

The Office of Portfolio Management (OPM) ensures every student in Chicago has a choice of well-resourced schools in their neighborhood that best meet their unique learning needs by building coherent and aligned systems for enrollment, regional school planning, incubation of quality school options, and school accountability across the district.

MAJOR PROGRAMS

- Oversees the Office of Access & Enrollment (OAE), Office of Innovation & Incubation (I&I), Office of Community Partnerships, Office of Planning and Data Management (PDM) and School Quality Measurement and Research (SQRM).
- Partner with communities to strengthen educational solutions within their neighborhoods.
- Manage and improve community-led school model exploration toolkit and process.
- Identify various community partners (e.g. philanthropy, non-profit, university etc.) to support communities in building their vision of schools for their neighborhood and students.
- Provide feedback to improve cross-departmental tools that interface with communities (i.e. GoCPS, Annual Regional Analysis (ARA), Equity Index Mapping, Academic RFP, etc.) to ensure they are meeting family and community needs.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 222,294	\$ 1,771,371	\$ 1,606,259	\$ 1,284,696	\$ 1,333,702
Other Grant Funds	\$ -	\$ -	\$ 597,901	\$ 595,810	\$ -
Total Department	\$ 222,294	\$ 1,771,371	\$ 2,204,160	\$ 1,880,506	\$ 1,333,702

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	7.0	8.0	8.0
Other Grant Funds	0.0	1.0	0.0
Total Department	7.0	9.0	8.0

MAJOR ACCOMPLISHMENTS in FY2021

- Supported additional communities in exploring strategies to improve school quality and increase resources brought to students by aligning internal resources and developing support resources.
- Engaged with CACs within priority ARA regions to codify, prioritize, and implement plans to improve academic offerings.
- Provided academic, attendance, social-emotional, and financial support for students and receiving schools that were impacted by the Englewood school actions and three charter schools that closed during SY19-20 to ensure a successful transition for students into their new schools.

- Completed the Dreaming with Community Toolkit and launch of Community Partnerships website where the toolkit is now accessible to all community stakeholders to use for community planning and conversations.
- Trained Family and Community Engagement (FACE) Managers to support parent and community use of community toolkits.

KEY BUDGET INITIATIVES for FY2022

- Implement citywide and regional community conversations on the Annual Regional Analysis. Supporting schools seeking programmatic investments or other school improvement endeavors to best meet the needs of their students. that best meets their learning needs.
- Develop a repurposing framework and support community-led vision planning and community conversations.

Procurement and Contracts

MISSION

The mission of the Department of Procurement and Contracts is to work with schools, departments, vendors, and stakeholders to provide schools and students with the highest quality and value goods and services in support of the district’s commitments to academic progress, financial stability, and integrity.

MAJOR PROGRAMS

- **Procurement Sourcing:**
 - Assures high-value sourcing activities are implemented in a timely manner while meeting the safety, equity, quality, value, and compliance requirements—as determined by Illinois law and Board policy—for the district.
 - Manages and reviews the Board Action Plan (BAP) process across the district for the procurement of goods and services.
 - Manages business processes for over 4,000 current and prospective suppliers.
- **Keep Improving District Services (KIDS):**
 - Engages with suppliers to identify opportunities for cost reductions, improved efficiencies, new and better ways to do business, and other avenues to increase the value of goods and services provided to the district.
 - Partners with internal stakeholders to drive continuous improvement in the procurement process, from collecting information from suppliers to the purchasing experience of end users at schools.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 2,057,953	\$ 2,538,198	\$ 2,538,329	\$ 2,288,329	\$ 2,892,888
Total Department	\$ 2,057,953	\$ 2,538,198	\$ 2,538,329	\$ 2,288,329	\$ 2,892,888

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	20.0	22.0	22.0
Total Department	20.0	22.0	22.0

MAJOR ACCOMPLISHMENTS IN FY2021

- Secured \$70 million in KIDS savings and added value with suppliers to maximize the efficiency of

public dollars and support the district's commitment to financial stability.

- Fully launched an annual attestation process to ensure records are regularly updated with each supplier's business information and revised the supplier portal so suppliers can maintain their business information online without contacting CPS.
- Implemented a contract champion role within 27 departments to serve as a Procurement liaison, support the Board approval process, and ensure their department's contracts are executed in a timely manner.
- Submitted 57 contracts to the Board, all of which were approved, with another 70 in queue for the rest of FY2021. These contracts supported various CPS departments including Facilities Operations and Maintenance, Nutrition Support Services, Student Transportation, and Safety and Security.
- Partnered with academic leaders to ensure contracted suppliers fulfill the commitments needed to launch and support the implementation of the Curriculum Equity Initiative, which is on track for a full launch by August 2021.

KEY BUDGET INITIATIVES FOR FY2022

- Secure \$30 million in KIDS savings and added value on new and existing contracts to maximize the efficiency of public dollars and support the district's commitment to financial stability.
- Implement further system customizations to the supplier portal to integrate with other departments' processes that pertain to CPS suppliers, such as submitting invoices and updating payment methods.
- Partner with the Department of Facility Operations and Maintenance to implement a new facilities management program to improve school cleanliness by October 1, 2021.
- Partner with the Department of Nutrition Support Services in soliciting a new nutrition services provider to further the district's mission to provide every student with healthy and delicious meals by June 30, 2022.
- Partner with the Office of Safety and Security to continue launching a visitor management system to monitor incoming and outgoing visitors at all CPS locations by August 2021.
- Launch the Procurement Learning Hub, a training platform to standardize new employee procurement onboarding as well as school-based training on procurement rules and practices, with the ability to track and verify training has been completed by each individual.
- Partner with the Chief Executive Office, Law Department, Board Office, and Department of Information and Technology Services to launch a new workflow management system by June 2022 to streamline the Board approval process, eliminate duplicative work, and provide visibility into the status of 100 percent of all projects that require Board approval.

Safety and Security

MISSION

The mission of the Office of Safety and Security (OSS) is to support schools so that all students feel safe, both physically and emotionally, as well as welcomed, supported and respected by both peers and adults so that they can reach their full potential. This team uses a combination of methods, including prevention, intervention, and enforcement, to proactively address issues in order to ensure the safety of our students. They also partner with other stakeholders, including city agencies and community-based organizations, to identify risks in the community that could affect student safety.

MAJOR PROGRAMS

OSS manages programs that support the safety of our students and schools using innovative strategies and protocols that incorporate industry best practices. The department is divided into six teams:

- **Network Safety Team:** Serves as the overall safety support structure for each network and school. Every school has an identified point of contact from this team who is accountable for assisting in areas ranging from safety strategy development to security staff support to incident investigation and response. Key responsibilities include:
 - Working with schools to develop customized school safety plans
 - Providing school-based security staff guidance and training that takes a trauma-informed approach in supporting students
 - Ensuring the performance optimization of school-based security staff
 - Partnering with the Chicago Police Department (CPD) and community stakeholders to support school safety plans inside and outside of schools
 - Conducting positive interventions for students who are at risk due to factors including, but not limited to, social media events, environmental concerns, gang concerns, and any other issues that might jeopardize student safety
 - Partnering with the Office of Sports Administration to deliver security to high-profile sporting events across the district
- **Student Safety Services Team:** Responsible for the overall operations of the Student Safety Center, the district's 24/7 command center for safety communications. This team also manages the safety technology strategy and implementation of safety initiatives such as cameras and metal detectors.
- **Clinical and Crisis Team:** Consists of licensed clinicians who are responsible for attending to the emotional and psychological well-being of school communities when school crises occur.
- **Safe Passage Team:** Responsible for the planning and implementation of the district's Safe Passage program. The program partners with community-based organizations to hire Safe Passage workers to keep students safe as they travel to and from school.
- **Safety Initiatives and Background Check Team:** Responsible for implementing the CPS background check process for the entire district including employees, vendor employees, volunteers, Local School Council members, and charter school partners.

- **Safety Operations Team:** Responsible for ensuring that all schools and staff have met the safety standards set by the district in the areas of school safety integrity (including conducting safety audits) and emergency preparedness. They provide training and support schools in conducting emergency drills for incidents such as fire, tornado, and active shooter. The team is also responsible for partnering with the network safety team to ensure that all security officers receive high quality training to create and maintain a safe and healthy learning environment for all students and staff.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 37,628,616	\$ 28,682,648	\$ 26,430,109	\$ 37,726,000	\$ 53,328,377
Other Grant Funds	\$ 277,662	\$ 4,648,577	\$ 2,980,782	\$ 2,622,000	\$ 250,000
School Generated Funds	\$ 384,857	\$ -	\$ 4,606,200	\$ 220,000	\$ 4,775,608
Total Department	\$ 38,291,135	\$ 33,331,225	\$ 34,017,091	\$ 40,568,000	\$ 58,353,985
Budgeted at Schools	\$ 66,473,224	\$ 66,054,775	\$ 66,054,778	\$ 62,955,000	\$ 69,085,273
Grand Total	\$ 104,764,359	\$ 99,386,000	\$ 100,071,869	\$ 103,523,000	\$ 127,439,258

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	164.0	905.0	905.0
Total Department	164.0	905.0	905.0
Budgeted at Schools	1,099.0	1,081.6	1,096.6
Grand Total	1,263.0	1,986.6	2,001.6

Note: The substantial increase in 2021 ending positions is due to the transition of the City of Chicago Crossing Guard Program to CPS.

MAJOR ACCOMPLISHMENTS in FY2021

- Launched the CPS Whole School Safety Planning Process with five community-based organizations to engage community stakeholders to identify alternative systems of safety for the district beyond the School Resource Officer (SRO) program and design holistic safety plans that traded in SROs for alternate resources based on their school’s needs.
- Partnered with CPD to implement a new intergovernmental agreement that included significant reforms designed to address concerns brought forward by school community stakeholders about SROs.
- Launched and implemented Project WITT (We’re In This Together) to bring 160 high-risk high school students back to in-person learning and offer them jobs after school.
- Provided 300 summer jobs for students during COVID-19 through the You’re Not Alone Project in partnership with the Chicago Housing Authority (CHA).

- Implemented the Choose to Change Program to provide mentoring and therapy for an ongoing cohort of 300 high-risk students, which led to a 48 percent reduction in violent crime arrests and an average of seven additional days of school attendance for these students.
- Oversaw onboarding, orientation, and training for 734 crossing guards as part of the transition of the City of Chicago Crossing Guard Program to CPS .
- Conducted ongoing certification to 1,300+ CPS security officers using the Safety Care Training standards.
- Distributed over 150,000 COVID-19 Care Packages to Chicago community residents with a focus on community areas that were highly impacted by the virus in partnership with Safe Passage vendors through the City of Chicago's Protect Chicago Initiative.
- Conducted census outreach in partnership with Safe Passage vendors to support the City of Chicago's Census Drive, leading to the completion of more than 10,000 census forms.
- Automated the CPS background check process in partnership with the Office of Information and Technology Services for all CPS employees, vendor staff, volunteers, and charter school partners.
- Launched visitor management system pilot across four CPS schools to automate and integrate school entry systems in order to improve tracking of visitors to schools and enhance functionality with the goal of supporting COVID-19 health screener requirements and contact tracing.
- Expanded reach of CPS crisis training to an additional 135 school teams.
- Partnered with the Office of Student Engagement to create and implement the Attendance Ambassador Program to support schools in locating and re-engaging students who had not consistently engaged in remote learning.

KEY BUDGET INITIATIVES for FY2022

- Continue to engage school administration, staff, students, school community stakeholders, and community partners in the implementation of the Whole School Safety Planning Process for high schools contemplating the SRO program in conjunction with holistic safety alternatives through the Healing-Centered Framework.
- Conduct the new Safe Passage RFP for SY21-22 to implement improved tracking protocols of the program.
- Support Moving Forward Together student support efforts using innovative new programs such as expanding Choose to Change to more students and expanding summer job programs for a minimum of 600 students from high risk situations.
- Increase coordination with the Office of Social and Emotional Learning on promoting additional school discipline reforms, such as improving clarity around police notification guidelines and removing criminalizing language when describing specific behaviors.
- Complete audit certifications for all CPS district run schools for physical safety standards.
- Conduct the new Comprehensive Background Check RFP to further promote continued enhancements to the district's background check system's functionalities.
- Conduct the CPS Background Check Refresh Process in line with the Protecting Chicago's Students commitments to regularly refresh employees on an ongoing basis.
- Expand visitor management system to all CPS district run schools to improve tracking of visitors while also facilitating COVID-19 protocols involving health screeners and contact tracing.

- Launch the new CPS Emergency Planning Manual to assist schools in the emergency planning process by providing updated guidance on best practices for prevention, preparedness, response, and recovery relevant to potential natural and human caused emergencies.
- Implement the new Emergency Management Portal in ServiceNow for schools to develop a comprehensive, school-specific emergency plan to continue to improve their emergency preparedness.

School Counseling and Postsecondary Advising

MISSION

The Office of School Counseling and Postsecondary Advising (OSCPA) is a part of the Office of College and Career Success (OCCS). OSCPAs ensures that Pre-K-12 postsecondary teams, including school counselors and coaches implement comprehensive, student-centered, data-informed practices to positively impact academic, social-emotional, and postsecondary outcomes for all students in the district.

MAJOR PROGRAMS

- **Learn.Plan.Succeed. (LPS) and College and Career Competency Curriculum (C4):** Drive the district’s mission to champion postsecondary success and provide a high-quality education to every child by ensuring all students have equitable access to the support and instruction needed to successfully develop and fulfill a concrete postsecondary plan.
- **Comprehensive Training and Supports:** Implement comprehensive school counseling professional development programs, aligned to key performance indicators intended to ensure that school counselors across the district address the academic, social-emotional, and postsecondary needs of students.
- **College and Career Readiness Direct Service:** Provide network-level support to schools to build a college-going culture and to drive student-centered postsecondary access, persistence, and success.
- **Scholarship Support:** Expand financial supports beyond state, federal, and institutional funding for students by fostering partnerships with strategic scholarship providers; managing the CPS Academic Works web-based scholarship tool; monitoring and reporting on scholarship awards; coordinating scholarship focused events; facilitating school counselor and advisor professional development; and providing ready-to-use resources for students, parents, practitioners, and partners.
- **Target Populations Initiatives:** Analyze data to target groups of students for focused and strategic postsecondary awareness, access, enrollment, and success interventions.
- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP):** Facilitate GEAR UP, a federal program operated in partnership with Northeastern Illinois University’s Center for College Access and Success that operates in 35 CPS schools. This initiative facilitates programming and activities designed to expand school-based activities and increase the college-going rate of low-income students with the intent of improving student achievement and success in postsecondary education.
- **TRIO Talent Search:** Provide targeted awareness, access, and enrollment support for college access to five target schools (four elementary and one high school) in the Pullman community through serving 500 students a year with two full-time staff and four academic tutors.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 2,579,600	\$ 4,385,100	\$ 4,885,300	\$ 3,109,400	\$ 5,279,933

Title Funds	\$ 1,756,800	\$ 1,195,500	\$ 1,206,200	\$ 1,037,100	\$ 1,456,931
Other Grant Funds	\$ 4,149,100	\$ 1,583,800	\$ 3,223,100	\$ 1,542,100	\$ 1,112,875
Total Department	\$ 8,485,500	\$ 7,164,400	\$ 9,314,600	\$ 5,688,600	\$ 7,849,740

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	27.0	26.0	30.2
Title Funds	5.8	6.2	6.2
Other Grant Funds	16.3	19.8	17.7
Total Department	49.0	52.0	54.0

MAJOR ACCOMPLISHMENTS in FY2021

- Engaged nearly 200 stakeholders in the development and refinement of C4 student competencies and solicited a curriculum team to build out the C4 curriculum for 11th and 12th grade students using \$1 million in funding through the CPS High School Strategy.
- Launched the Chicago Undocumented Champion Credential, a nine hour training intended to build knowledge about immigrant related legislation, postsecondary options, and trusted sources of information. It was earned by approximately 500 CPS and community stakeholders, including 81 percent of high school counselors.
- Funded 95 high schools to support the Class of 2020 through summer melt programming as they transitioned to their postsecondary institutions, increasing the percentage of students who registered at a college by nine percent.
- Provided 1,820 students at 35 schools with a postsecondary transition coordinator to support them enrolling or persisting in their spring semester of college.
- Successfully pivoted to online formats for direct student service college access events, including 19 major collective impact visits, sequenced financial aid sessions, scholarship information sessions, and a city-wide college application completion event to engage approximately 5,000 students across the district in postsecondary support offerings.
- Increased the attendance at postsecondary trainings provided by our office by as much as 450 percent and obtained reports indicating positive experiences and quality learning by CPS postsecondary champions.
- Increased the percentage of staff at network schools having been trained on how to document plans for Learn.Plan.Succeed to 83 percent.
- Increased the percentage of seniors at district managed schools meeting the new Financial Aid Application graduation requirement from 79 percent to 86 percent by developing and advising postsecondary leadership team members who support CPS students and families.

KEY BUDGET INITIATIVES for FY2022

- Pilot C4 curriculum at nine high schools.
- Support three new school counseling specialists who will develop and implement trainings specific to C4 and the office's Postsecondary Equity and Empathy Professional Learning System,

which will allow practitioners to identify needed training on the basis of topic, job role, and skill level.

- Expand postsecondary transition program by providing a postsecondary transition coordinator at each high school to provide support for students from their high school graduation through the completion of their first year in college.
- Fund 40 transitional youth leaders to mentor CPS alumni at the most frequently attended colleges and universities.
- Expand school-based mentoring to 50 schools, with each school receiving funding for two staff members to be trained and provide a minimum of 10 hours of mentoring to students as well as an additional \$2,500 for mentor programming, events, special guest speakers, academic supplies, and incentive items.
- Fund an undocumented champion program manager who will build out a robust and strategic system of supports for undocumented students and their families.

School Quality Measurement and Research

MISSION

The mission of the Department of School Quality Measurement and Research is to help drive CPS' continuous improvement processes by providing clear, accurate reporting of interpretable results. The department provides timely and accurate school performance management, data, and analysis to schools, networks, and central office. Additionally, the department builds a foundation of high-quality, research-based evidence to inform district practice, policy, and vision.

MAJOR PROGRAMS

- Identify valid and reliable measures of performance used to establish goals at the educator, school, network, and district levels.
- Provide leadership in schools, networks, and central office departments with access to timely and accurate school and educator performance data and analysis. This includes data needed in support of CPS' Five-Year Vision.
- Compile academic performance data and create a repository for relevant district data in collaboration with other CPS departments.
- Calculate accountability metrics, key performance indicators, and other academic performance measures used throughout the district, such as REACH for teachers, principal evaluation, and school quality ratings.
- Calculate end-of-year performance ratings for schools, principals, and educators in alignment with local policies, such as the School Quality Rating Policy (SQRP), and state statute, such as the Performance Evaluation Reform Act.
- Manage the district's research-practice partnerships, external research review processes, and data sharing agreements.
- Manage a roster verification process to allow educators and administrators to review, correct, or input front-end data used in evaluations.
- Increase transparency within CPS and to the public through clear reporting of performance data.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,838,973	\$ 2,263,003	\$ 2,199,084	\$ 2,038,634	\$ 2,732,742
Other Grant Funds	\$ -	\$ 44,603	\$ 47,353	\$ 23,000	\$ 118,100
Title Funds	\$ 52,831	\$ 173,948	\$ 173,948	\$ 53,000	\$ 67,443
Total Department	\$ 1,891,804	\$ 2,481,554	\$ 2,420,385	\$ 2,114,634	\$ 2,918,285

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	14.5	14.5	15.5
Title Funds	1.5	0.5	0.5

Total Department	16.0	15.0	16.0
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MAJOR ACCOMPLISHMENTS in FY2021

- Accounting for COVID-19 impacts, calculated and released all available performance metrics, such as the district’s graduation rate, dropout rate, and college enrollment and persistence rates, for 637 schools and programs.
- Supported the district’s vision goals by providing vision portal data and analyst support to vision collaboratives.
- Calculated and released accurate REACH educator evaluation ratings for over 20,000 educators after implementing a new set of negotiated calculation rules agreed to by the Chicago Teachers Union.
- Launched the next phase of Accountability Redesign, a major stakeholder engagement initiative in collaboration with the Office of Family and Community Engagement in Education to drive the redesign of the district’s school performance framework.
- Developed and implemented new strategic practices with research partners, such as a new analysis to measure the impact of COVID-19 on unfinished learning, in response to district priorities.
- Coordinated the release of new CPS research findings on leadership development, social-emotional learning, and post-secondary attainment.

KEY BUDGET INITIATIVES for FY2022

- Engage stakeholders through focus groups, town halls, and surveys about SQRP 3.0, the redesign of the district’s school performance framework.
- Support schools with simulations and technical support for the eventual official calculation of SQRP 3.0. This will provide schools with better information to help them adopt the new system.
- Actualize the CPS Equity Framework by designing, developing, implementing, and supporting an Equity-Centered Research Agenda, a guiding document to reflect the district’s short-term and long-term priorities and allow external research partners to better align their research capacity to these priorities.

Social and Emotional Learning

MISSION

The Office of Social and Emotional Learning (OSEL) is a part of the Office of College and Career Success (OCCS) and partners with schools and networks to establish and sustain supportive learning communities founded on caring relationships and multi-tiered systems of support (MTSS) for students' social, emotional, and behavioral needs. OSEL supports training, coaching, and implementation of research-based strategies to foster positive school and classroom climate development, trauma-sensitive practices, restorative approaches to discipline, social and emotional skills instruction, and targeted social, emotional, and behavioral interventions.

MAJOR PROGRAMS

- **Social and Emotional Learning (SEL) Skills Instruction:** Provide training, curriculum, and ongoing support to schools to implement SEL skill-building lessons for all students and integrate Illinois SEL Learning Standards into academic core content.
- **SEL/Behavioral Interventions:** Provide training, coaching, and direct service to support schools in building multi-tiered systems of support for behavioral and mental health needs, including teaming structures and referral procedures that facilitate the delivery of therapeutic strategies and targeted interventions for students with greater social and emotional needs. These therapeutic strategies provide focused skill development specifically designed to positively impact a student or small group of students.
- **School Culture and Climate:** Provide training, coaching, and resources to support school staff in establishing safe and productive learning climates, positive relationships, and trauma-sensitive practices in accordance with the Chicago Public Schools Climate Standards. This includes training, support, and resources in a continuum of restorative practices to proactively build community, as well as to support school staff in preventing behavior incidents. These practices are also used to support staff in responding to behavior incidents in ways that minimize the use of suspensions and expulsions and restore school community after conflict or harm.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 2,490,300	\$ 3,666,500	\$ 3,633,000	\$ 2,527,300	\$ 4,296,643
Title Funds	\$ 6,010,100	\$ 9,295,900	\$ 10,748,000	\$ 5,894,800	\$ 9,033,367
Other Grant Funds	\$ 416,800	\$ 150,000	\$ 467,400	\$ 100,300	\$ 486,996
Total Department	\$ 8,917,200	\$ 13,112,400	\$ 14,848,400	\$ 8,522,400	\$ 13,817,005

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	10.4	11.3	14.3
Title Funds	25.6	24.7	24.7

Other Grant Funds	0.0	1.0	1.0
Total Department	36.0	37.0	40.0

MAJOR ACCOMPLISHMENTS in FY2021

- Launched the Healing-Centered Project and Framework, which outlines a vision to transform CPS into a more trauma-engaged, culturally-responsive school district that proactively and responsively meets the wellness needs of each individual student and increases the number of schools certified as safe and supportive by OSEL.
- Trained over 1,000 staff in addressing trauma, social skills, anger, and depression as part of the Healing-Centered Project, more than twice the number in SY20. This includes 775 staff trained in the newly added Rainbows and Silver Linings small group curricula to support students dealing with grief and community trauma. These efforts have led to 88 percent of schools having at least one staff member trained in a Tier II trauma intervention, compared to 57 percent of schools at the end of SY20.
- Increased the percentage of district managed schools with a supportive schools rating to from 80 percent to 88 percent, and the rate of schools with either an established or exemplary rating from 35 percent to 48 percent.
- Increased number of schools with three or more OSEL-supported small group services from 131 to 218 and the number of schools effectively implementing a Tier III teaming process from 174 to 213.
- Implemented the first district-wide professional development and learning community for discipline leaders. This ongoing series includes topics such as due process, responding to allegations of bullying, and restorative practices with parents and caregivers. In FY21, 594 school disciplinary staff and administrators attended at least one session and 224 staff attended three or more sessions.
- Awarded \$1.4M IL AWARE grant to develop school-based mental health programs that will improve access to school- and community-based services that are culturally and linguistically relevant, developmentally appropriate, trauma-sensitive, and evidence-informed.
- Released the updated Classroom Meetings Handbook, which includes activities for building the connected classroom communities necessary for student learning, engagement, and wellness, particularly in times of high stress.

KEY BUDGET INITIATIVES for FY2022

Student SEL Skills Development

- Continue to expand the access to and implementation of Tier I SEL curricula and integration of SEL skill development strategies in academic instruction. Key investments include ensuring that all elementary schools are equipped with a Tier I SEL curriculum for all classrooms in pre-k through eighth grade.
- Expand pilot student skill assessment in conjunction with Tier I curriculum implementation to a minimum of 30 schools.
- Coordinate access to a survey for students about their experiences in the classroom and how these experiences can advance, or interfere with, equitable learning. Teachers will receive access

to resources to promote instructional practices that respond to survey results by elevating student voice, agency, identity and belonging.

Tier II/III MTSS Systems and Services

- Continue to expand school-based trauma supports and district-wide training that supports staff in creating trauma-sensitive learning environments that minimize barriers to student learning.
 - Expand pilot of Stress and Coping Tier I classroom-based strategies from 10 schools to 40 schools.
 - Implement Supporting Transition Resilience in Newcomer Groups (STRONG) with 12 schools currently participating in foundational professional development to build resilience and address psychological distress for immigrant and refugee youth.
 - Maintain a menu of interventions, provide intervention training to new or additional staff, and provide implementation support to newly or previously trained facilitators such as social workers and counselors to ensure accessibility and successful delivery of small group services to students. Ultimately, our goal is that all schools have a menu of no less than three interventions, of which at least one will be trauma focused.

Healing and Supportive School Communities

- Expand restorative practices training, coaching, and consultation towards the implementation of the whole school safety initiatives within the Healing-Centered Project. Nearly 150 schools will receive trauma engaged, school-based restorative practices coaching and facilitation support for school-based leads.
- Implement the pilot of the Healing-Centered Project trauma engaged teacher leader cadre. Approximately 50 schools will receive training for teacher leaders to serve as peer coaches for healing-centered instructional practices.
- Launch adult SEL, wellness, and collective care strategies, including “Better Together: Six Essential Conversations for Cultivating Adult SEL and Relational Trust,” a self-guided staff relationship-building toolkit.

Sports Administration

MISSION

The Office of Sports Administration (OSA) oversees the equitable implementation of sports programs across all elementary schools and high schools within Chicago Public Schools and the Chicago Public League (CPL). OSA helps schools provide essential athletic and academic development for each student athlete and aims to inspire students to value integrity, sportsmanship, health and wellness, and community.

MAJOR PROGRAMS

- **Chicago Public League High School Interscholastic Sports:** Provide valuable after-school learning opportunities for approximately 38,000 students by managing the operational logistics for high school interscholastic competitions across three seasons and for the citywide summer sports camp sessions. Facilitate the comprehensive professional development of all high school athletic directors and coaches, which includes recognition of rules, regulations, and conduct of all who are associated with the Sports Administration mission.
- **Elementary Sports Program:** Oversee CPS SCORE!, the district-wide interscholastic sports league for all CPS students in fifth through eighth grade. CPS SCORE! member-schools strive to develop the values of responsibility, teamwork, sportsmanship and character in each participating student.
- **Driver Education:** Coordinate instruction at 20 locations to help students obtain the six hours of traffic driving that is required in order to obtain licensure.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 16,177,242	\$ 16,928,689	\$ 16,907,816	\$ 10,502,119	\$ 21,636,906
Other Grant Funds	\$ 156,295	\$ 2,089,761	\$ 2,923,898	\$ 38,145	\$ 2,584,945
Total Department	\$ 16,333,537	\$ 19,018,450	\$ 19,831,714	\$ 10,540,264	\$ 24,221,851

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	22.0	23.0	23.0
Total Department	22.0	23.0	23.0

MAJOR ACCOMPLISHMENTS in FY2021

- In coordination with the City of Chicago's Department of Health, created an essential set of return-to-play COVID-19 guidelines for CPS student athletes to ensure a safe sports season amidst the pandemic.
- Reconditioned all football equipment for the 2021 season to ensure equitable access to safe equipment for all football programs across the city.
- Collaborated with the Department of Facilities to create a pool task force that identified necessary rehabilitation projects within our aquatic facilities to inform further aquatic upgrades.
- In coordination with partner schools, secured eight school-owned school buses and other vehicles to streamline transportation to and from sporting events and practices.
- Successfully ran a safe and competitive elementary cross country season with 61 CPS schools participating in the fall of 2020 and created the Focus on Fitness Program for spring 2021 that 78 elementary schools opted into.
- Purchased six electric cars and three docking stations to enhance student driver education experiences.

KEY BUDGET INITIATIVES for FY2022

- Add 13 coaching positions in 2022 to enhance the sports experience for our student-athletes.
- Complete renovations at Eckersall and Rockne stadiums in spring 2022 to create a better gameday experience at our stadium events.
- Finalize plans for the 2022-23 construction of a state of the art South Side Sports Complex, including a field house and arena, to offer students equitable access to a world-class sports facility in Chicago.
- Protect student athletes by expanding athletic training to be a district-wide service.
- Reshape the CPS SCORE! program to be more compatible with the IHSA season structure and to offer students a robust new offering of sports opportunities. Elementary sports will now be broken up into two programs: CPS Score! and CPS Score!+. CPS Score! is a skill development league that will allow students to compete within their own school, while CPS Score!+ is a new competition-focused interscholastic league for all elementary sports.
- Release the 2021-22 Elementary Sports Calendar in June 2021 for the first time, allowing principals, staff, coaches and school communities to begin to organize after school programs this summer.
- Purchase and distribute over \$1 million in new reversible uniforms and equipment for the 2021-22 sports season to ensure all of our elementary students are able to have equitable access to sports.
- Relaunch 43 sports summer camps across nine sports at 23 high schools and four CPS stadiums for the first time in over a decade.

Office of Student Health and Wellness

MISSION

The Office of Student Health and Wellness (OSHW) aims to eliminate health-related barriers to learning and to advance child health equity in Chicago.

MAJOR PROGRAMS

- **Health Information and Technology:** Advocate, lead, and provide oversight and guidance on internal and external research endeavors that support the implementation of health-related policies and best practices. Provide support to schools with implementing the *Healthy CPS* framework and other health-related policies. This requires technical assistance and data analysis through staffing, software, materials, and training.
- **Health Promotion:** Provide subject matter expertise, professional development, and resources necessary to ensure curriculum and policies advance equity and improve access to high-quality health information on the topics of nutrition, fitness, mental and sexual health services, and LGBTQ+ student and staff support.
- **Social Services Integration and Innovation for Health Equity (formerly, Children and Family Benefits Unit):** Construct a social services network and technological infrastructure to facilitate the enrollment, engagement, and the utilization of health-related and social service programs including Medicaid, SNAP (Food Stamps), and the Children's Health Insurance Program (CHIP). Facilitate the completion of Health Risk Screenings for all students, as required by Medicaid managed care organizations to which they belong, in order to ensure connection to health care and social services systems and create conditions under which students may receive the right care, at the right place, at the right time.
- **Student Health Services:** Ensure students get the health prevention and care services they need when they need them (e.g., vision and hearing screening); connect students with health systems to deliver the right care to the right child at the right time in the right setting so that they are prepared to learn and their needs are met in a timely way-- before they become advanced and treatment is more difficult and costly.
- **School Nursing:** Provide direct care and consultation, promote health and wellness of the whole child, and advocate to build a culture of health in schools. Nurses monitor, address, and report on key public health measures and compliance, with an emphasis on prevention. Through the allocation and delivery of nursing services in schools, we address acute and chronic health conditions and work to prevent, assess, mitigate, and cure illness through the application of the nursing process. Care coordination is fundamental to the work of CPS Nursing, whose public health mission is to advance health equity by connecting students, families, and communities with resources they need to thrive where they learn, live, work, and play.
- **COVID-19 Response:** Lead the district's public health response to the pandemic through robust, customized illness investigation and contact tracing; COVID-19 surveillance and screening testing; vaccination; epidemiologic analysis; and the production of public health guidance and communications designed to mitigate transmission in schools and flatten the pandemic curve. We are the district's principal liaison to the universe of relevant public health authorities including the Chicago Department of Public Health.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 6,053,476	\$ 6,938,412	\$ 15,287,835*	\$ 14,513,039	\$ 12,782,212
Other Grant Funds	\$ 1,670,362	\$ 2,432,096	\$ 3,941,519	\$ 1,931,860	\$ 2,601,308
Total Department	\$ 7,723,838	\$ 9,370,508	\$ 19,229,354	\$ 16,444,899	\$ 15,383,520

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	70.0	118.0*	123.5
Other Grant Funds	18.0	21.0	20.5
Total Department	88.0	139.0	144.0

* General funds increase driven by department's involvement in the district's COVID-19 response

MAJOR ACCOMPLISHMENTS of FY2021

COVID-19 Unit and Health Information and Technology Team

- Advised the Emergency Management Team and guided the Reopening Committee on public health aspects of COVID-19 and served as principal architects of CPS COVID-19 health protocols and frameworks over the past year.
- Provided content expertise for all CPS COVID-19 communications and acted as CPS point-of-contact for CDPH.
- Educated district administrators, staff, families, and students about COVID-19 and about protecting confidential health information. Created series of health infographics housed on the district's website.
- Synthesized and published wide-range of health guidance for schools on sports, travel, vaccination and testing sites, LSC voting and meetings, standardized testing sites, community events, playgrounds, lunch rooms, special school events, etc.
- Created systems and a Contact Tracing Team to identify, track, and guide CPS staff and students who self-report COVID-19 cases; crafted school notifications templates; advised schools and operations team on mitigation measures; and supported schools in notifying the community of staff member deaths due to COVID-19. To date, the district has been notified of **2,884** CPS staff member, service vendor, charter school staff, and student COVID-19 positive cases. Of these, the Contact Tracing Team investigation revealed that **1,464** were "actionable"—meaning they required an operational intervention (e.g., a pause in essential services) at the school. This work has been essential to mitigating in-school transmission: case clusters are rare and there has been only a single outbreak in the district thus far in the pandemic.
- Partnered with ITS to devise a process for pulling staff swipes; collaborated on creation of *Daily COVID-19 Risk and Symptom Screener*, COVID-19 self-report process (cps.edu/covidresults), and automated notifications via ServiceNow.
- Collaborated with CDPH to design and provide administrative oversight of four CPS Vaccination Centers (operated with a vendor) that offer vaccination opportunities for all CPS employees.

Delivered over 9,000 first dose COVID-19 vaccinations to date (4/18/2021) through a phased prioritization strategy.

- Designed and managed staff and student Surveillance Testing Program—almost 70,000 tests administered to date.
- Co-authored publication with Lurie Children’s Hospital colleagues accepted for publication to *Journal of the American Medical Association*: "Caregiver Perceptions of Children's Psychological Well-Being During the COVID-19 Pandemic," based on results of a CPS family survey from June 2020. We found that COVID-19 is associated with reductions in caregiver perceptions of children's psychological well-being.
- Reengineered *Healthy CPS*, a framework that creates a culture of health and seeks to eliminate health-related barriers to learning by streamlining over 50 health and wellness policies into four Badges: *Health Leadership*, *Health Instruction*, *Healthy Environments*, and *Health Services*. Coordinated *Healthy CPS* technical assistance for over 209 schools; 39 of these schools were supported by network partners.

Health Promotion Unit

- Reviewed, analyzed, and transformed multiple **Health and Wellness Policies** on asthma, food allergies, diabetes, and seizures into one **Chronic Conditions Management Policy**. Also updated the **Medication Administration Policy** and engaged the Board process effectively to pass unanimously the **CPS Sexual Health Education Policy** and **Local School Wellness and Healthy Snack and Beverage Policy**.
- Converged with Nutrition Support Services on menu planning and logistics; over **40 million high quality meals produced** for all reopened schools and Meal Sites.
- Executed on deliverables of CDC Sexual Health grant (Division of Adolescent and School Health [DASH]; \$1.2 million over 5 years) and secured carryover funding. This resource advanced our work to:
 - Extended LGBTQ+ Safe and Supportive Environments training. For example, in SY20-21, we disseminated the *Guidance on Supporting Transgender and Gender Nonconforming (TGNC) Students* (updated 2020). Refreshed the first-ever mandatory, district-wide web-based training we created on supporting TGNC students (>**37,000** completed in SY20-21).
 - Partnered with ITS on the *Affirmed Name Project*. This project has updated many CPS systems to display affirmed names for students and staff.
 - Established the district’s first Gender and Sexuality Alliance (GSA) Leadership Committee composed of GSA sponsors across the city.
 - Hosted district’s first-ever GSA Summit in June 2021.
- Wrote and analyzed 2019 YRBS data and made publicly available the [LGBTQ Health in Chicago Public Schools: Working Toward Equity](#) Report.
- Provided ongoing training for educators on how best to use *Sexual Health Education Curriculum* (4,000 pages, overhauled in 2020).
 - In the last 4 years, about 4,000 educators have been trained by OSHW on Sexual Health Education and creating safe and supportive environments for LGBTQ+ students, including about **850** in SY20-21 via live virtual training, for a total of **2,440 current staff trained** (who completed Sexual Health Education Instructor Training).
- Trained **39,640** staff on Chronic Conditions Management in schools (on SafeSchools platform).
- Achieved weighted data for *School Health Profiles 2020*.
- Awarded additional CDC DASH grant (\$200K over two years) to support mental health work in the district.

- Socialized *Whole School, Whole Community, Whole Child* model (WSCC) in the district through creation of WSCC Advisory Committee for collective impact to advance the “Whole Child” core value built into the CPS Five Year Vision, *Success Starts Here*.

Health Services Unit

- Reopened over half of the district's 34 School-Based Health Centers (SBHCs) after a 3-4 month pandemic-associated closure, and advanced coordination of 10 Mobile Care providers.
- Resumed optometry services at Princeton School Vision Clinic with one provider.
- Resumed hearing and vision screening services for students with Individualized Education Plans (IEPs) and in grades mandated by the Illinois Department of Public Health who learned in-person starting March 15, 2021.
- Co-produced with CPS Law a *Data Sharing and Services Agreement Template* for work with SBHCs, Mobile Care providers, healthcare systems, and managed care organizations in order to establish care and strengthen coordination and continuity of care. This allows for sharing of student information and confirmation of service delivery for mandated health requirements, including immunizations, school physicals, dental exams, etc.
- Briefed CPS Board Members on updating Board Rule authorizing renewal of agreements to operate SBHCs.
- Rescinded outdated *Student Health Examinations, Immunizations, Dental Examinations, and Eye Examinations Policy* while adding *Section 6-6 Health Requirements to Chapter VI of Board Rules*.
- Rescinded outdated *School-Based Health Center Policy*.
- Organized clerks for school impact; created Professional Learning Community and supported leadership development (via *Clerk Ambassadors Program*); enhanced staff cohesion, training and resources (e.g., Clerk’s Retreat, monthly newsletter, and Clerk Appreciation Day).
- Produced *Back-to-School Booklet* (including fillable PDFs; piloted DocuSign for health forms).
- Coordinated donation of 8,100 tote bags with Colgate’s oral health/dental health products (toothbrushes, toothpaste, soap, etc.) for Students in Transitional Living Situations (STLS) at a value of \$235,934.
- Secured and used \$310K in Title IV funds to support medical, optical, and dental health services for uninsured/underinsured students, including homeless students, for school health requirements. This work strengthened medical, optical, and dental care options for uninsured/underinsured students in order to protect their health and help them meet minimum basic school health requirements.

Children and Family Benefits Unit (CFBU)

- Increased Medicaid enrollment of eligible students. Number of “Medicaid Eligible but Unenrolled” fell from a peak of 99,750 (March 2017) to 38,846 (April 2021).
- Received a SNAP Outreach grant from Illinois Department of Human Services totalling \$490K, which led to an increased access to diverse food security programming for all CPS students.
- Distributed Pandemic-EBT (P-EBT) policy guidance to all 600+ schools and led the communication efforts for the distribution of P-EBT to 340K CPS students, thus ensuring the diversification of food security programs for all CPS families.
- Awarded a third year of funding for FY21 from the J.B. and M.K. Pritzker Foundation, totalling \$425K to build out technology to track Medicaid data, strengthen case management, and amplify marketing.
- Vetted, selected, procured, and piloted public benefits case management system (MAPS by Bluemark LLC) in order to:
 - Enhance the coordination of benefits enrollment/retention
 - Facilitate continuity of coverage

- Organize, strategize, perform, and track school outreach for all 600+ schools.
- As a consequence of this work, a larger proportion of CPS students have public health insurance, which provides the conditions under which access to a “medical home”—a high quality, comprehensive source of health services—is possible, where continuity and coordination of care may occur.
- Transformed *Healthy CPS Hotline* (773-553-KIDS) into *CPS Command Center Hotline* which averaged 4,200 calls per month.
 - Staffed, trained, and transitioned team of 25 coordinators to remote operations
 - Integrated encounter preference and tracking with *Service Now*.
 - Engaged and discussed with partners (ISBE and IL Department of Health Care and Family Services) as well as others in our longstanding professional networks to contribute to a meaningful, collective pursuit of reversing the current “Free Care Rule” in Illinois. Briefed the new CPS Medicaid director on OSHW’s historical role and perspectives regarding CPS’ advocacy around this issue. The reversal will increase CPS Medicaid revenues and allow us access to health services utilization data about all our Medicaid enrolled students. In turn, CPS can better identify gaps in care in order to fill them, which is in the shared interest of all stakeholders.
 - Collaborated with the Illinois Department of Healthcare and Family Services, Health Choice Illinois, and CPS Marketing and Communications to design and launch a Medicaid healthcare utilization mass media campaign. Ads appear on Clear Channel billboards, electronic JCDecaux interstate billboards, I Heart radio, CTA, and Univision. Schools received marketing materials to amplify the campaign.

Nursing Unit

- Partnered with ODLSS and Talent to increase CPS nurse leadership capacity and the number of full-time nurses in schools by 18 percent over previous year.
 - Searched, vetted, hired, and onboarded director of school nursing to lead nurse managers and a workforce of almost 500 CPS nurses and the pool of agency nurses.
 - Hired an additional nurse manager (bringing total to four, and improving nurse manager to nurse ratio).
 - Implemented a nursing fellowship program that yielded two successful new hires into the RN Health Services Nurse (HSN) position.
 - Promoted 15 HSN nurses to the Certified School Nurse position through a certification partnership with the University of Illinois in Chicago and Lewis University.

KEY BUDGET INITIATIVES for FY 21-22

OSHW budget initiatives for FY22 align with our three Strategic Priorities:

- Support the Whole Child through *Healthy CPS* and the *Whole School, Whole Community, Whole Child (WSCC) Model*
- Increase student access to a Medical Home
- Strengthen public health emergency preparedness.

We will continue all our current work and build on the achievements depicted above. However, we will add new focus to emerging challenges.

COVID-19 Unit and Health Information and Technology Team

- Advise and guide Fall Opening Committee on COVID-19 Health and Safety protocols, and act as content lead for all CPS COVID-19 communications.

- Lead, strengthen, and adapt Contact Tracing team to identify, investigate, analyze, and craft school and district guidance on management of self-reported COVID-19 cases in order to mitigate in-school transmission and create conditions in which in-person learning can succeed.
- Lead district efforts and partnerships for COVID-19 vaccination, expansion of COVID-19 testing, deepening of epidemiologic analysis, and generation of stronger, clearer, and more accessible COVID-19 reporting.
- Serve as principal CPS point-of-contact for CDPH and other public health authorities and provide oversight of COVID-related health research in the district.
- Collaborate with IT Solutions to create and adapt appropriate screening, tracking, and reporting systems to mitigate COVID-19 transmission.
- Provide high quality technical assistance to schools, and based on the most current *Healthy CPS* data, deploy strategic communications to help more schools achieve the Healthy CPS designation. We will make further progress on the district's goal of having 100 percent of schools achieve *Healthy CPS* by 2024.

Health Promotion Unit

- Deepen convergence with other offices to further socialize *Whole School, Whole Community, Whole Child* model (WSCC) in the district through leadership of WSCC Advisory Committee for collective impact to advance the "Whole Child" core value built into the CPS Five Year Vision.
- Expand on current foundations to build a *CPS Framework for Mental Health Services* in collaboration with the Office of Social and Emotional Learning and the Healing-Centered Project.
- Write, vet, pass, and implement *CPS Mental Health Policy* including a *Suicide Prevention Policy*.
- Write, vet, pass, and implement *CPS AED/CPR Policy*.
- Organize and host the first-ever GSA Summit in support of health promotion and protection of LGBTQ+ students and staff in the district.

Health Services Unit

- Provide vision and hearing screening to students with IEPs or in a mandated grade per Illinois Department of Public Health guidelines and submit claims data for Medicaid reimbursement as appropriate.
- Create opportunities for health prevention and care services that students need and connect students with health systems for medical/dental/optical homes, including through the McKinney Vento Act for students experiencing homelessness.
- Strengthen access to COVID-19 vaccination opportunities for employees/vendors and district partners (for example, harter school staff) as well as eligible students.
- Complete reopening of all SBHCs and further strengthen coordination of mobile care providers.

Children and Family Benefits Unit (CFBU)

- Advocate and provide oversight of development and use of a district-wide health information and social services master data management solution. This solution will analyze data from multiple inter-agency data flows to correctly identify students eligible for public benefit programs. CFBU and the district will use this data to build better outreach strategies and ensure all eligible students and families are enrolled in the services to which they are entitled. This solution also creates digitally available, comprehensive student health and social service profiles. The use of records of this sort will facilitate more robust care coordination which will, in turn, drive better health and educational outcomes.
- Collaborate with the Illinois Department of Healthcare and Family Services, Medicaid Managed Care Plans, CPS ITS, and CPS Law to develop and implement a Health Risk Screening process for CPS students while connecting Medicaid-enrolled students to care during in and out of school time.

- Expand the CFBU portfolio by including care coordination to connect students to both internal and external healthcare services, thus increasing student's and family's utilization of Medicaid benefits.
- Expand the Healthy CPS Hotline functionality to include OSHW's Nursing Department and a language line to support CPS' linguistically-diverse families.
- Expand on the "Every Superhero Needs a Sidekick" marketing campaign to include messages on COVID-19 vaccine, nursing services, and the completion of Health Risk Screenings.

Nursing Unit

- Further strengthen CPS Nurse Leadership development, managerial oversight, and productivity. We will also increase nursing capacity by accelerating progress on the district's commitment to a full-time nurse in every school, every day by 2024.
- Design, vet, and implement a plan for Nurse Quality Improvement, and craft partnerships and protocols for nurses to facilitate better Medicaid Coordination. A designated OSHW Nurse Manager, working with strategic internal CPS partners, will focus on ways to improve care delivery and student health outcomes through data analysis and lead implementation of best practices on care coordination. Addition of advanced practice RNs (Six APRNs; one matched to each nurse manager) will form the core of an emergency preparedness and prevention-oriented Public Health Nursing Corps to address health system and CPS health policy implementation goals in collaboration with nurse managers and the director of school nursing.

Office of Student Protections, Title IX and Equal Opportunity and Compliance

MISSION

Our mission is to provide an equitable, inclusive, safe, supportive, and secure learning and working environment, in every school and neighborhood, in a district that is free from discrimination, harassment, sexual harassment, sexual misconduct, and retaliation, ensuring that all students, faculty, staff, vendors, and visitors can thrive.

MAJOR PROGRAMS

- **Supportive Measures:** Coordinates with internal and external partners to ensure student services, counseling, and other supports are provided to students involved in sexual harassment, bullying, or abuse.
- **Investigations:** Investigates allegations of Title IX, sexual misconduct, civil rights concerns, and corporal punishment.
- **Compliance:** Ensures the district is in compliance with Title IX, which protects students from discrimination related to any educational program on the basis of sex, gender, or sexual orientation.
- **Training and Awareness:** Ensures every member of the CPS community understands their role in recognizing, preventing, reporting, and responding to sex/gender discrimination, sexual harassment, misconduct, and abuse.
- **Policy and Prevention:** Verifies that district policies and practices provide clear steps that employees must take in order to protect students from abuse and ensure incidents are reported to necessary parties.
- **Data and Reporting:** Collects and shares information with the public and ensures appropriate notifications are made in all cases.
- **Restorative Justice:** Practices this framework to resolve conflict and misconduct mutually and peacefully for students, staff, and members of the CPS community while repairing the harm caused by the wrongdoing.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 3,070,906	\$ 4,298,260	\$ 4,292,911	\$ 3,698,260	\$ 4,859,175
Total Department	\$ 3,070,906	\$ 4,298,260	\$ 4,292,911	\$ 3,698,260	\$ 4,859,175

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	39.0	39.0	41.0
Total Department	39.0	39.0	41.0

MAJOR ACCOMPLISHMENTS in FY2021

- **Closed 188 OSP-led investigations and OSP-guided cases in the first semester of SY20-21:** Received 1,900+ phone calls, Aspen reports, emailed reports, and online complaints from district administrators, staff, parents, and/or students reporting allegations of sexual harassment, sexual misconduct, sexual assault, dating violence, gender-based discrimination, or requesting guidance on Title IX-related issues.
- **Implemented planning and development of the Prevention Pilot.** This complements ongoing efforts of the sexual health curriculum by connecting schools with community partners to provide in-depth prevention programming on sexual violence and healthy relationships. Vendor has been selected and is in the contract finalization stage of the procurement process. Created a Theory of Action which addresses multi-faceted areas of Targeted Universalism as well as created implementation and impact goals to keep us on track for targeted completion.
- **Developed district-wide student training sessions, with three versions for pre-k-3, 4-8, and 9-12, that were implemented with 100% compliance across all district, charter, contract, and option schools.** All materials were translated into Spanish and supports were created for teachers carrying out the programs, such as implementation guides, lesson plans, and a trauma training webinar. Supports were put in place for students including a collaboration with Resilience, a rape crisis center, that provides weekly office hours in addition to the available school based clinician support.
- **Developed audience-specific training sessions that incorporated our updated policies and procedures in accordance with the new Title IX regulations as of August 2020.** In SY20-21, we developed new training sessions for staff at the legal conference and for a district-wide audience through the new Protecting Chicago's Children 3.0 training. We also developed school-specific training sessions as well as training sessions targeted to parents available in both English and Spanish.
- **Implemented Guardian, a new case management system, in Fall 2020 that is used for OSP, EOCO, and OIG Files.** In SY20-21, OSP rolled out Guardian and uploaded OSP, EOCO, and ADA files from previous case management systems into Guardian. Through our work we have integrated Guardian with the CPS data warehouse and it will also soon integrate with Aspen.
- **Enhanced the OSP and EOCO investigation teams' response to biased-based harm, discrimination, harassment, and retaliation impacting our community.** As a part of our efforts, we embarked on a number of initiatives designed to address and eradicate toxic work and school environments through strengthening our response to include targeted training and alternative dispute resolutions.

KEY BUDGET INITIATIVES for FY2022

- Instituting formal processes to measure the impact of our work on changing the culture around sexual misconduct in schools and communities in order to create a district free from sex/gender discrimination, sexual harassment, and sexual violence. This work will be accomplished taking into account equity championing the individual cultures, talents, abilities, languages, and interests of our community.
- Determining the effectiveness of customer relationship management, supports, training, and awareness sessions provided by the department with feedback from CPS administration, CPS Title IX school representatives, and parents/guardians. This work takes into account equity by ensuring that feedback is obtained from diverse populations within each of the areas.

- Creating partnerships within CPS and community agencies to reach students, parents/guardians, and community leaders to deliver awareness sessions and build strong community-based relationships.
- Providing youth with comprehensive education and resources for addressing sex/gender violence, maintaining healthy relationships, and reporting incidents of sexual misconduct to the OSP.
- Partnering with the Procurement Department to improve contracting efficiency, reducing costs, and providing a better service to schools and Central Office departments.

Office of Student Support and Engagement

MISSION

The Office of Student Support and Engagement (OSSE) is a part of the Office of College and Career Success (OCCS) and provides comprehensive supports to help students become more engaged and connected to school. The office provides re-engagement services for out-of-school youth; resources to eliminate barriers for students in temporary living situations; attendance and truancy guidance for CPS families, schools, and networks; and extended learning opportunities to enhance all students' core academic experience while engaging parents and community members in school-led activities.

MAJOR PROGRAMS

- **Attendance and Truancy:** Lead and coordinate the district-wide efforts to promote consistent student attendance and reduce chronic absence and truancy. OSSE also provides additional support when schools fall below the district's attendance goals and assists in disseminating and funding best practices for improving and maintaining high attendance.
- **Students in Temporary Living Situations (STLS):** Train and support all CPS schools to ensure system-wide compliance with McKinney Vento Law for the removal of barriers to educational opportunities for over 15,000 students who are experiencing homelessness and 3,500 students in foster care.
- **Student Outreach and Re-engagement (SOAR) Centers:** Provide targeted outreach to chronically truant and out-of-school youth to get them re-engaged, re-enrolled, and persisting towards the goal of earning a high school diploma.
- **Juvenile Justice Re-Entry Program:** Provide re-engagement support to court-involved youth across the city. This team facilitates the school placement and monitoring of all students exiting the Juvenile Detention Center that have attended Nancy B. Jefferson Alternative School.
- **Out-of-School Time (OST) Activities:** Manage and oversee OST programming including key partnerships with After School Matters, City Year, Science Olympiad, and You Be the Chemist, offering approximately 32,000 slots for CPS students.
- **Community Schools Initiative (CSI):** Support schools in Chicago to implement the CPS Community Schools strategy. These schools partner with community-based organizations to provide a comprehensive set of wrap-around supports to students, their families, and community members. OSSE sets implementation guidelines, trains, and connects schools to resources, as well as provides data analysis and technical assistance.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 4,931,100	\$ 15,922,200	\$ 10,765,400	\$ 4,938,000	\$ 11,318,534
Title Funds	\$ 6,181,300	\$ 6,166,700	\$ 4,946,600	\$ 3,883,300	\$ 6,000,094
Other Grant Funds	\$ 9,276,800	\$ 18,951,200	\$ 24,712,600	\$ 11,656,700	\$ 25,552,888
Total Department	\$ 20,389,200	\$ 41,040,100	\$ 40,424,600	\$ 20,478,000	\$ 42,871,516
Budgeted at Schools	\$ 7,209,900	\$ 3,579,200	\$ 9,058,950	\$ 6,657,400	\$ 3,498,529

Grand Total	\$ 27,599,100	\$ 44,619,300	\$ 49,483,550	\$ 27,135,400	\$ 46,370,045
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POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	12.6	14.6	14.6
Title Funds	6.0	6.0	6.0
Other Grant Funds	45.4	46.4	46.4
Total Department	64.0	67.0	67.0
Budgeted at Schools	42.3	55.7	49.7
Grand Total	106.3	122.7	116.7

MAJOR ACCOMPLISHMENTS in FY2021

- Attendance and Truancy:** This year Attendance and Truancy pivoted from its traditional onsite and attendance grant support to one that better responded to remote learning. Comprehensive support for remote learning in the form of guidelines, toolkits, and training were created to help schools navigate the reporting needs with a virtual and in-person state. In coordination with the Office of Network Support, Attendance and Truancy supported four priority schools through a tiered support model. Investments in the production of a new dashboard page to help with accuracy and input of attendance data was developed with the Department of Information and Technology Services (ITS). Attendance and Truancy provided critical funding to the Office of Safety and Security's We're in this Together (WITT) program, which couples mentoring with job opportunities for high risk youth. Further, the Tassel limit program, a long needed flexible model for students who were inactive or chronically absent and only need three credits or fewer to graduate, was created to support students; credit recovery seats and a program manager were funded by Attendance and Truancy.
- Students in Temporary Living Situations:** This year STLS focused on providing support during remote learning to STLS students and implementing the new STLS Advocate full-time school-based positions at 17 schools. In collaboration with ITS and the Chicago Connected program, STLS supported schools in getting more than 3,000 STLS students internet hotspot devices to ensure connectivity during remote learning. STLS also provided support to STLS Advocates, including training and technical assistance in implementing a data monitoring and action planning process designed to identify STLS students in need of increased support and connect them with school, district, and community resources to meet their needs and remove barriers to school success. With the support of Crown Family Philanthropies and the Children's First Fund, STLS is also implementing a housing-focused case management program in partnership with Facing Forward that will connect 270 STLS families at the 17 schools with full-time advocates with a Facing Forward case manager to help families stabilize their housing.
- Juvenile Justice Re-Entry Program:** The Juvenile Justice (JJ) department supported over 450 court-involved students in SY20-21 from over 120 different CPS schools. Despite the pandemic and remote learning, the successful re-enrollment rate of students from juvenile detention reached an all-time high of 85 percent (as of April). The increased re-enrollment did not lead to a

drop in retention, as 95 percent of returned students remained active in CPS, another record high. Over 50 students received intensive mentoring and wraparound service through dedicated partnerships with community-based organizations, and over 15 JJ students participated in the Mayor's Office Chicago Youth Service Corps.

JJ worked with nine South Side neighborhood high schools in Network 16 to build processes supporting restorative re-entry protocols and practices, which showed remarkable results in enrollment (94 percent) and home-school retention (100 percent, up over 25 points year over year). This project combined training, coaching, capacity building, and professional learning communities with specific supports for students and demonstrated the capacity of intentional practice to limit movement between schools by retaining high-need students at their original schools. Responding to the unique challenges of the moment, JJ also provided families and students with over 275 telephones, laptops, hotspots, and internet service where needed.

- **Out-of-School Time Activities:** In SY20-21, After School Matters, through CPS funding, opened 5,426 seats for students across 61 schools and provided 10,855 hours of programming. Additionally, City Year served 6,447 unique students across 31 schools. The K-8 OST Award Program program launched at more than 150 schools in January, operating at reduced capacity due to COVID-19. The OST team served more than 500 students across sixteen CPS Learning Hubs. Lastly, the team connected five schools to the You Be The Chemist competition, and 12 schools to the Science Olympiad competition.
- **Community Schools Initiative:** This initiative served over 7,552 students and enrolled 2,356 parents in programming. Over 110,000 hours of programming were offered for students and their families at 88 schools across the district. Funds for the services and support provided to these students and their families come partly from 13 21st Century Community Learning Centers (21st CCLC) grants. The department also partners with the Chicago Teachers Union to transform 20 schools into Sustainable Community Schools.
- **SOAR:** This year, SOAR went through some difficulties due to the fact that we were not able to conduct our traditional services for students, such as our workshops and placements into schools. Despite this, we had a proactive mentoring program where we met and connected with over 270 students, of which about half we were able to see until the end of the school year. The staff has built relationships with these students and continues to support them throughout the summer. We also were able to partner with schools in order to support an in-school time credit recovery program for students who were deficient in credits. This allowed students the opportunity to earn credits during their lunch and study periods in the following three schools: Foreman College and Career Academy, Englewood STEM, and Curie Metro High schools. This initiative gave us the ability to serve over 150 students, with some of them finishing multiple credits over the course of the year. Finally, toward the end of the school year, we were able to concentrate some of our efforts towards our traditional outreach, and we were able to begin supporting over 150 students and begin their reentry into their home school using our re-engagement specialists to connect the students.

KEY BUDGET INITIATIVES for FY2022

- **Attendance and Truancy:** The attendance and truancy department will be investing in capacity building to support the implementation of a multi-tiered system of supports to drive student attendance. We will provide schools with training on developing an attendance-going culture and on leveraging data to identify specific challenges and improvement strategies. Intensive coaching support will be provided to priority schools. We will drive parent and community engagement with a city-wide marketing campaign to encourage attendance. Additionally, schools will be given funds to create parent/guardian engagement opportunities to foster greater involvement by student families. The department will invest in outreach to support schools in finding youth who disengaged during remote learning.
- **Students in Temporary Living Situations:** FY22 key budget priorities include continuing to train, coach, and support STLS Advocates and STLS Liaison stipend positions. Additional priorities will be connecting STLS students with academic and social and emotional learning support necessary to re-engage students to in-person learning, including focusing on workforce development opportunities for STLS students to generate income.
- **Student Outreach and Re-engagement Centers:** The SOAR Centers will conduct outreach to all high school students who were lost during remote learning and work to re-engage them back into school. The team will also support priority schools with re-engaging chronically absent high school students.
- **Juvenile Justice Re-Entry Program:** In FY2022, the Juvenile Justice department will expand student transition re-entry support to a larger population of court-involved students, including those in residential treatment facilities and arrested/detained/diverted students who do not enroll at Nancy B. Jefferson school. We will expand the restorative re-entry pilot to two new networks, and increase by 100 the number of students who receive over seven hours per week of intensive mentoring and case management.
- **Out-of-School Time Activities:** The district intends to use OST as a key lever for student engagement during FY22. To achieve that goal, the OST department will expand so that all district managed schools receive OST funding and the volume of funds awarded to each school will increase. OSSE will increase the diversity of our OST providers with a special focus on increasing tutoring and mentoring support, which the department will accomplish by using data and student and community voice to inform program selection. We will fund school implementation by establishing an OST Lead at every school.
- **Community Schools Initiative (CSI):** FY22 key budget priorities include the continuation of the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant with an annual budget of \$10.6M for 73 schools (average of \$145K per school including central supports), the Sustainable Community Schools (SCS) budget of \$10M for 20 schools (average of \$500K per school including central supports), and \$500K in Full Service Community Schools funds for the expansion of trauma informed practices in two high schools.
- **SOAR:** FY22 priorities is continuing to support the Moving Forward Together initiative by supporting those students that have become disengaged and feel disenfranchised from the school system. We will build greater partnerships with schools and look to give students options for them to choose the most suitable learning environment for them to thrive and ultimately

finish their educational goals. We have begun to re-open those sites that were closed due to the pandemic and look to service and facilitate a wide range of services for students. We will strive to provide those students with complete wrap-around services that not only will help them academically but also meet their social-emotional needs. We intend to build partnerships with all stakeholders in the communities where centers are to make sure that our students are receiving everything they need no matter what the socioeconomic status or zip code they come from.

Talent

MISSION

The Talent Office supports and empowers employees through all stages of their Chicago Public Schools (CPS) careers, with the understanding that the department's success enables employees to better serve the students of Chicago. In this work, the department prioritizes building new teacher talent pipelines to ensure all students have access to diverse, quality educators; empowering principals and managers with effective talent management tools; and promoting excellence with clear expectations, accountability, and recognition for employees.

MAJOR PROGRAMS

- **Teach Chicago and Educator Equity:** Developing and implementing strategies to diversify teaching talent, recruiting more teachers in high-need subject areas, strengthening supports to ensure Day 1 readiness for new teachers, and expanding access to high-quality instruction for students across Chicago. Through Teach Chicago, the district's initiative to develop, recruit, retain, and empower educators, CPS is expanding its teacher residency programs; developing new career pathways into teaching for CPS graduates; and providing intensive talent management support for Opportunity Schools, some of the district's hardest-to-staff schools; and aggressively recruiting nurses, social workers, and counselors to support Chicago's students.
- **Educator Effectiveness:** Transitioning "from compliance to coaching" in schools' implementation of REACH, the district's teacher evaluation system. This team develops training modules for principals and assistant principals to build their skills in talent management. Building on the implementation of multi-classroom teacher leader roles in a subset of the district's Opportunity Schools, Educator Effectiveness is leading the district's development of a scalable teacher leadership strategy. The Elevate Coaches offer ongoing support to improve retention of new teachers in Opportunity Schools.
- **Human Resources (HR) Operations:** Improving efficiency and communication during employee onboarding and the entire employee life cycle and identifying strategies and methods to better support and improve existing processes, including adjustment of staffing processes to maintain public health safety. Building on the Safe Schools training platform to offer additional safety and compliance training throughout the district, assisting in developing protocols for COVID-19 reentry, and launching an employee engagement survey to gauge employee satisfaction across the district.
- **HR Business Partners in School Support Center:** Providing one-stop support for CPS school leaders for all HR-related needs, including guidance, timely technical assistance, and executive consultation. Other efforts include improvements to online systems and seamless transitions from one school year to the next.
- **Health, Benefits, Leaves, and Disability Management:** Providing enhanced customer service in the administration of CPS' leave of absence program and launching a return-to-work program to support employees transitioning back to work after a workplace or personal injury. Other efforts include improving health education and disease management services for employees and managing deferred compensation plans.

- **Talent Management:** Continuing implementation of Lead with CPS, a districtwide leadership platform for employee development. Performing client management functions for all district leaders seeking Talent guidance and support, workforce planning, and organizational development.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 25,835,755	\$ 33,233,191	\$ 44,038,419	\$ 40,966,090	\$ 38,012,617
Title Funds	\$ 4,814,182	\$ 5,226,298	\$ 6,155,120	\$ 5,482,849	\$ 5,714,403
Other Grant Funds	\$ 1,545,502	\$ 3,012,322	\$ 6,340,498	\$ 3,828,506	\$ 2,696,654
School Generated Funds	\$ 677,279	\$ 308,214	\$ 1,077,387	\$ 1,077,387	\$ 1,116,189
Total Department	\$ 32,872,718	\$ 41,780,025	\$ 57,611,424	\$ 51,354,832	\$ 47,539,863

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	290.0	288.0	370.0
Title Funds	12.0	15.0	15.0
Other Grant Funds	13.0	12.0	12.0
School Generated Funds	1.0	5.0	6.0
Total Department	316.0	320.0	403.0

MAJOR ACCOMPLISHMENTS in FY2021

- **Teach Chicago Tomorrow:** Launched the first Pathway Partnership with City Colleges of Chicago and Illinois State University to recruit, support, and train CPS graduates to become CPS teachers.
- **School Leader and Administrator Compensation Changes:** Revised salary structures for principals, assistant principals, and Central Office employees to improve equity, fairness, and competitiveness across the district.
- **Teacher Residency Expansion:** In FY21, the residency program expanded to 175 residents from 90 in FY20 (and 26 in FY19). Additionally, recruited the inaugural cohort of residents for a new elementary dance program launching Summer 2021.
- **Recruitment of new Black and Latinx teachers:** The district is on track to meet or surpass the hiring target of 3,000 new Black and Latinx teachers by 2024 by expanding our teacher residency program and engaging more deeply with Chicagoland universities with large black and Latinx populations.
- **Hiring nurses and social workers:** Through the generous support of the Mental Health Professional Demonstration Grant from the Department of Education, the district has accelerated hiring of nurses and school social workers. During the 2020-21 school year, we have

hired more than 70 additional nurses to augment support to students and school communities. The district has shifted to a year-round hiring model and continues to open new positions as we reach full staffing levels. In FY20, we added 38 school social worker positions and 54 school nurse positions. In FY21, we added an additional 40 school social worker positions and 83 school nurse positions. As of 3/31/2021, 484 of 531 (92%) school social worker positions and 454 of 478 (96%) nurse positions are staffed.

- **Staffing:** reengineered the hiring process to be virtual for new employees to support COVID-19 health protocols.
- **Reopening Accommodations:** The district made reasonable ADA and non-ADA accommodations for employees who faced challenges returning to work in-person as a result of their own COVID-related medical conditions, primary caregivers/household at increased risk, and/or childcare.
- **Empowered Schools:** Twenty-one [Empowered Schools](#) implemented a formal model of teacher leadership, hinging on 50 Multi-Classroom Leaders—exemplary teachers who coach and lead teams of their peers. SY22 will bring 12 additional schools into the Cohort.

KEY BUDGET INITIATIVES for FY2022

- **Unfinished learning:** The district is planning on aggressively combating learning loss that occurred during the pandemic and disproportionately affected low-income students of color. One critical element of the district’s strategy is to provide “high dosage” tutoring to ~30,000 students who have been most impacted by the pandemic. The Talent Office will play a critical role in recruiting, selecting, training, and developing the talent needed to address students’ needs.
- **Teacher Residency:** In order to meet the demands from schools, we are planning on recruiting a larger cohort of teacher residents during the 2021-22 school year. We are planning a one year “scaling up” of our cohort from 175 to 225 teacher resident positions across five critical subject areas where the district has an insufficient supply of teachers: special education, bilingual special education, ECE special education, bilingual ECE, and dance education.
- **Teach Chicago Tomorrow:** The team will continue to support the inaugural cohort of the Pathways Partnership as they enter their first year as college students, as well as work with the partners to recruit the second cohort of students. The team will work closely with the Office of College and Career Success (OCCS) to ensure that the Teach Chicago Tomorrow toolkit provides a valuable post-secondary planning resource for the approximately 2,000 CPS seniors considering an education career. Finally, the team will continue to explore partnership opportunities with additional Institutes of Higher Education (IHEs) and in additional endorsement areas.
- **Social workers and nurses:** The Talent Office is continuing to aggressively recruit nurses and social workers throughout FY22 and has partnered with the Office of Student Health and Wellness and the Office of Diverse Learner Supports and Services to broaden internship programs and access to graduate level certification programs. The district has invested considerable resources in recruiting, training, developing, and expanding nurse and social worker pipelines, including expanded and new partnerships with several university partners and creating a robust framework of mental health professional development.

- **Special education teachers:** We are in our third year of recruiting ~100 teachers to add a special education subsequent endorsement through our partnerships with local Chicago universities and will directly subsidize the cost of the courses so that veteran CPS teachers in low-income communities can become special education teachers.

Office of Teaching and Learning

MISSION

To provide all stakeholders with educational resources that will result in high-quality curriculum and instruction that engages and empowers students.

MAJOR PROGRAMS

- **There are five core curriculum** departments under the Office of Teaching and Learning: **arts, health and physical education, literacy, STEM, and social science/civic engagement**. These departments focus on the effective implementation of Illinois State Standards and high-quality instruction. They ensure that educators have the training, tools, and resources to support meaningful and effective learning that prepares students for a successful future.
- **The Department of Curriculum, Instruction, and Digital Learning** oversees the development of the district's Curriculum Equity Initiative, a pre-k-12 comprehensive curriculum across six different content areas. This department provides supports and professional learning around libraries, instructional technology, and curriculum. The team also maintains the district's learning hub, which houses and tracks CPS professional learning, the Knowledge Center, an Intranet site that houses information, tools and resources for CPS staff, and the Learning Object Repository (LOR), which is comprised of various webinar systems that support digital media management.
- **The Department of Instructional Supports** provides students with targeted resources and academic programs that extend learning opportunities. The Instructional Supports department ensures that all students will be actively engaged in extended learning opportunities (including Summer Bridge, Credit Recovery, and Virtual Learning programs) that foster and enhance the skills needed for success in college, career, and life.
- **The MTSS Team** supports schools with the implementation of the Multi-Tiered System of Supports (MTSS) Framework. The MTSS Framework provides guidance for delivering high-quality, differentiated instruction and targeted support for all students' academic, social-emotional, and wellness needs in all school and classroom settings. The MTSS team also supports the development of systems and structures to use evidence-based curricular, instructional, and assessment data to support students and academic teams.
- **The Department of Teacher Leadership Development and Innovation** supports multiple teacher leadership, teacher mentoring, teacher development, and professional development initiatives across CPS including new teacher induction and mentoring, and school-based teacher leadership roles.
- **The Academic Competitions Team** encompasses extra-curricular programs aimed at engaging students before, during, and after school, which includes: Regional and City Science Exhibitions, First Round and City Academic Decathlon, Citywide Spelling Bee, Middle School and High School Debate, Jr. and HS math leagues, and elementary and HS chess programs in addition to special initiatives and programs. Participants have the opportunity to advance to state and national competitions. Academic competitions create a competitive environment to teach students to apply content knowledge in ways that develop college and career skills such as leadership, argumentation, problem solving, research, and critical thinking.
- **The Department of Student Assessment** provides all CPS stakeholders with high-quality information about student academic growth and achievement in CPS to help inform their continuous improvement processes and advance access, opportunity, and learning for all students. The Student Assessment team supports all schools in the development and implementation of balanced assessment systems that guide teaching and meet the needs of all students. The department accomplishes this by leading the policy-setting and implementation of large-scale assessments;

managing the school assessment plan development process; providing assessment options for local school use; providing professional learning to support with assessment implementation, analysis, and use; and advancing assessment literacy across the district.

- **The Department of Magnet, Gifted, IB, and AP Programs** provides students and families with equitable access to high quality school models aimed at increasing college readiness through rigorous, theme-based instruction.
- **The Department of Personalized Learning** provides schools and students with the data, tools, and professional development opportunities needed to adopt Personalized Learning, a learner-driven instructional model where the learning path, pace, and environment is tailored to each student’s needs, strengths, and interests.

Budget Summary

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 25,458,045	\$ 42,060,161	\$ 57,261,454	\$ 45,299,848	\$ 41,563,509
Title Funds	\$ 17,584,618	\$ 23,274,447	\$ 21,561,244	\$ 16,275,802	\$ 21,241,913
Other Grant Funds	\$ 2,604,606	\$ 7,875,810	\$ 14,917,445	\$ 9,641,097	\$ 8,148,159
Total Department	\$ 45,647,269	\$ 73,210,418	\$ 93,740,143	\$ 71,216,747	\$ 70,953,581
Budgeted at Schools	\$ 52,942,284	\$ 73,349,466	\$ 75,637,361	\$ 74,025,984	\$ 77,009,058
Grand Total	\$ 98,589,553	\$ 146,559,884	\$ 169,377,504	\$ 145,242,731	\$ 147,962,639

Position Summary

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	101.2	104.2	104.2
Title Funds	36.9	37.9	37.9
Other Grant Funds	16.0	16.0	15.0
Total Department	154.0	158.0	157.1
Budgeted at Schools	616.0	639.0	658.0
Grand Total	770.0	797.0	815.1

MAJOR ACCOMPLISHMENTS in FY2021

Teaching and Learning Office

- **Remote Learning Guide SY21:** Released in August 2020, the Remote Learning Guide was an updated version of the March 2020 guide, including all new commitments and expectations for remote learning in SY21. Also, the guide included guidance and expectations for working with priority student groups.

- **Remote Learning Instructional Guidance SY21:** Released in August 2020, the Remote Learning Instructional Guidance provided synchronous and asynchronous best practices as well as tools and resources to support teachers in achieving our six instructional priorities in the remote environment.
- **Remote Learning Grade Level Considerations SY21:** Released in August 2020, the Remote Learning Grade Level Considerations Supplement further outlined the practices and tools from the Instructional Guide per grade band and included sample teacher and student remote learning schedules.
- **Instructional Priorities Self-Paced Modules** Released in July 2020, the Office of Teaching and Learning hosted synchronous sessions and posted asynchronous learning modules to support teachers across all grades and contents with designing and facilitating instruction in SY21 aligned to the CPS Instructional Priorities. There were over 7,000 participants in synchronous sessions and the asynchronous materials were accessed over 30,000 times.
- **Remote Learning Foundational Series (Guidance, Google Suite, HQ Remote Instruction and Tech Sessions)** Released in August 2020, The Office of Teaching and Learning began weekly tech sessions and supported CPS Googlepalooza sessions to support use of the Google Suite and created three foundational remote learning sessions to prepare all educators for SY21. Sessions were posted online so schools could run sessions within their staff and were also offered by the Office of Teaching and Learning daily for educators to access live sessions; there were 13,000 participants.
- **Ongoing Remote Learning Professional Development:** 10,000 participants attended optional professional learning sessions from the departments within the Office of Teaching and Learning throughout August-December to support all educators with Remote Learning instructional best practices, sample schedules for each teaching model, scheduling templates for each grade band, and grade/content specific guidance for simultaneous teaching.
- **Reopening Instructional Guide:** Released in January, the Office of Teaching and Learning authored the Reopening Instructional Guide to outline the required instructional minutes for students at home and at school as well as the possible models for teaching assignments. A companion guide was created for the Principal Handbook. The guide included the framework for synchronous and asynchronous delivery methods and best practices.
- **Simultaneous Teaching Foundational Series - ES:** The Office of Teaching and Learning created a five-session foundational series to support elementary educators with simultaneous instruction best practices created with an external partner to gather best practices from across the country. 2,800 participants were in synchronous sessions and over 7,000 participants in asynchronous sessions. The asynchronous modules were also made available so schools could facilitate at their school site.
- **Simultaneous Teaching Foundational Series - HS:** The Office of Teaching and Learning created a three-session foundational series to support high school educators with simultaneous instruction best practices created with an external partner to gather best practices from across the country. Over 300 teachers attended synchronous sessions.
- **Moving Forward Together:** Through the federal stimulus funds CPS received, the district launched *Moving Forward Together*, a new initiative that will invest over \$525 million in the resources and supports our students and school communities need to accelerate their learning and gain the social emotional skills needed to heal from this past year. *Moving Forward Together* funds will be distributed over the next two years using a holistic School Investment Index to ensure our hardest hit communities are prioritized, and each school will develop its own plan to address the needs of their students, staff, and families. The Office of Teaching and Learning developed and project-managed the *Moving forward Together* plan.

Core Curriculum

Arts

- Evolved the Creative Schools Certification to its '2.0' version and aligned the Creative Schools Fund to provide more targeted investment opportunities for schools to raise their score and increase access to high-quality arts education.
- Continued to expand our Arts Student Voice Committee, bringing together students from across the district to advise the department on their experiences in the arts and the direction they would like to see our strategy take to improve it. This group spearheaded the *Teacher Appreciation Exhibition*, an opportunity for all arts teachers to have their artistic practice celebrated.
- Launched a partnership with *Art on theMART*, where five CPS seniors had their artwork animated and displayed on the side of the Merchandise Mart in May and June.
- Drove initiatives to implement our revised *Works of Art* policy for CPS, working with the Offices of Equity, Family and Community Engagement (FACE), CEO, Facilities, and Risk Management. This includes the approval of a full artwork inventory completed by Straus Art Group, a revised Public Art process, and the launch of our Steering Committee to address concerns related to artwork. This committee will convene before the end of the school year.
- Accelerated our work on Skyline, completing the Arts Scope and Sequence and engaging 28 CPS Arts teachers in the creation process. It was fully launched with the rest of the Skyline content in June 2021. We embarked on the next phase of our build.
- Worked to integrate our professional learning strategies with the Office of Teaching and Learning. Delivered three Arts Intensives through five live and asynchronous Instructional Priority Modules and hired expert arts teachers to lead five Wednesday Workshops.
- Grew our Communities of Practice effort tremendously. Our Arts Instruction Specialists led 74 meetings in SY20-21 (compared to 12 meetings total in SY19-20), with 911 attendees (compared to 159 attendees for the entirety of SY19-20). We wrapped up the year with a fully virtual Arts Education Conference on April 16, 2021.
- In response to COVID-19, successfully transitioned many district-wide student programs to be remote. This included a fully virtual All-City Visual Arts Exhibition, Advanced Arts Fall Showcase, and both a Winter and Spring All-City Performing Arts Showcase. All of these can be seen on our exhibition website [here](#).
- As of April 20, 2021, our Advanced Arts Program can celebrate that 245 students from 65 high schools have applied for the program for SY21-22.
- Built a full Arts Education Remote Learning Guidance document, with over 100 pages of discipline-specific supports, tips, and resources for our arts teachers and arts partners.
- As of April 2021, made \$1M in grants through the *Creative Schools Fund*, with CPS, the City of Chicago, and Ingenuity Inc. all contributing to the fund.
- Offered robust professional learning series for Incubating and Implementing Fine and Performing Arts, STEAM, and STEM schools in collaboration with the STEM Department. Collaborated with individual school communities to develop their personalized incubation and investment plan to fully realize their program focus.
- Participated for a third year in the Academic Programs RFP, a comprehensive new initiative that allows schools to apply to have a specific programmatic focus. This resulted in three new fine and performing arts schools and three new STEAM applications.
- Strengthened our relationship with the City of Chicago across multiple initiatives, including collaborating with the Mayor's Office on the Chicago Monuments Project, Public Art, the Creative Schools Fund, and arts recovery.

Literacy

Increasing Access to Effective and Rigorous Literacy Instruction

- Developed guidance documents to continue to support district-wide implementation of the PK-12 Vision for Advanced Literacy for wide distribution and regular use in literacy professional learning.
- Strengthened core instruction by supporting teachers in incorporating key practices associated with advanced literacy, including a district-wide focus on Abundant Reading for SY21 with tailored supports for implementing effective literacy instruction in remote and hybrid learning environments.
- Expanded the Early Literacy Collaborative (ELC), a district-wide, cross-departmental collaborative aimed at improving kindergarten readiness and second grade reading attainment for African American and Latinx students, English learners, and students with disabilities; and developed an implementation plan to address the pressing need for responsiveness to the demands of the remote learning context.
- Developed extensive guidance to support schools in maintaining student access to effective literacy instruction through remote instruction and school reopening.
- Provided professional development to 1,100 pre-k through second grade teachers and 146 elementary school administrators from 123 schools from 13 CPS elementary networks through the P-2 Balanced Literacy Initiative, impacting approximately 25,000 students. Additional school-based coaching support was provided to 207 teachers in 26 priority schools.
- Engaged teacher teams and building leaders from 55 elementary schools in a year-long virtual professional development (PD) series designed to support effective, school-wide implementation of abundant reading.
- Provided early release of CPS Skyline Foundational Skills curricular resources and supported 216 teachers in 39 schools in implementing Skyline’s systematic scope and sequence for phonemic awareness, phonics, and fluency in a remote environment.
- Engaged 70 English department chairs and teacher leaders in high school summits focused on CPS instructional priorities for SY21. Literacy summits are geared toward increasing student SAT ERW attainment through rigorous and engaging instruction grounded in literacy key practices, including abundant reading of diverse and engaging texts, extensive discussion, and literary analysis.

Leveraging Data to Increase Equity of Literacy Outcomes

- Launched a HS Reading Intervention Plan and piloted Structured Literacy courses in 13 schools, using universal screening to identify high school students scoring below the 25th percentile in reading achievement with significant weaknesses in foundational skills. Program implementation for SY21 included enrollment of 270 students in Structured Literacy courses, despite the challenges of a virtual launch. The Department of Literacy is working with UChicago EdLabs to evaluate the efficacy of the intervention and to inform expansion for SY22.
- Partnered with City Colleges of Chicago (CCC) to pilot a Transitional English course in 13 schools designed to reduce the proportion of students needing to take non-credit remedial English courses when enrolling in CCC programs.
- Developed a principal guidance document to support school teams in establishing effective on-ramps to increase access to advanced coursework and Early College and Career Credentials.
- Increased AP Language pass rates for students in Equal Opportunity Schools whose teachers participated in the AP Language and Composition PLC. Pass rates increased by 21 percent compared with an overall increase of 13 percent district-wide, including the greatest increases in neighborhood schools with large majority African American and Latinx student populations.
- Conducted CIWP analyses in conjunction with SQRP and student achievement data and established a process for using school CIWP data to develop responsive, professional learning

options to meet schools self-identified professional learning needs aligned with pre-k-12 Literacy Vision shifts and key practices

- Completed a comprehensive early literacy landscape study across all 13 elementary networks and Central Office departments aligned to the literacy strategic priorities and the Early Literacy Collaborative Theory of Action.
- Partnered with REL Midwest to develop a research-based process for reviewing early literacy assessments and analyzed the predictive validity of early literacy assessments currently being utilized in CPS schools, completing important steps in the process to finalize assessment criteria for a common P-2 early grades literacy assessment RFP.
- Developed a progress monitoring and evaluation system to aggregate district-wide metrics related to early literacy, informing Early Literacy Collaborative progress toward meeting second grade Five-Year Vision goals.

Increasing Access to High-Quality, Culturally Responsive Resources

- Maintained on-track development of K-12 Skyline ELA curriculum in preparation for full release in June 2021. Lessons learned and evaluation feedback from early release modules, including K-5 Foundational Skills and 12th grade Transitional English, are contributing to the professional learning plan for schools adopting Skyline ELA in SY22.
- Completed curation of Skyline independent reading text collections aligned with CPS Skyline essential questions and unit themes in collaboration with the CIDL Libraries Teams and more than 50 student reviewers.
- Partnered with the CIDL Libraries team to establish easy e-book bundle ordering to enable schools to quickly curate their virtual libraries with high-quality, culturally diverse texts; integrated use of CPS Virtual Library resources into all SY21 literacy professional development in order to increase teachers' awareness and use of digital resources in instruction and increase students' and families' access to contemporary text collections from home.
- Secured \$365K in gifts and grants to address material resource needs in partnership with the CPS Children First Fund, distributing more than 265,000 books and 12,500 literacy learning kits during remote learning, as well as 11,900 clear masks to facilitate early language and foundational skills instruction upon return to in-person learning while maintaining safety protocols.
- Continued to promote summer reading and counter summer "slide" through the CPS Summer Reading Initiative, including planned distribution of curated, culturally relevant collections of books for K-8 in English and Spanish, aligned with the Chicago Public Library Summer Learning Challenge.
- Expanded partnerships with literacy nonprofits and other organizations whose programming and practices are well aligned with the PK-12 Vision for Advanced Literacy, including a partnership with Chicago Public Library and the Chicago Literacy Alliance on a coordinated menu of summer learning options and aligned resource distribution efforts to maximize reach across the district.

Redesigning Professional Learning for the 21st Century

- Engaged network teams in facilitated data consultancies and utilized centralized synchronous and asynchronous PD models to expand the P-2 literacy initiative to include any school with an early literacy CIWP goal.
- Organized the Department of Literacy professional learning menu of options to correspond to the Office of Network Supports tiered support model, offering a Tier 1 universal professional learning options available to all schools, Tier 2 opt-in professional learning routes designed to support schools in achieving identified literacy-related CIWP goals, and Tier 3 aligned

professional learning partners for collaborative, school-based intensive supports.

- Packaged professional learning resources to support implementation through a variety of structures, including department-led PD, network team roll-out, or school-based, self-directed professional learning cycles.
- Utilized distance learning techniques and hybrid models for professional learning to significantly increase access to Literacy PD for teachers across the district, serving teachers and/or administrators from 55 percent of district-run schools through elementary and HS PD series offerings in SY21.

STEM

- **Teacher-led Professional Learning.** This year the CPS elementary science team designed a series of Wednesday Workshops in direct response to science teachers' needs for support around how to teach in a remote and hybrid setting. By inviting teachers from other districts with hybrid experience to share their experiences and expertise leading up to our CPS schools reopening, we drew some of the highest numbers of participants to our sessions (up to 112 teachers/ISLs). Building on this success, we then transitioned to inviting our own CPS teachers to share their expertise with hybrid instruction once they had a few weeks of experience under their belt. This approach to Wednesday Workshops elevates our own CPS teachers' skills and expertise and 100 percent of participants felt their time with us was well spent.
- **Building Teacher Leadership.** The science team has designed a pathway to teacher leadership at the elementary, middle, and high school levels.
 - Our K-8 science teachers can apply to develop their leadership skills, first, through our Master Teacher Leader Cohort (MTLC) (with its accompanying growth strands where teachers pick a focus area of interest). Second, teachers can apply to our Professional Learning Leaders Academy (PLLA) to be able to lead district-level, curriculum-based professional learning. There are 40 teachers in this year's MTLC, and 8 teachers and Instructional Support Specialists (ISLs) in our PLLA. These numbers will grow each year as new teachers apply to the program.
 - HS Science Teacher-led PLCs: The CPS HS science team has taken a new approach to teacher professional learning this year. Over the summer we launched a PLC for teachers interested in launching and leading their own PLCs around an area of interest to them (e.g., best practices for implementation of the HS Science Curriculum, fostering productive student-to-student discourse, best practices for English Language Learners, etc.). In the fall, these teacher leaders, working in groups of two or three, launched their own PLCs. There are 16 teacher leaders leading eight PLCs with a total of 66 participants engaged in sustained and collaborative learning around a focus area that is of interest to them
- **Balanced Assessment** (in collaboration with the Department of Student Assessment). The math team developed 42 mastery assessments in Checkpoint aligned to each Common Core priority cluster of standards for grades three through eight and Algebra. The mastery assessments give teachers the opportunity to formatively assess their students' mastery of grade-level aligned standards in the hybrid learning environment.
- **Curriculum Development.** Given that a full, three-course curriculum design for the Next Generation Science Standards (NGSS) does not currently exist, the HS science team, in

collaboration with CPS teachers and other educators, is developing a curriculum in-house. One of the early units was submitted to NextGenScience for review and was deemed to be “high quality with revisions.” Only a very small fraction of units submitted for review receive this rating or higher, and the feedback received has been incorporated into the latest versions of the curricular units. The full CPS science curriculum in Skyline will be completed in time for teachers to implement each unit next school year. The completed curricular units are already being used in over 60 percent of our network high schools.

- **Incubation of New STE(A)M Schools.** The STEM Schools team incubated six new schools in SY20-21. We met quarterly with their leadership teams in order to help them revise their mission and visions, build their leadership teams and better understand how to utilize their budgets and internal school professional learning. We helped them design their new MakerSpace facilities, choose appropriate furniture and plan how to best spend their new STEM/STEAM budgets on equipment and teacher/student learning.
- **STE(A)M Professional Learning.** The STEM schools team also provided monthly professional learning to all STEM/STEAM specialists on topics aligned to our Standards for Success. In addition, we hosted Lunch and Learns as well as casual "Hello" meet-ups to connect in our virtual space.
- **Academic RFP** (in collaboration with the Office of Innovation and Incubation). The STEM schools team revised and implemented the 2021 RFP plan for applying to STEM/STEAM school programming, pivoting again to a virtual school visit process.
- **Transitional Math** (in collaboration with the Office of Early College and Career Success and Chicago City Colleges). 3,031 students are currently enrolled in a Transitional Math course. These students will have the opportunity to earn automatic placement into a credit bearing math course at any Illinois Community College by earning a C or better in their SY21 Transitional Math class. 1,941 students participated in a Transitional Math course in SY20.
- **Algebra Access and Equity Initiative** (in collaboration with the Office of Network Support). 23 middle grades algebra classes serving 600 students from 88 elementary schools who otherwise would not have been able to offer algebra were established. 6,978 students district-wide are currently participating in an approved middle grades algebra course.
- **Access to Advanced Math Pathways.** 5,223 students earned placement out of algebra as freshmen, giving them access to participate in advanced math coursework in high school. 4,088 students earned placement as freshmen in SY20.

Social Science/Civic Engagement

- Finalized three new strategic visions for the district: PK-12 Social Science Ready! Plan; K-12 Financial Literacy Strategic Plan; and a new district-wide Three-Year Vision for Civic Life in CPS.
- Collected data on new social science items on the 5Essentials Survey and produced network and school-level reports that were shared to all chiefs and principals in the district (for schools that had statistically significant student numbers). For the first time since 1991, social science will be assessed in schools, grades 4-12. These items were designed to assess the degree in which students engaged in conversation/learning around difficult or controversial topics, experience learning related to issues they care about, degree in which they discuss race, engage in projects, and more.

- Redesigned the infrastructure of service learning to include a new framework that drives culturally sustaining, community-based, civic-oriented projects in classrooms K-12. The framework and new infrastructure will drive more partners to schools/classrooms to engage in collaborative action to address issues students care about, connected to classroom content.
- Developed new guidance and opportunities for teachers to leverage the Inquiry to Action framework with their students through culturally sustaining place-based projects. These include elections projects, participatory budgeting projects, an interdisciplinary vaccine project, and a project on reusable plastics. Teachers that participated in these projects received planning stipends, or school team grants.
- Strengthened school, student, and teacher-leader opportunities through PLC's and advisory teams: New SS Department Chair PLC (17 teachers), Civics in the Middle Advisory (23 teachers), Civic Learning Champions Cohort (Three teachers); Educating for Democracy Cohort (12 schools/school teams); Student Voice and Activism Fellows (23 students), CPS Student Advisory Council (20 students); New CPS Strategic Advisory Committee (18 students); and Financial Literacy Culturally Sustaining FinEd PLC (20 teachers).
- We have launched 60 new Student Voice Committees (SVCs) so far this year, towards our goal of expanding SVCs into elementary schools and reaching full capacity districtwide. As of February, 84/94 high schools have SVCs. We are organizing a learning tour to better understand the barriers to launching a SVC at the remaining 10 schools to reach 100 percent capacity in high schools.
- Developed a new curriculum to fulfill the new 8th grade civics requirement. 386/392 of elementary schools (98.4 percent) have the 8th grade Civics course programmed this SY, thereby ensuring they are administratively on track to meet the mandate taking effect this year. 592 eighth grade teachers have been trained on the MS Participate Civics curriculum.
- In piloting our partnership with Street Law this fall, 18 teachers have completed all three parts of their TCE series, and 33 teachers have completed two of the three sessions. We are modifying our approach to offer full day options beginning in the spring to better accommodate teachers' needs.
- 94/94 high schools have reported 100 percent of their current seniors are on track to meet the civics requirement and have trained 25 new civics teachers to our SY21 cohort.
- Onboarded three Educating for Democracy teacher leaders to support expanding sustainability and quality of civics instruction.
- Developed and distributed district wide Instructional Guidance for engaging students in the 2020 election. Over 100 teachers attended professional development on leading an inquiry-based project to increase voter turnout.
- Teachers from 183 schools have participated in an introductory session to the new Inquiry to Action Framework, launched in August. We launched our professional development series on the framework (February 2021) to support teacher's completion of service learning projects in semester two and targeted teachers completing the service learning graduation requirement.
- We launched a district-wide high school strategy working group that is part of the CEO's office. And the district has committed an additional \$100K to support. It is composed of 35 high school administrators and central office staff, to advance inclusive, democratic systems and structures in schools and district-wide.

- 150 individuals and 6 school teams engaged in ethical and engaged schools piloted with Dr. Meira Levinson, Harvard, in April 2021. We will measure outcomes and needs-assessment of adult training/implementation, resulting in recommendations for scale strategy to expand this transformative democratic practice.
- Developed a new curricular unit on Chicago's race riots, called Red Summer, in partnership with Facing History and Ourselves. Launching Summer, 2021.
- Organized and supported student-led or student-voice driven events that promoted youth voice and adult/youth partnership events: student-led workshops at PD events; 2 Civic Life Town Halls; 4 youth/adult feedback events where central office teams received feedback on their strategic plans from students; 1 network-wide youth leadership event in partnership with network 16 and Embarc.
- Expanded civic learning programming and partnerships to include Discussion/Deliberation (Street Law), Civic Online Reasoning (Stanford History Education Group), and Digital Civic Media (UC Riverside).
- Secured new partnership (and funding to support) with Street Law to expand civic learning professional development in middle school. This new partnership will include: training 650 teachers in deliberation, simulations, and other civic learning core practices over the next year; training and establishing a cohort of 30 K-12 teachers trained in writing deliberations, they will be responsible for developing new deliberations for the CPS CEI curriculum every year; training and funding 12 teacher leaders that will lead PD for all teachers, expanding our capacity to support this expansion.
- Calumet is My BackYard (CIMBY) environmental stewardship and justice program expanded with new grants (\$185K) and will now reach more schools on the south and west sides of Chicago. This year, 1,500 high school students participated in the CIMBY Program, exploring science using an interactive, place-based curriculum; taking action to protect threatened natural areas through ecological restoration and stewardship; and using acquired tools and training to take on environmental leadership roles.
- Partnered with Chicago City Clerk's office to design meaningful learning experiences for students at City Hall and with Chicago City Government. Engaged 10 schools and approximately 650+ students, and various City elected officials and partners over the course of the school year. Students this year focused on safety in Chicago, and participated in a NextGen City Council meeting that led to a policy proposal for city hall.

Health and Physical Education

- Maintained a physical education digital library for health and physical education teachers.
- Stakeholder engagement in the future state of high school unit physical education offerings.
- Lighthouse Health provided professional learning for High School Summits and co-developed and delivered PL on the Flexible Use Modules.
- Provided virtual mentoring for all new physical education teachers.
- Scaled district-led instructional best practices by providing professional learning on Instructional Strategies through Flexible Use Modules, Wednesday Workshops, High School Summits and Office Hours.
- Facilitated five teacher teacher-led Instructional Priorities Showcases to 200+ HPE teachers.

- Distributed 150 resource books to 38 Collaborative Schools to support curriculum, instruction and assessment planning and implementation.
- Lead in the city wide Drowning Prevention Action Plan Education section.
- Reinstated Basic Water Rescue Classes for SECA's to meet Aquatic Activity Safety Policy.
- Reinstated Lifeguard Certification Classes for Aquatic Physical Education Teachers and Aquatic Coaches to meet Aquatic Activity Safety Policy.
- Provided Lifeguard Skills Workshops to build skill development and competency prior to the Lifeguard Certification Class.
- Developed RFP materials to support HPE CEI vendor selection and curriculum development.

Curriculum Instruction and Digital Learning

- Finished developing the district's first digital, PK-12, standards-aligned, culturally-responsive curriculum across six content areas: English language arts, math, science, social science, and world languages (Spanish, French).
- Released over 200 draft Skyline units in August and October, in order to support teachers who needed high-quality standards-aligned supplemental digital resources while teaching remotely or in a hybrid environment. Since draft resources were released in August 2020, Skyline resources have been accessed 443,151 times. Additionally, teachers have pushed Skyline lessons to Google Classroom 4,399 times, which indicates that they are taking advantage of the interoperability that the Technical Ecosystem affords.
- Launched the Skyline implementation plan, with three levels of support for schools adopting Skyline content in fall 2021.
- Launched a 30+ hour training series for over 400 professional learning leaders across Central Office and network teams on what they will need to know in order to incorporate Skyline into their professional learning next fall.
- Worked with the philanthropic community to develop a Networked Improvement Community (NIC) between the school improvement organizations, implementing teachers, school leaders, Central Office staff, and research and philanthropic partners. The goal is to intentionally launch a continuous improvement structure that will support the development of Skyline implementation practices, and also contribute to the broader field of education new insights on effective curriculum implementation.
- Released guidance to schools on digital readiness and curriculum adoption readiness, including the school-based infrastructure, operations, skills, systems, and supports required to adopt a new digital curriculum with fidelity. School leaders used this guidance to complete a self-assessment that accompanies this guidance in order to formally indicate their commitment to adopt Skyline.
- Hosted hundreds of live, virtual events to support students in remote and hybrid learning environments. These events included the first-ever Battle of the Books Author Series, bringing contemporary authors of color into virtual classrooms. To date, the live attendance rate for these events increased by 136 percent between this school year and last school year; the rate of recorded views increased by 236 percent.

Instructional Supports

- Targeted 21,421 elementary students for the Summer Learning program in Summer 2020. We registered 8,781 for the program, with 5,885 completing the program.

- Summer 2020 Credit Recovery had 11,052 enrollments, with 7,631 completed courses.
- Placed 13 Career and Technical Education (CTE) students going into teaching at Bridge sites to assist in teachers' classrooms (small group work with students, tech support, etc.) and with Bridge administration.
- Placed 80 Golden Apple pre-service teachers in Bridge schools to provide classroom assistance.
- Provided Acceleration programming at ALL high schools enrolling non-graduate AC15 students.
- Provided virtual learning opportunities through the Credit Recovery program to provide over 2,000 students the opportunity to recover credits required for graduation with virtual courses.

Teacher Leader Development and Innovation

- Facilitated monthly professional development sessions and over 2,000 hours of one-on-one mentoring for over 300 new CPS teachers.
- Facilitated monthly teacher-led professional learning opportunities to support instructional best practice attended by over 1,000 CPS teachers.
- Hosted three-day New Teacher Orientation conference for over 500 new-to-CPS teachers.
- Facilitated foundational and quarterly professional development for 100 mentors from 50+ CPS Opportunity Schools (hard-to-staff-schools) to support them in providing mentoring for 200+ Opportunity Schools new teachers.
- Scaled our in-school mentoring work and facilitated foundational and quarterly professional development for over 120 mentors from 50+ CPS schools to support them in providing mentoring for 150+ new teachers.
- Led training in partnership with New Teacher Center and the Talent Office for over 120 cooperating teachers (teachers who host student teachers) and 160 resident mentors (teachers who host CPS resident teachers).
- Co-managed Distributed Leadership in Opportunity Schools Grant with the Talent Office, directly supporting 15 Opportunity Schools with implementing new distributed leadership roles and models and 10 Opportunity Schools with designing new distributed leadership roles and models.
 - Supports include monthly professional development for ~60 teacher leaders
 - Embedded bi-weekly support visits to all schools
 - Quarterly professional development for school leaders
- Planned the annual Summer Leadership Institute, a four day conference with 200+ professional development breakout sessions for all CPS School school leaders.
- Led the CEO Teacher Advisory Council, converging monthly to create sustainable policy and programmatic solutions to issues faced by teachers across CPS.

Academic Competitions

- Oversaw efforts to provide nearly 55,000 CPS students with access to academic competitions programs and initiatives.
- Pivoted from in-person to the successful implementation and execution of online and virtual programs, competitions, and tournaments for hundreds of schools impacting thousands of students.
- Collaborated with partners and national organizations to provide a platform for students to participate in state and national competitions; many led to high-achievement in state, national and international competitions.
- 100 students represented Chicago Public Schools in the Virtual US Chess Federation National tournament in April 2021.

- 2021 Elementary School Chess Champion, Betty Butler recognized on the official [CPS Instagram](#) account and [Fox News Chicago](#).
- An All Girls Virtual Chess Program was created in March 2021. This summer we are implementing a one-week All Girls Chess Institute.
- By popular demand, weekly virtual Blitz Chess tournaments were implemented with 100 student participants.
- Twenty-five CPS Elementary schools students advanced to compete at the 2021 first-ever Virtual CPS Citywide Spelling Bee.
- Danielle Addo from Amelia Earhart advanced to compete in the Scripps National Spelling Bee.
- The Whitney Young Academic Decathlon team won first place in the Academic Decathlon City and State Championship Competition and will represent the state of Illinois at the USAD Virtual National Competition.
- 300 students and 20 schools participated in Math Leagues virtually.
- Approximately 65 schools and close to 1,000 students participated in virtual debate this school year.

Student Assessment

- **Skyline Assessment Content Quality:** Established and implemented processes for reviewing and revising Skyline assessment content in coordination with vendor partners, curriculum designers, and content experts to ensure high quality at the time of release in July 2021. At this time, over 2,500 assessments have been reviewed across English language arts (ELA), math, social science, science, and world languages. High-quality Skyline assessments are on schedule for July release.
- **Checkpoint Student Assessment System Implementation:** Established cross-office structures to support the high-quality implementation of Checkpoint, the district's student assessment technology platform. These structures included the Checkpoint Steering Committee, the Checkpoint network leads, Checkpoint school-level leads, and a network partnership implementation model. CPS also launched a multi-tiered badging program to incent teacher exploration, usage, and mastery of the Checkpoint system. As a result of these efforts, 363 schools have at least one teacher who has administered an assessment in Checkpoint; over 2,300 teachers have earned a Checkpoint Pro badge; over 12 percent of CPS teachers have administered at least one assessment in Checkpoint, and over 800 teachers are power users of the system.
- **Checkpoint Assessment Ambassador PLC:** Launched the Ambassador PLC, which is designed to increase teacher understanding of the role of assessments in a learning culture and increase their effective use of Checkpoint in assessment for learning practices. The PLC is composed of 98 members with representatives from all networks, grades 3-12, with representation from core content areas, arts, PE and EL/DL teachers. Teachers will participate in four sessions from April to June to deepen their classroom assessment practices, earn the Checkpoint Assessment Ambassador badge, and prepare to lead assessment learning in their schools, networks, and disciplines in SY22 and beyond.
- **KIDS Assessment**
 - Created the Early Learning PLC to build capacity for long-term success in improving kindergarten readiness, as measured by KIDS, and to facilitate teacher leadership. The PLC focuses on collaborative problem solving, within and across school teams, to improve kindergarten readiness through improved teacher practice. There are 70 participating teachers in pre-k and kindergarten, and participating teachers have

reported high levels of engagement and trust and that they've learned new skills/strategies.

- Established multi-tier KIDS support structure to help increase the number of incoming kindergarten students meeting readiness benchmarks across all domains. This support has resulted in uptake of supplemental PD by 200+ teachers. In addition, ISBE KIDS coaches are currently paired with eight CPS schools for targeted support around improving kindergarten readiness/using the KIDS tool via coaching cycles.
- **Early Grades Assessment:** AIR | REL Midwest has worked with the CPS Early Literacy Collaborative Assessment Workgroup to assess the construct and predictive validity of various early childhood literacy assessments currently administered in the district. Both workgroups have been coached to understand the results and apply them when making decisions about which literacy assessments best fit the needs of the district as we move towards launching a Request for Proposal (RFP) for an early grades literacy assessment in July 2022. The goal is to increase the early literacy achievement of our K-2 students. The immediate next steps include synthesizing our learning, engaging stakeholders in the learning, and working with a scope writer to develop the scope of services for procurement.
- **NWEA Administration**
 - NWEA MOY Winter Testing: Student Assessment gave students the opportunity to sit for the NWEA MAP Growth exam so that scores could be used in the GoCPS application process. Testing was optional for students in sixth through eighth grade and included both students needing to obtain a score to participate in GoCPS, as well as students who wished to try to improve existing scores. Approximately 9,000 students tested across 460 district and charter schools. Additionally, 1,200 private school students tested on the weekend.
 - NWEA Testing Action Plan Implementation: In February 2020, the Office of the Inspector General presented to the Board of Education the results of the performance review on NWEA MAP Growth testing. Included in the review were eight recommendations for strengthening test administration. The district implemented all applicable OIG recommendations in winter 2021 and received approval from the district's test security consultant, Caveon, on the soundness of the plan and fidelity of execution. According to an NWEA analysis, the winter 2021 test durations were significantly shorter, spanned fewer test days, and had fewer pauses than prior terms.
- **P/SAT Administration:** CPS implemented the P/SAT assessments in fall and winter to help 12th grade students meet the state testing graduation requirement and access post-secondary opportunities, and to support 11th graders in qualifying for National Merit and other scholarship opportunities. 18,360 students across approximately 160 schools participated in the SAT and 6,884 students across approximately 75 schools participated in the PSAT/NMSQT.
- **State Assessment Implementation:** The student assessment team is leading the implementation of state-required assessments in SY21, including ACCESS, DLM-AA, ISA, IAR, and SAT, across all schools for students in all learning models.
- **Math Mastery Assessments and ELA Formative Checks:** The assessment team co-developed math mastery assessments (35) and ELA formative checks (48) in collaboration with the math and literacy teams. These assessments, available in Checkpoint, enabled school teams to understand student learning and mastery in relation to the CPS priority standards for SY21. As of April 2021, over 1,000 students have participated in the math mastery assessments and over 1,000 have also completed the ELA formative checks.
- **REACH Performance Task (PT) Pilot:** Student Assessment is piloting the administration of REACH PTs in the Checkpoint Student Assessment system. Over 50 teachers are participating in piloting

over 25 PTs. The results of the pilot will inform future policy decisions regarding REACH PT administration modality.

Magnet, Gifted, IB and AP (MGIBAP)

- Participated in the district-wide Program Focus Application process, a comprehensive application and multi-step procedure for new schools interested in offering a MGIBAP program. Through this process, three schools were selected to receive new MGIBAP programs.
- Recipient of a Dell grant for Engineering is Elementary (EIE) curriculum from the Museum of Science to provide around 2,400 individual student kits so that students could have hands-on learning experiences whether learning remotely or in-person at school.
- Partnered with “Public Montessori in Action” to provide our five public Montessori schools and one charter (over 120 teachers and assistants) with rounds of Montessori professional development, protocols, and tools specific to remote learning in SY20-21.
- Provided IB PD and workshops to 349 teachers across the city. Primary Years Programme, Middle Years Programme, Diploma Programme (DP), and Career Related Programme teachers fulfilled their annual IB PD requirements provided by the IBO.
- 150 IB Diploma Program students attended the three-day IB Summer College Academy to create and complete their college essay. Students prepared for the college admission process by participating in panels and meeting with nine college and university associates.
- Hosted 14 quarterly meetings for 90 IB coordinators across the district to provide professional development support for the implementation of their IB programs.
- Tier 3 programmatic support has been provided to 25 targeted MGIBAP schools. Support included virtual classroom observations and feedback, unit plan review and development, and professional learning training that aligns programmatic focus to CIWP goals and strategies.
- Hosted 15 IB DP subject-specific roundtable discussions, connecting 110 IB educators across the district with a focus on IB internal assessment criteria.
- Nearly 2,000 students sat for IB exams in 2020 with 6,059 exams being taken. 65.3 percent of IB exams received qualifying scores.
- Partnered with Northwestern University Center for Talent Development to provide professional learning to seven Academic Centers, seven Classical Schools, 21 Comprehensive Gifted Schools, and 15 Regional Gifted Centers. Professional learning covered defining giftedness for their community, MTSS for gifted learners, and responding to the social-emotional learning needs of gifted students and was provided to over 80 participants during the second and third quarter.
- Despite remote learning, in SY21, 26,800 AP students registered for 45,100 AP exams—the largest numbers ever for CPS AP testing compared to SY20 with more than 22,800 AP students registered for 44,000 AP exams.
- Provided Tier 1—and, in several cases, Tier II—AP support to 106 district and charter managed AP programs for schools to complete another year of abnormal testing that included three specific windows with in-person paper-and-pencil, in-person digital, and at-home options through school, course, and student lenses.
- Launched six new AP Capstone programs in SY21 to complement the existing AP Capstone campuses already engaging students in the two-year AP Capstone program. The percentage of AP Seminar and AP Research students (based on submitted exams/portfolios) increased by 5.7 percent from SY19 to SY20.
- Experiencing significant growth in the AP Capstone program access while maintaining achievement that far surpasses SY20 Illinois and global AP Seminar and AP Research qualifying score rates. The AP@CPS AP Seminar’s qualifying scoring rate is 85.3 percent while Illinois and global qualifying score rates have 81.5 percent and 80.5 percent qualifying score rates

respectively; likewise, the AP@CPS AP Research qualifying score rate is 84.3 percent with Illinois and global qualifying score rates of 74.3 percent and 72.5 percent respectively.

- Identified funds to cover SY21 Advanced Placement exam costs for all students in CPS schools—district and contract managed campuses alike. This is a major accomplishment that is in line with other ECCC programs that have exams or other related costs that would otherwise be paid by the students.
- As a result of the EOS Partnership with CPS, in SY 20, 25 percent of African American students enrolled in AP and/or IB courses across 12 campuses compared to 11.9 percent of African American students on non-EOS campuses. Likewise with the partnership, 22.6 percent of Latinx students enrolled in AP and/or IB courses for the first time on EOS campuses compared to 24.1 percent on non-EOS campuses.
- Increased and maintained EOS AP+IB enrollments by 15 percent over the past three years on the original six campuses, which outpaces the EOS model of 8-10 percent increase realized in its portfolio of schools across the country.
- In SY20, African American student attainment in AP Computer Science Principles was 59% which is a significant increase to SY19 which had an attainment rate of 41%.

Personalized Learning (PL)

- Provided school-based coaching to teachers and school leaders for instruction and social-emotional learning.
- In response to COVID-19, successfully transitioned professional learning and teacher/admin coaching to continue in a remote environment.
- The PL Team incubated three new schools in SY21-22. We facilitated monthly professional development sessions to provide schools with critical learning around the PL Framework. In addition, we met monthly with their leadership teams in order to help them revise their mission and visions, build their leadership teams, and develop three-year implementation plans for PL. We also supported them in designing their new learning spaces, choosing appropriate furniture, and planning how to strategically spend their new PL implementation funds based on the goals of their individual implementation plans.
- Developed the Personalized Learning Continuum as a companion to the CPS Framework for Personalized Learning in order to give schools steps toward a greater degree of implementation, as well as a tool to monitor their progress.
- Provided monthly professional learning for teacher leaders in Elevate Cohort III to develop their capacity to sustain the PL work beyond programming and facilitated the development of their whole-school redesign plan.
- Partnered with external organizations to support PL schools through free access to training, out of school learning opportunities, and technology/instructional resources.
- Partnered with UChicago EdLabs and American Institutes for Research to modify the approach to the ongoing RCT and study of the Elevate program due to the pandemic.
- Developed district resources to support schools implementing a PL model, including coaching tools, observation forms, and standards-aligned curriculum resources for core-content areas and social-emotional learning.
- Led 12 Wednesday Workshops aimed at deepening teacher practice around the PL signature practices and continuum.

MTSS

- Created a district-level Leads PLC and developed and provided eight professional learning sessions to level set understanding around building Equity-based MTSS Framework in schools.
- Provided four-session PLC modules for five networks (collaborative schools); sessions target the development of systems and structures needed to support the effective implementation of MTSS.
- Established partnerships with all content areas and Central Office departments to provide ongoing professional learning opportunities to support staff (OECE, OLCE, Equity, TLDI, SSCE).
- PD provided for school reopening—information, guidance, and resources.
- Developed and provided ongoing Professional Learning for three additional network/school MTSS leads and administrators (three-session modules).
- In collaboration with networks and FACE, conducted three parent meetings with two networks in support of building collaboration and understanding of MTSS (Networks 4 and 8).
- Initiated updates to all internal and external MTSS documents, resources, and information including cps.edu and the Knowledge Center.
- Established and completed the RFP process for a comprehensive MTSS platform in collaboration with Assessment, Data, OSEL, and other CPS Central Office departments.
- MTSS Department and Data Warehouse partnered with Innovare to develop dashboard intervention data at the school, network, and district level.

KEY BUDGET INITIATIVES for FY2022

Arts

- **Arts Essentials:** Make \$1,000 grants to nearly every CPS school to provide funding for arts supplies.
- **Creative Schools Fund Grants:** Collaborate with The City of Chicago and Ingenuity Inc. to make targeted investments that increase access to high-quality arts education across the city through competitive granting strategies available to schools.
- **Works of Art Policy Implementation:** Collaborate with colleagues across the district and our vendor partner to inventory and catalog the district’s works of art collection, as well as address concerns about artworks raised by community members.
- **Skyline:** Collaborate with CIDL to build our Visual Arts and Music curricula, with support from our external cultural partners.
- **Early College Arts:** Provide Early College credits to CPS students through dual credit courses in the visual and performing arts.
- **All-City Visual and Performing Arts:** Provide free, citywide arts programming on Saturdays in 10 different ensembles. The department will also produce city-wide visual arts exhibitions for elementary, high school, and seniors.
- **Fine and Performing Arts + STE(A)M Schools:** Support incubating and implementing Fine and Performing Arts Schools and new STEAM Schools in partnership with the Departments of MGIB/AP and STEM. In addition, we will provide professional learning and grant opportunities to 70 existing Fine/Performing Arts Schools.
- **Professional Learning:** Provide Tier 1 grade-band and discipline-specific professional learning opportunities for all CPS arts teachers through Teaching and Learning modules and summits, as well as Tier 2 strategies through our communities of practice and (virtual) demonstration sites.

Literacy

- **PK-12 Literacy Vision:** Continue to support district-wide implementation of our framework for literacy instruction while advancing the priorities set forth in the Moving Forward Together framework to address unfinished learning resulting from remote instruction.

- **Effective and Rigorous Literacy Instruction:** Strengthen core instruction by supporting teachers in incorporating key practices associated with advanced literacy, including leveraging the Skyline ELA curriculum to support student engagement with standards-aligned, grade-level, culturally relevant content in a substantial number of schools in SY22.
- **Tiered Support Model:** In conjunction with the Office of Network Support (ONS) and other teaching and learning departments, Literacy will continue to offer universal, Tier 1 professional learning to support learning acceleration, as well as a range of opt-in Tier 2, CIWP-informed professional learning routes, including foundational skills, abundant reading routes, and PD to support effective implementation of transitional bilingual instruction.
- **Early Literacy Collaborative:** This cross-departmental, district-wide initiative will drive early literacy efforts related to the CPS Moving Forward Together plan, designed to increase kindergarten readiness and second grade reading attainment through foundational skills instruction, language development through abundant reading and extensive discussion, early intervention, and family literacy programs.
- **Literacy-Specific Multi-Tiered Systems of Support:** Refine MTSS guidance to provide literacy-specific intervention routes, curricular resource recommendations, and scheduling models in preparation for launch of a new MTSS district-wide screening, diagnostic, and progress monitoring assessment suite and MTSS platform.
- **Pathways to Accelerate Learning:** Continue establishing effective school-based pathways to accelerate learning, including investments to strengthen systematic phonics instruction in 100 elementary schools, supporting early intervention for K-2 students reading below grade-level benchmarks, expanding structured literacy intervention training for intermediate grades teachers, expanding reading intervention programs in 25 high schools, increasing Transitional English course offerings to approximately 30 schools, and providing guidance for increasing equity of access to advanced coursework for early college credit.
- **Access to High-Quality Culturally Responsive Resources:** Engage in ongoing development and evaluation of the PK-12 Skyline Curriculum as units are implemented in schools, engage partners in ongoing curation of high-quality, contemporary trade book and eBook collections, support access to CPS Virtual Library resources and high-quality Ed Tech tools, and expand the Project Lit and Battle of the Books programs.
- **Redesign Professional Learning for the 21st Century:** Continue to build a multi-tiered system of professional learning supports that are responsive to schools' CIWP plans, including flexible, hybrid models of professional learning and use of technology and distance learning techniques to maximize accessibility of professional learning across the district. In addition, an expansion of the Literacy Fellows program will leverage expertise from within the district for professional learning and will contribute to a growing bank of instructional videos showcasing teacher and student engagement in literacy key practices in CPS classrooms.

STEM

- **STEM and STEAM Schools:** Provide program support for schools in their incubation, implementation, and sustainability phases of schoolwide programs. This includes personnel, professional learning, and increased access to technology.
- **In-Class Math Tutoring:** Saga Education will provide math tutoring services to students in ninth and tenth grade across 17 high schools.
- **Pathways to Advanced Mathematics:** Continue to focus on increasing the number of 8th grade students successfully completing high school algebra from 3,800 to 6,000 by SY23-24, as outlined in the High School Strategy. The following programs will be implemented to advance this work:

- **Algebra Initiative:** Middle school algebra and algebra teacher university coursework. Teachers can participate in university coursework to earn their CPS Algebra credential, making them eligible to teach Algebra in the middle grades. Tuition is provided by the district to expand access to programming.
- **Algebra Access and Equity Initiative (Algebra Hubs)** Middle school students who do not have access to an in-school Algebra course will be able to participate in an approved Algebra program and earn an Algebra credential.
- **Summer of Algebra:** Summer programming for students entering high school are provided with the opportunity to earn the Algebra credential over the summer.
- **STEM Labs:** Provide curriculum and support agreements through Creative Learning Systems to ensure existing STEM labs in 16 elementary schools remain functional and updated for student use.
- **Robotics Academy:** STEM and STEAM high school staff and students will engage in an interdistrict Robotics Academy and competition to increase the number of CPS teams prepared to compete in local and regional FIRST Robotics competitions.
- **Professional Learning and Teacher Leadership:** Sustaining learning for elementary and high school teachers focused on the STEM instructional vision provides opportunities for reflection and application to impact student learning. An increased focus on expanding teacher leadership in math and science will be a target for FY22.
- **Skyline Curriculum:** Provide curriculum implementation support and professional learning to all schools adopting math and science Skyline curriculum. Curriculum development for the high school science curriculum will continue.

Social Science/Civic Engagement

- **New Social Science Vision Implementation:** Launch a new vision for K-12 social science to support implementation of the new Illinois Social Science Standards, advance the district's new instructional vision, and achieve the district's vision goals. This entails training and funding teacher leaders, hiring vendors to support training, partnering with experts and researchers to support teacher development, and capturing examples to promote digitally.
- **Expanding and elevating quality through democratic school and classroom leadership:** As part of the Unfinished Learning framework, Moving Forward Together, we will develop a comprehensive strategy to train and support school leaders in building democratic systems and structures in their school—which will include democratic systems, deliberation and civic discourse, participatory budgeting, and more.
- **New Elementary Civics Course Graduation Requirement Implementation:** Continue to deepen training for Middle School teachers with our partners, Street Law.
- **Service Learning Redesign:** In order to support the district's new instructional vision and meet teacher-identified needs in fulfilling the service learning mandate, SSCE has redesigned the infrastructure of service learning. We will train teachers and support projects through grants and develop more opportunities for partners to work with schools on community-based projects through Call To Action questions.
- **Measurement, Evaluation, and Reporting:** SSCE will partner with UCRiverside as part of a multi-year study and scale strategy to develop measurement and assessment tools that analyze our program impacts; analyze, capture, and disseminate data to inform teacher, school, and network strategy; and inform future strategic programmatic plans. Subsequently, findings will be leveraged to inform social science and civic learning strategy to districts/funders across the U.S.
- **Improve and Expand Student Voice Committees:** The CPS vision calls for all elementary schools to have a student voice committee (SVC) by 2023. Currently we have 100 SVC's in elementary

schools. Next year we will develop and fund another 150 elementary SVC facilitators. We will also build strategic resources, guidance, and training to better support SVC's, which will now include principal training.

- **Civic Discourse:** In order to support and advance difficult and controversial issue discussion that leads to consensus and solution-design in classrooms and schools, we will develop a permissive policy, and create guidance and resources with a training plan to support.

Health and Physical Education

- **Foundations of teaching physical education modules:** Provide Level 1 professional learning on five opt-in Google Classroom asynchronous professional learning modules for physical education teachers. Follow-up deep dive synchronous sessions will be co-facilitated by the Health and Physical Education Department and the vendor that created the modules. Provide Tier 2 Health and Physical Education Leadership Team professional learning series led by the vendor that created the modules.
- **Lifeguard certification for physical education teachers and aquatic coaches:** As part of our Aquatic Activity Safety Policy, the lifeguard certification for physical education teachers has been extended to September 1, 2021. Certification courses are taught by American Red Cross Instructors.
- **Water Safety Instructor (WSI) certification for new physical education teachers:** Alignment to the Aquatic Activity Safety Policy, physical education teachers that teach aquatics must have their WSI. Certification courses are taught by American Red Cross Instructors.
- **Health Education Professional Learning Delivery:** Contract with an external vendor to co-facilitate professional learning aligned to the instructional strategies curriculum.
- **Health Education Curriculum Development:** Contract with an external vendor to develop skill-based curriculum K-12 scope and sequence and units.
- **Health and Physical Education Leadership Team Strategic Alignment:** Scale district-led instructional best practices by providing teacher-led examples of instructional strategies.

Curriculum Instruction and Digital Learning (CIDL)

- **Curriculum Equity Initiative (CEI) Contractual Obligations:** Since the remainder of CPS' contractual obligations for professional learning is due in FY21, continuous improvement of the resources based on stakeholder feedback will be required in FY22.
- **Technical Ecosystem:** Continue to support the licenses, development, and support associated with two of the platforms in the CPS Ecosystem: the Learning Object Repository and the Student Assessment Platform.
- **CEI Evaluation:** Contract with an external evaluation partner in order to design and implement a formal evaluation of the CEI. This evaluation will measure the quality of the PK-12 Skyline curriculum and the design and fidelity of implementation, all developed under the Curriculum Equity Initiative.
- **Knowledge Center Redesign:** In fall 2021, Google will no longer support the site that the Knowledge Center has been built on. CIDL will rebuild the Knowledge Center on a separate site before this support ends. Consulting support is needed for the technical development required for the new site.

- **SOPPA Compliance:** A data analytics solution for monitoring devices and ed tech tools is required for SOPPA compliance. The EdTech Team (within CIDL) will be responsible for utilizing this solution to track the tools.
- **CEI Expansion:** Expand the Curriculum Equity Initiative with new Skyline courses developed across different content areas.

Assessment

- **Skyline Curriculum Assessments:** Continue to work with curriculum designers and content experts to design and refine the assessment content in Skyline. As part of this effort, Student Assessment will procure consultative services to support with the design, development, and continuous improvement structures for the Skyline assessment system.
- **Checkpoint Implementation:** Continue the technical implementation of the Checkpoint Assessment system, including leading the ongoing product development to enable the effective rollout of the Skyline assessments. This includes the management and support of the Checkpoint badging program in support of Skyline implementation.
- **P-3 Assessment:** Continue to fund and support school access to high quality early literacy and math assessments, including the licensing, rostering, reporting, and professional learning associated with implementation. Student Assessment's key partners are NWEA and Amplify. In addition, Assessment will launch an RFP for a single award K-2 literacy assessment in alignment with the CPS Vision strategy of a common K-2 literacy and math assessment program, with the aim of achieving the strategy in SY23.
- **Balanced Assessment:** Provide district supports for balanced assessment systems and practices, including voting procedures guidance and resources, enhanced tools for monitoring and implementation, and targeted support for schools that have designated Balanced Assessment and Grading as a CIWP priority area.
- **Screening, Diagnostic, and Progress Monitoring Assessments:** Lead the procurement, technical implementation, rostering, licensing, professional learning, and reporting of a suite of screening, diagnostic, and progress monitoring assessments, which can be implemented by all district-managed schools.
- **Assessment for Learning:** Lead professional learning efforts connected to the Assessment for Learning core practices and Teaching and Learning Tier 1 structures. This will include the continuation and expansion of the Checkpoint Assessment Ambassadors Program in SY22.
- **P/SAT:** In addition to managing the administration of official P/SAT administrations, the Department of Student Assessment is providing practice P/SATs for high schools to administer and score in the Checkpoint Student Assessment system. This effort will allow for flexible assessment administration for schools; reduce school costs; and provide high-quality, actionable data on a short turnaround for teacher teams.
- **REACH Performance Tasks:** Facilitate the ongoing design, development, and continuous improvement of REACH Performance Tasks. This includes collaboration across content teams, training teacher task writers and reviewers, and implementing quality control processes to ensure that tasks live up to CPS values. Assessment will pilot the use of REACH Performance Tasks in Checkpoint and find alignment opportunities to connect REACH PTs to Skyline.

Magnet, Gifted, IB and AP

- **Develop and Provide Program Professional Learning:** All MGIBAP programs have program-specific professional learning for administrators, coordinators, and teachers. For AP, professional development includes support for content-specific PLCs, one-day workshops and

five-day AP Summer Institutes for specific teachers and courses. For IB, teachers, administrators, and staff participate in ongoing professional development throughout the year in order to meet the implementation goals of all IB programs. Montessori training is also provided through the Magnet program.

- **Provide Free AP and IB Assessments:** CPS has decided to cover all AP exam costs in SY21 in addition to traditionally covering all IB exam costs.
- **Reach CPS Vision Goal of 30 AP Capstone Campuses:** In fall 2021, another eight new AP Capstone campuses (Alcott, Bowen, Chicago Academy, Chicago HS for Agricultural Sciences, CVCA, Sarah Good STEM, Marine Leadership, and Morgan Park) will launch for a total of 29. The CPS vision calls for 30 AP Capstone programs by SY24.
- **Partner with the International Baccalaureate:** Support new and existing schools' evaluation, authorization, candidacy, building quality curriculum, and consultancy fees to implement rigorous, inquiry-based PYP, MYP, DP and CP IB programs to 24,000 students across 65 schools.
- **College Career Readiness:** Sponsor the annual IB Summer College Academy to support rising DP seniors to familiarize them with the college essay, to understand the financial aid process, and to meet with college and university representatives from across the country.

Personalized Learning

- **Provide Access to Personalized Learning Professional Development:** In order to create and build upon school interest, the department will provide access to needed training for teachers and school leaders to implement Personalized Learning. Professional development vendors will deliver customized training to schools at various stages of implementing personalized learning and foster a community of practice among principals.
- **Provide School-level Support:** District and external support will be provided to schools to ensure they have the resources and expertise required for successful personalized learning implementation. This support includes school-based coaching, instructional materials, technology, and enhancements to the classroom environment.
- **Provide School Leader Support:** In order to support school leaders in implementing their whole-school redesign plans, we will provide learning opportunities and differentiated, consultative support and coaching to principals, champions, and PL coordinators.
- **Sponsor Teacher Leadership Opportunities:** In order to build the leadership capacity of CPS teachers, the department will sponsor its first cohort of PL Ambassadors to develop mentor teacher leaders who can provide support to newly implementing teachers.
- **Provide Innovation Grants:** In effort to support continued creative exploration and PL implementation, we will provide funding to schools and individual teachers to implement their innovative ideas. Grant recipients will receive funding to dive deeper into PL practices and implement their project ideas, thereby creating models of innovation and PL implementation for the entire district.
- **Data Analysis and Evaluation:** Due to the foundational role data plays in Personalized Learning instruction and evaluation, the department, in partnership with Urban Labs and AIR, will analyze the impact of the Elevate program as a school-wide model as part of a multi-year randomized control study.

MTSS

- **Acceleration and Unfinished Learning:** Increase network and school-level understanding of the Unfinished Learning framework and acceleration as we enter the school year. This collaborative project will include the access, understanding, and usage around universal and diagnostic screeners as well as just-right scaffolds and interventions to support student learning. This project will be in direct coordination with ONS and network teams, as well as the MTSS leadership team, and will span from elementary to high school.
- **Professional Learning:** Increase the level of engagement and professional learning for Central Office and department staff to build capacity and create a common language for the implementation of an equity-based MTSS Framework. Begin development and implementation of a comprehensive series of sustained learning for elementary and high school school leaders and teams focused on developing and implementing an equity-based Multi Tiered System of Support that includes individual PLCs as well as network-level support to guide schools.
- **Convergence with Equity:** Continue the targeted convergence planning with the Equity Office to reimagine MTSS as an equity-based framework that is aligned with Targeted Universalism. The work we are planning will involve all departments as well as ONS to make the connection and guide schools with continued implementation of MTSS. By developing and articulating a clear and coordinated message, departments and schools will be better positioned to provide learning and supports to schools, teachers, and students to ensure growth and success. The initiative to converge with the Equity Office additionally directly connects to the professional learning that will be created and implemented.
- **Partnerships and collaboration:** Develop deep and meaningful partnerships with OECE, TLDI, SSCE, OLCE, and assessment departments to leverage the structures for further understanding around the implementation of an equitable MTSS framework. This additionally includes structures for developing and delivering high-quality professional learning and creating a common language for an equity-based MTSS framework
- **Knowledge Center, CPS.edu, and creation of MTSS badging:** Work with Teacher Advisory groups, teacher leaders, and the principal fellowship to create a teacher-friendly Knowledge Center page that provides teachers and stakeholders with the most up-to-date information that is needed. A badging system is being developed to potentially be rolled out in SY 22. This badging system will provide networks and schools with a means for tracking, supporting, and managing a consistent level of understanding of staff in the implementation of an equity-based MTSS framework.
- **Robust and comprehensive MTSS intervention platform, progress monitoring, and data collection:** Develop a multi-phase implementation and training plan for the comprehensive MTSS Intervention Platform. Scale project to ensure that an Equity based Multi Tiered Systems and Supports structure, professional learning, tiered interventions, and progress monitoring are implemented with fidelity. Additionally MTSS implementation and intervention data analysis and reporting will be monitored and evaluated. This evaluation will inform upcoming Intervention platform training and rollout. As part of this multi year process, it will be important to organize and socialize comprehensive MTSS data and and district, network and school level reports to district and networks in an effort to better inform the supports needed by schools

Teacher Leader Development and Innovation

- **Scale new teacher mentoring and induction:**
 - Updating the district Induction Policy.
 - Developing/compensating over 120 mentors in 80+ Opportunity Schools (hard-to-staff schools) serving about 200 first and second year Opportunity School new teachers.
 - Scaling districtwide mentoring cohort to serve over 300 new teachers with 90 mentors.
 - Increasing summer support for new teachers to increase engagement and support professional learning to address an interrupted pre-service year.

- Scaling new Aspire in-school mentoring program to serve 300 mentors and 400+ new teachers (funded by SEED grant).
- Increasing training in partnership with the New Teacher Center for 250 cooperating teachers and resident mentors.
- Increasing the ability of mentors across cohorts to support new teachers with observational cycles of support by providing substitute coverage and licenses to virtual platforms to share video observations.
- Increasing professional learning for school leaders to support high-quality school level induction planning aligned to ISBE Induction standards.
- **Scale distributed leadership:**
 - Supporting Empowered Schools Cohort #4 (nine schools) with distributed leadership implementation through intensive, embedded Tier 3 supports.
 - Building the Distributed Leadership Conditions and Structures Framework for utilization in Skyline implementation tiering and selection.
 - Offering Tier 1 professional learning for all school leaders in high school summits around distributed leadership.
 - Offering Tier 2 professional learning communities for high school department chairs and course team leads.

Transportation

MISSION

The mission of the Office of Student Transportation Services is to improve student achievement by providing safe, timely, and cost-effective transportation for all eligible students in accordance with federal, state, and local laws, as well as city ordinances and Chicago Board of Education policies and procedures.

MAJOR PROGRAMS

- **Diverse Learning Transportation:** CPS provides transportation from home to school for over 10,000 students with special needs and over 500 students with specific medical needs via approximately 1,000 routes provided by 16 vendors. Additional services based on individual needs of students may include a bus aide, nurse, lift-equipped vehicle for wheelchairs, an air-conditioned vehicle, or car seat and harness/restraint system.
- **Option for Knowledge Transportation:** CPS provides access to a variety of programs for approximately 9,500 K-8 students on approximately 270 routes. The programs include magnet academic centers, gifted, and classical schools. Transportation is often based on living 1.5 to six miles from school.
- **Non-Traditional Transportation:** Non-traditional transportation serves students in temporary living situations, students in foster care, students living in Chicago but attending other school districts, students attending schools as exercised under federal school choice policies, and students attending two alternative safe schools.
- **Bus Aides:** CPS centrally staffs and manages bus aides for nearly 7,500 students with Individualized Education Plan (IEPs) who require a transportation aide.

BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 124,182,170	\$ 125,715,656	\$ 126,360,839	\$ 103,148,000	\$ 130,963,572
Title Funds	\$ -	\$ 206,087	\$ 206,087	\$ -	\$ -
Total Department	\$ 124,182,170	\$ 125,921,743	\$ 126,566,926	\$ 103,148,000	\$ 130,963,572

POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	839.0	839.0	840.0
Total Department	839.0	839.0	840.0

MAJOR ACCOMPLISHMENTS in FY2021

- Optimized CPS bus routes while keeping travel time low (less than an hour).
- Executed successful agreement with a new paratransit vendor to contribute to safe and reliable transportation for CPS students increasing the capacity for FY22 as more students become eligible.

- Continue the “transit-style” transportation model for students receiving transport through the Option for Knowledge program. This initiative consolidated the number of school stops from 450 to 183 and has saved CPS approximately \$1.8 million per year.
- Provided financial support payments to 16 bus vendors during global pandemic to assist with driver retention.

KEY BUDGET INITIATIVES for FY2022

- Further implement safe, reliable, comfortable, and cost-effective paratransit vehicles to save the district \$1.25 million per year in transportation cost.
- Continue route optimization success from FY21 while keeping students' ride times low and number of bus vendors per school at 2019-20 levels (2.2 per school in FY22).
- Continue to consider social distancing guidance with optimization.
- Hire bus aides to accommodate demands of social distancing on all vehicles.

Capital

The FY2022 budget for Chicago Public Schools (CPS) includes a capital budget totaling \$706.6 million of investments that will focus on priority facilities needs at neighborhood schools; mechanical systems which control the indoor environment and air-quality of our schools; full-day Pre-K expansions; ADA accessibility; restroom modernizations; student recreation and athletic improvements; site improvements and continued expansion of technology upgrades and other academic priorities. To support schools throughout the city, the FY2022 capital plan provides funding in five main areas: critical facility needs, interior improvements, programmatic investments, site improvements, and IT and security upgrades.

CPS is committed to promoting equitable access to high-quality school environments, and equity served as the foundation for the FY2022 capital plan. The district's Equity Office played an important role in developing the FY2022 capital proposal by helping to ensure that resources are distributed fairly and equitably across CPS schools so that all students can share in the district's record-setting progress. In addition, the FY2022 capital budget planning process included several enhancements, most notably around transparency and community outreach. The district conducted five public meetings and evaluated over 500 survey responses to gather community input during the capital plan development process.

The CPS facility portfolio includes 522 campuses and 798 buildings. Our average facility age is over 80 years old, and the total CPS facility need is over \$3 billion. Since FY2016, CPS has invested over \$3.0 billion into capital improvements across the district. These projects include major renovations to ensure our schools stay warm and dry, facility construction to relieve overcrowding, security cameras to provide a safer environment for our children, and renovations to aid programmatic enhancements, among others. Additionally, CPS is investing \$100 million over five years to ensure all CPS campuses are more accessible.

The FY2022 capital budget is primarily funded by future issuance of general obligation bonds which are principally repaid by Evidence-Based Funding (EBF). A portion of the FY2022 budget is also funded by Federal ESSER III funds and potential outside resources as they become identified.

Full details on the FY2022 capital budget are available on the interactive capital plan website: www.cps.edu/capitalplan. The site allows users to quickly select projects by school, geographic area, type, and year.

CPS' capital plan aligns with the priorities outlined in the draft [Educational Facilities Master Plan](#). Future projects will be determined by equity, assessed need, educational priorities, and available funding.

Sources and Uses

Below is a summary of the sources and uses of the \$706.6 million FY2022 capital budget by funding and project type:

Table 1: Sources and Uses (millions)

Estimated Sources	
Anticipated Bond Offerings and Other Capital Funds ¹	\$554.2
Federal ESSER III Funding	\$100.0
Confirmed External Funding for Space to Grow and ITS Projects	\$17.4
Other Potential External Funding	\$35.0
Total FY2022 Capital Budget Sources	\$706.6

¹ The Board currently expects that the proceeds of bonds will be applied to reimburse itself within 18 months after the later of (a) the date the original expenditure is paid, or (b) the date the Project is placed in service, but in no event more than three years after the original expenditure is paid.

Estimated Uses	
Facility Needs and Interior Improvements	\$328.6
Educational Programming	\$110.5
IT, Security, and Building System Investments	\$48.4
Site Improvements	\$37.6
ADA Accessibility	\$20.5
Mechanical Upgrades and Repairs	\$100.0
Capital Project Support Services	\$26.0
Potential External Funded Projects	\$35.0
Total FY2022 Capital Budget Uses	\$706.6

District Equity Index to Prioritize Investments

In recent years, the district has focused on prioritizing investments that promote equitable access to high-quality learning environments. To advance this work, the district will continue to utilize the Equity Index, a tool to help identify opportunity differences so that resources can be prioritized for the schools in greatest need. The equity index, which was informed by community feedback, was central to the development of this year’s capital plan.

Funding from Federal Government

CPS has a significant backlog of deferred critical facility needs. Mechanical system needs have a significant backlog and CPS intends to leverage funding from the district’s federal ESSER III allocation to address this critical facilities needs category. These systems control the indoor environment in our buildings and focus on core mechanical systems - essentially heating and cooling the buildings and associated electrical & plumbing infrastructure. With an average building age of 80, a lot of this infrastructure is original to the building. If one or more of these systems or equipment is obsolete and not working, it can cause potential air quality issues for the building which comes at the risk of impacting

the health and wellness of students and staff. Each building's system presents its own set of challenges when planning an upgrade or replacement, with projects taking up to two years to complete. Fixing these systems helps us provide learning environments that are safe, healthy, and comfortable for students and staff.

Utilizing the \$100 million in federal funding, CPS is planning significant capital mechanical renovations at 17 campuses.

Priority Facility Needs at Neighborhood Schools

Every student deserves to access a neighborhood school that is warm, safe, and dry, and - in addition to the \$100 million in federal funding for mechanical renovations - CPS is allocating \$328.6 million in funding for critical maintenance projects and interior improvements. As part of our commitment to equity, the district is prioritizing renovations at neighborhood schools throughout the city to ensure all students can learn and grow in school buildings that support high-quality learning environments.

The FY2022 capital budget addresses the district's priority renovation projects and most urgent facility needs. We will invest in 39 major roof and envelope projects and seven renovations to mechanical systems. Along with these projects, the funding will provide:

- \$206.6 million for priority roof, envelope, and mechanical projects;
- \$50 million for unanticipated emergency repairs;
- \$20 million for district maintenance priorities;
- \$20 million for modular refurbishment;
- \$10 million for masonry remediation;
- \$10 million for interior improvements;
- \$5 million for fire alarm system replacement;
- \$5 million for chimney stabilization; and
- \$2 million for critical temperature control system replacement.

Support for Students with Physical Limitations

We will invest \$20.5 million to increase Americans with Disabilities Act accessibility in 33 schools as part of a multi-year program to ensure all CPS buildings have first-floor accessibility. Starting with the FY2021 Capital budget, CPS committed to spending \$100 million over five years to improve accessibility of parking lots, main entrances, main offices, and public restrooms.

Expansion of Free Full-Day Pre-K

CPS is continuing to build on our commitment to provide free full-day Pre-K to all four-year-olds in Chicago. In FY2021, the district invested \$100 million to complete classroom conversions and to renovate existing Pre-K classrooms. Building on this investment, the FY2022 capital plan includes \$80 million to complete the remaining expansions and classroom conversions for the 2021–22 and 2022–23 school years.

Programmatic and Technology Investments to Build Upon School Success

The FY2022 budget prioritizes high-quality educational programming in neighborhoods throughout the city. CPS is investing \$30.5 million in building modernization to ensure all schools are able to support 21st century learning environments, including:

- \$20 million to renovate existing student recreation and athletic resources such as stadiums, athletic fields and natatoriums;
- \$10.5 million in building upgrades to support STEM, STEAM, IB, and world language programs at 7 schools.

Site Improvements that Foster Learning

This year's capital budget also includes \$37.6 million to design and build new playgrounds, playlots, and school yards at over 30 schools across the city so that students can benefit from a well-rounded education that promotes healthy and active development.

IT, Security, and Building System Investments

In FY2022, we are also continuing our multi-year investment in the school Technology Modernization Program and high-speed internet for schools throughout the city. In FY22, the district is allocating \$46.4 million to upgrade school network infrastructure to address equitable connectivity, replace aging hardware at schools, and upgrade our data warehouse and data backups.

Finally, to support student safety at every school, \$2 million will fund new security equipment including cameras, intercom phones, alarms, and screening equipment.

Impact of FY2022 Capital Projects on Operating Budget

All projects considered for inclusion in the annual capital budget are analyzed for their projected impact on the district's operating budget. Below we describe the capital project categories and their potential impact.

Facility Needs

Addressing facility needs helps the district reduce costs associated with frequent repairs to aging roofs, windows, and boiler systems, which are often funded through our general operating budget. This in turn frees up operating dollars that can be re-allocated for instruction, support, and other district expenses. In addition, by replacing roofs and mechanical systems with more energy efficient solutions, we may be able to reduce our energy consumption and other utility costs.

Educational Programming, Interior Renovations, and Site Improvements

Investments in educational programming that convert or improve existing space (e.g., new science labs, converted classrooms, upgrades for STEM) will have no appreciable impact on the operating budget because the district already accounts for the cost of maintaining these spaces. Investments in classroom technology will add operating expenses related to support and maintenance of the software and devices.

Investments that require build-outs and add physical space to an existing building, such as an addition for new Pre-K classrooms or a new turf field, will add operating expenses for utilities, custodial services, engineering, and security.

IT and Security Infrastructure

Infrastructure, hardware, or software implementation projects will not trigger any additional operating costs in the short term. Ongoing support for software-based projects will be absorbed by current available staff. Internet connectivity infrastructure projects and new security equipment will potentially add additional costs to the operating budget for maintenance and repair as time goes on; however, we expect these costs to be limited as we fit the new equipment into our current maintenance and repair allocations.

Capital Project Support Services

This allocation of funds helps to support the management of the capital budget which includes reconciling invoices; managing project and construction timelines, and ensuring the effective design, implementation, and construction of various capital projects. These services are necessary to manage a complex capital program, conduct cost estimations, meet financial and management objectives, and plan for the next phase of the district's capital plan.

Capital Project Fund Activity

The Summary of Capital Projects Funds table (Table 2) shows capital revenues and capital outlays (expenses) to be incurred in FY2022, regardless of the year the project was appropriated. The Fund Balance (unspent revenues received in prior years) accounts for the difference in expected capital outlays versus revenues received. For example, if the district raised \$400 million in bond proceeds during a fiscal year but only expensed \$300 million in the same time period, the remaining \$100 million would carry forward in the Fund Balance for use during the following fiscal year.

Table 2: FY2020 - FY2022 Summary of Capital Projects Funds (Millions)

	FY2020 Actual	FY2021 Estimate	FY2022 Estimate
Beginning-Year Fund Balance	\$716.7	\$182.1	\$204.6
Revenues			
Local	\$24.8	\$5.0	\$19.0
State	\$10.7	\$14.1	\$23.3
Federal	\$0.0	\$1.0	\$10.0
Interest & Investment Earnings	\$12.8	\$2.0	\$0.0
Total Revenue	\$48.3	\$22.1	\$52.3
Expenditures			
Capital Outlay	\$583.4	\$532.3	\$583.8
Bond Proceeds	\$0.0	\$532.2	\$450.0
Sales of Capital Assets	\$0.4	\$0.5	\$0.0
End-of-Year Fund Balance	\$182.1	\$204.6	\$123.1

FY2022 local capital revenue of \$19 million assumes \$4 million in TIF-related project reimbursements and \$10 million from other local funding sources such as aldermanic menu funds and the water reclamation district, and \$5 million from CIT. The state revenue total of \$23.3 million comprises \$13.3 million in gaming revenue for new construction projects and \$10 million in other potential state grants.

Federal contributions to the capital budget are \$10 million; these contributions are driven by anticipated federal funding to support spending on school mechanical systems.

Table 3 outlines capital funds spent each fiscal year, by the year in which the funds were appropriated. For a more detailed view into FY2021 spending, CPS will publish a report by September 30, 2021, that offers a breakdown of funds by project, source, and other categories.

Table 3: FY2017 - FY2022 Capital Spending by Year (Millions)

	Total						CPS Funds	External Funds	All Funds	
	Appropriation	FY2017A	FY2018A	FY2019A	FY2020A	FY2021E	FY2022E	Estimated Remaining Appropriation	Estimated Remaining Appropriation	Estimated Remaining Appropriation
Prior Year/Other Expenditures	\$131.3	\$29.7	\$5.2							
FY2017 Capital Budget	\$847.8	\$73.5	\$211.5	\$266.4	\$127.0	\$48.5	\$35.0	\$85.9	\$0.0	\$85.9
FY2018 Capital Budget	\$136.2		\$50.7	\$64.7	\$4.3	\$3.1	\$2.7	\$9.2	\$1.5	\$10.7
FY2019 Capital Budget	\$989.0			\$276.7	\$333.8	\$174.5	\$116.4	\$53.7	\$33.9	\$87.6
FY2020 Capital Budget	\$820.6				\$118.3	\$211.2	\$136.5	\$128.3	\$226.3	\$354.6
FY2021 Capital Budget	\$758.0					\$95.0	\$211.2	\$355.0	\$96.8	\$451.8
FY2022 Capital Budget	\$706.6					\$0.0	\$82.0	\$472.2	\$152.4	\$624.6
Total Spend by Year	\$204.8	\$291.9	\$613.0	\$583.4	\$532.3	\$583.8		\$1,104.3	\$510.9	\$1,615.2

Note: Actual and estimated spend and estimated remaining appropriation may not sum to “Total Appropriations” column if projects came in under budget or remaining appropriation was not needed.

Five-Year Capital Plan

CPS’ five-year capital plan will include further investments in deferred maintenance, targeted site improvements, and emergency projects. Future projects will be determined by assessed need, district educational priorities, and an equitable distribution of available funding. Starting with the investments being made in the FY2022 capital plan, CPS intends to target annual capital funding of approximately \$550 million as part of its five-year capital investment strategy.

Table 4: Five-Year Capital Plan

Budget Category	FY23 Budget	FY24 Budget	FY25 Budget	FY26 Budget
Facility Needs	\$355.0	\$355.0	\$355.0	\$355.0
Interior Improvements	\$10.0	\$10.0	\$10.0	\$10.0
Programmatic Investments	\$120.0	\$120.0	\$120.0	\$120.0
IT, Security, and Other Investments	\$12.0	\$12.0	\$12.0	\$12.0
Site Improvements	\$30.0	\$30.0	\$30.0	\$30.0
Capital Project Support Services	\$26.0	\$26.0	\$26.0	\$26.0
Total Capital Plan	\$553.0	\$553.0	\$553.0	\$553.0

Debt Management

Debt Overview

The Board of Education is authorized by state law to issue notes and bonds, enter into lease agreements for capital improvement projects, and to assist in the management of cash flow and liquidity. As of June 30, 2021, the Board has approximately \$8.4 billion of outstanding long-term debt and \$244 million of outstanding short-term debt. FY2022 includes appropriations of \$763 million for long-term debt service payments. Approximately \$12 million of appropriations for interest on short-term debt is included in the operating budget.

Capital Improvements and Debt

CPS' Capital Improvement Program, described in the Capital chapter, funds long-term investments that provide our students with a world class education in high-quality learning environments. CPS relies on the issuance of bonds to fund the investments laid out in the program, which include roofs, envelopes, and windows; state-of-the-art high school science labs; high-speed internet and digital devices; playgrounds and athletic fields; and the expansion of full-day pre-k and other high-quality programmatic investments. Bonds are debt instruments that are similar to a loan, requiring annual principal and interest payments.

Typically, CPS issues long-term fixed-rate bonds, which pay a set interest rate according to a schedule established at the time of debt issuance. As of June 30, 2021, all CPS outstanding long-term debt is fixed rate.

Debt Management Tools and Portfolio

As part of the Debt Management Policy, CPS is authorized to use a number of tools to manage its debt portfolio including refunding existing debt and issuing short-term or long-term debt. These tools are used to manage various types of risks, generate cost savings, address interim cash flow needs, and assist capital asset planning. CPS issues two types of long-term debt: Alternate Revenue General Obligation bonds and Capital Improvement Tax bonds.

Alternate Revenue General Obligation Bonds

Similar to most Illinois school districts, CPS issues bonds backed by the full faith and credit of the Board, otherwise known as General Obligation (GO) bonds. These GO bonds are paid for from all legally available revenues of the Board. CPS issues a special type of GO bond called an "Alternate Revenue" GO bond. These bonds are backed by two revenue sources and offer a number of other bondholder protections.

The first revenue source that supports CPS alternate revenue bonds is one of the following: Evidence Based Funding (EBF) from the State of Illinois (known as "General State Aid" prior to FY2018), Personal Property Replacement Taxes (PPRT), revenues derived from intergovernmental agreements with the City of Chicago (IGAs), and federal interest subsidies. The majority of CPS bonds are backed by EBF. In FY2022, approximately \$480 million in EBF revenues will be required for debt service, compared to \$446 million in FY2021 and \$382 million in FY2020. In addition to debt service funded by EBF, \$39 million of debt service will be paid from PPRT in FY2022. Debt service paid from PPRT revenues also reduces PPRT revenues available for operating purposes. Additionally, \$142 million in debt service will be paid by revenue resulting from IGAs.

CPS has benefited from issuing bonds with federal interest subsidies, resulting in a very low cost of borrowing. These include Qualified School Construction Bonds (QSCBs) and Build America Bonds (BABs) created by the American Recovery and Reinvestment Act of 2009 (ARRA). The FY2022 budget includes \$25 million of federal subsidies for debt service.

The second revenue source for all CPS Alternate Revenue GO bonds is a property tax levy which is available to support debt service should the first pledge of revenue not be available. On an annual basis, when the first source of revenue is available to pay debt service, the property tax levy will be abated, and not extended, as it has been every year.

The Board is authorized to issue alternate revenue bonds after adopting a resolution and satisfying public notice publication and petition period requirements in lieu of a voter referendum, which is typical in other school districts. The bonds are also supported by the GO pledge of the Board to use all legally available revenues to pay debt service.

Tax Anticipation Notes

In recent fiscal years, the Board has relied on short-term borrowing to fund operations and liquidity. These short-term borrowings have primarily consisted of the issuance of tax anticipation notes (TANs), payable from the collection of education fund real estate property taxes levied by the Board for a given year.

Capital Improvement Tax Bonds

In FY2016, CPS began levying a Capital Improvement Tax (CIT) levy to fund capital projects. As of June 30, 2021, CPS has sold three series of CIT bonds, and the total amount of CIT bonds outstanding is \$880 million.

The FY2022 budget includes a CIT levy and appropriations of approximately \$51 million to pay debt service on CIT bonds. The CIT bonds are not Alternate Revenue GO bonds. They are limited obligations of the Board payable solely from the CIT levy.

Credit Ratings

Credit rating agencies are independent entities, and their purpose is to give investors or bondholders an indication of the creditworthiness of a government entity. A high credit score can lower the cost of debt issuance, much the same way a strong personal credit score can reduce the interest costs of loans and credit cards. Ratings consist of a letter “grade,” such as A, BBB, BB, or B, and a credit “outlook,” or expectation of the direction of the letter grade. Thus, a “negative outlook” anticipates a downgrade to a lower letter grade, a “stable outlook” means the rating is expected to remain the same, and a “positive outlook” may signal an upgrade to a higher rating.

CPS meets frequently with the credit rating agencies about its budget, audited financial results, debt plan, and management initiatives to ensure the agencies have the most updated information possible. The rating agencies take several factors into account in determining any rating, including management, debt profile, financial results, liquidity, and economic and demographic factors. In FY2021, CPS received general obligation credit rating upgrades from Standard and Poor’s (BB Stable) and Moody’s (Ba3 Stable). Fitch currently rates CPS GO bond series BB Stable. Kroll Bond Rating Agency currently rates CPS GO bond series BBB- Stable, and series issued between 2016 and 2019 BBB Stable.

In addition to the CPS GO bond rating, the CIT bonds—which were first issued in FY2017 as a new and separate credit structure from the existing CPS general obligation credit—contain a separate and distinct credit rating. The CIT credit structure received an investment grade rating from two rating agencies at inception in FY2017. Currently, Fitch Ratings rates the CIT credit A- Stable and Kroll Bond Rating Agency rates the CIT credit BBB Stable.

FY2022 Liquidity and Short-term Borrowing

It is anticipated that the Board will issue TANs in FY2022 to fund operating liquidity and cash flow needs similar to prior fiscal years. In the last three fiscal years, the initial issuance of TANs occurred in September or October. Subsequently, the principal amount of TANs outstanding increased with cash flow needs and has typically peaked initially in February due to the annual debt service deposit for the Board’s alternate revenue bonds required on February 15. The collection of the first installment of property taxes historically has improved the Board’s cash position and resulted in a repayment of a portion of the Board’s outstanding TANs. A second peak is typically experienced in July, due to additional cash needs and the Board’s annual pension contribution required on June 30, before the TANs typically are repaid fully in August with the collections of the second installment of property taxes. The FY2022 operating budget includes appropriations of approximately \$12 million to pay debt service on TANs.

FY2022 Debt Service Costs

As shown in the table below, FY2022 includes total appropriations of approximately \$763 million for long-term alternate bonds and CIT bonds. Of this total, approximately \$519 million will be funded from operating revenues. In addition, approximately \$12 million of total appropriations are budgeted for TANs interest within the operating fund.

CPS is required to set aside long-term debt service one year in advance for EBF-funded debt and one-and-a-half years in advance for PPRT and CIT bond-funded debt service. The FY2022 revenues shown in the following table for debt service will be set aside for these future debt payments, which are required by bond indentures to be held in trust with an independent trustee. PPRT, used to pay alternate revenue bonds, is deposited directly from the state to a trustee; and the CIT levy, used to pay CIT bonds, is deposited directly from Cook County to a trustee. Because of this set-aside requirement, the majority of the appropriations for FY2022 will be paid from revenues set aside in FY2021. Table 1 provides information on the debt service fund balance at the beginning of the year, the expenditures that are made from the debt service fund, and the revenues that largely fund the debt service requirements for the following fiscal year.

Table 1: FY2020-2022 Summary of Long-Term Debt Service Funds*
(\$ In Millions)

	FY2020	FY2021	FY2022
	Actual	Estimated	Budget
Beginning Fund Balance	774.0	793.5	853.9
Revenues:			
Property Taxes	0.0	0.0	0.0
PPRT	62.7	39.4	39.4
EBF	383.1	445.4	480.4
Federal Interest Subsidy	24.9	25.0	24.7
Other Local (City IGA and Net of Interest Earnings)	165.4	151.3	151.3
CIT	50.9	51.1	51.1
Total Revenue	687.0	712.2	746.9
Expenses:			
Existing Bond Principal payment	144.1	190.6	238.5
Existing Bond Interest payment	507.9	491.1	524.4
Fees	1.8	0.5	0.5
Total Existing Bond Debt Service	653.8	682.2	763.4
			an
Other Financing Sources			
Net Amounts from Debt Issuances	(2.5)	34.8	0
Transfers in /(out)	(11.2)	(0.5)	(0.5)
Total other Financing Sources /(Uses)	(13.7)	34.3	(0.5)
Ending Fund Balance	793.5	853.9	803.2

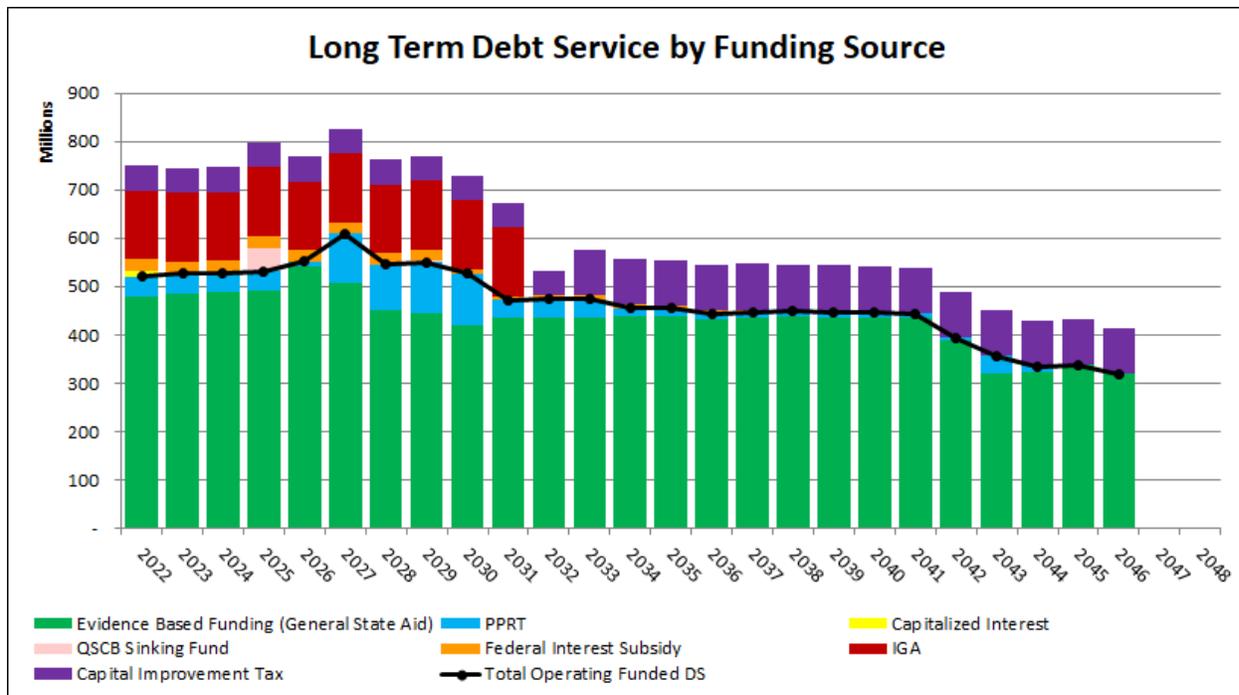
Note: Long-term debt only. Interest on Tax Anticipation Notes is included in the Operating Fund budget.

Future Debt Service Profile

The following graph illustrates CPS' debt obligations on outstanding long-term bonds as of June 30, 2021. This graph does not show the impact of short-term tax anticipation note borrowings to support

operating fund liquidity or any future bonds required to support future capital budgets or debt restructuring.

**Chart 1: CPS Debt Service Funding Schedule
(as of June 30, 2021)**



Note: Does not include future long-term bond financings or current or future short-term financings.

Measuring Debt Burden

External stakeholders, such as taxpayers, employees, parents, government watchdog groups, rating agencies, and bondholders, frequently review CPS’ debt profile to gauge its size and structure as a crucial component of CPS’ financial position. In addition to evaluating the total amount of outstanding debt and the annual debt service payments, external stakeholders also look at the “debt burden” to gauge how much taxpayers bear in debt costs and determine how much debt is affordable for residents, which establishes true debt capacity. Several methods of measuring debt burden are commonly employed for school districts, including comparing existing debt to legal debt limits, measuring debt per capita, and measuring debt as a percentage of operating expenditures.

Legal Debt Limit

The Illinois School Code imposes a statutory limit of 13.8 percent on the ratio of the total outstanding property tax-supported debt a school district may borrow compared with a school district’s equalized assessed value, which generally represents a fraction of total property value in the district. Because the Board has issued alternate revenue bonds for which property tax levies are not extended, these bonds do not count against the legal debt limit imposed by the Illinois School Code. Therefore, total property tax supported debt is extremely low, at less than one percent of the legal debt limit.

Debt Per Capita

The Board’s per capita debt burden, or total debt divided by the City of Chicago’s population, has increased in the last decade. As reported in the FY2020 Comprehensive Annual Financial Report, General

Obligation debt per capita is \$2,775. This is still considered moderate to slightly above average relative to other comparable school districts. The [Debt Management Policy](#) is available at the Board's website at policy.cps.edu.

**Table 2: Outstanding Long-Term Debt
(in \$ as of June 30, 2021)**

Description	Closing Date	Maturity Date	Principal Outstanding	Pledged Funding Source for Debt Service
ULT GO Series 1998B-1*	10/28/98	12/01/31	190,150,051	IGA / PPRT
ULT GO Series 1999A*	02/25/99	12/01/31	267,392,547	IGA / PPRT
ULT GO Series 2005A	06/27/05	12/01/32	134,910,000	EBF
ULT GO Series 2009D	07/29/09	12/01/22	2,000,000	EBF
ULT GO BAB Series 2009E	09/24/09	12/01/39	490,205,000	EBF / Federal Subsidy
ULT GO QSCB Series 2009G	12/17/09	12/15/25	254,240,000	EBF
ULT GO QSCB Series 2010C	11/02/10	11/01/29	257,125,000	EBF / Federal Subsidy
ULT GO BAB Series 2010D	11/02/10	12/01/40	125,000,000	EBF / Federal Subsidy
ULT GO Series 2011A	11/01/11	12/01/41	402,410,000	EBF
ULT GO Series 2012A	08/21/12	12/01/42	468,915,000	EBF
ULT GO Series 2012B	12/21/12	12/01/35	109,825,000	EBF
ULT GO Series 2015CE	04/29/15	12/01/39	280,000,000	EBF
ULT GO Series 2015E	04/29/15	12/01/32	20,000,000	EBF
ULT GO Series 2016A	02/08/16	12/01/44	725,000,000	EBF
ULT GO Series 2016B	07/29/16	12/01/46	150,000,000	EBF
CIT Series 2016	01/04/17	04/01/46	729,580,000	CIT
ULT GO Series 2017A	06/13/17	12/01/46	285,000,000	EBF
ULT GO Series 2017B	06/13/17	12/01/42	215,000,000	EBF
CIT Series 2017	11/30/17	04/01/46	64,900,000	CIT
ULT GO Series 2017C	11/30/17	12/01/34	305,930,000	EBF

ULT GO Series 2017D	11/30/17	12/01/31	68,590,000	EBF
ULT GO Series 2017E	11/30/17	12/01/21	22,180,000	PPRT
ULT GO Series 2017F	11/30/17	12/01/24	122,690,000	IGA
ULT GO Series 2017G	11/30/17	12/01/44	126,500,000	PPRT / EBF
ULT GO Series 2017H	11/30/17	12/01/46	280,000,000	PPRT / EBF / IGA
ULT GO Series 2018A	06/01/18	12/01/35	530,035,000	EBF
ULT GO Series 2018B	06/01/18	12/01/22	9,275,000	EBF
ULT GO Series 2018C	12/13/18	12/01/32	435,830,000	EBF
ULT GO Series 2018D	12/13/18	12/01/46	313,280,000	PPRT / EBF
CIT Series 2018	12/13/18	12/01/46	86,000,000	CIT
ULT GO Series 2019A	09/12/19	12/01/30	225,283,872	IGA
ULT GO Series 2019B	09/12/19	12/01/33	123,795,000	EBF
ULT GO Series 2021A	2/11/21	12/1/41	450,000,000	EBF / IGA
ULT GO Series 2021B	2/11/21	12/1/36	107,505,000	EBF
Total Principal Outstanding			\$8,378,556,471	

**Table 3: Outstanding Short-Term Debt
(in \$ as of June 30, 2021)**

Description	Maturity Date	Principal Outstanding	Pledged Funding Source for Debt Service
Tax Anticipation Notes, Series 2020B	12/31/21*	86,000,000	Ed Fund Property Tax
Tax Anticipation Notes, Series 2020C	12/31/21*	158,000,000	Ed Fund Property Tax
Total Principal Outstanding		\$244,000,000	

Note: The maturity date of the 2020B and 2020C TANs is the earlier of (A) December 31, 2021 or (B) the 60th day following the Tax Penalty Date.

**Table 4: Schedule of General Obligation Debt Service
Budgeted Requirements to Maturity*
(as of June 30, 2021)
(\$ in Thousands)**

Fiscal Year ending June 30	Total Existing General Obligation Bond Principal	Total Existing General Obligation Bond Interest	Total Existing G.O. Bond Debt Service
2022	\$251,662	\$435,210	\$686,872
2023	258,017	435,076	693,093
2024	267,283	427,624	694,907
2025	323,272	423,225	746,497
2026	305,942	411,221	717,163
2027	302,547	472,562	775,109
2028	282,964	427,723	710,687
2029	292,236	426,083	718,319
2030	277,139	400,710	677,849
2031	263,066	359,683	622,749
2032	238,025	243,856	481,881
2033	250,345	231,157	481,502
2034	242,500	220,295	462,795
2035	257,010	204,749	461,759
2036	265,160	184,745	449,905
2037	276,845	175,807	452,652
2038	290,960	160,959	451,919
2039	305,860	144,359	450,219
2040	322,010	127,041	449,051

2041	336,665	107,943	444,608
2042	314,039	79,793	393,832
2043	280,628	75,763	356,391
2044	285,753	49,579	335,332
2045	302,876	35,295	338,171
2046	301,880	17,940	319,820
TOTAL	\$7,094,684	\$6,278,398	\$13,373,082

Note: Table is based on budgeted debt service requirements to be deposited within each fiscal year. Excludes issues completed after June 30, 2021 and any future anticipated transactions which were included in the FY2022 budget.

**Table 5: Schedule of Capital Improvement Tax Debt Service
Budgeted Requirements to Maturity*
(as of June 30, 2021)
(\$ in Thousands)**

Budget Year ending June 30	Total Existing CIT Bond Principal	Total Existing CIT Bond Interest	TOTAL
2022		\$51,084	\$51,084
2023		51,084	51,084
2024		51,084	51,084
2025		51,084	51,084
2026		51,084	51,084
2027		51,084	51,084
2028		51,084	51,084
2029		51,084	51,084
2030		51,084	51,084
2031		51,084	51,084
2032		51,084	51,084
2033	42,615	51,084	93,699

2034	45,000	48,692	93,692
2035	47,535	46,164	93,699
2036	50,205	43,494	93,699
2037	53,170	40,531	93,701
2038	56,260	37,434	93,694
2039	59,540	34,157	93,697
2040	63,010	30,688	93,698
2041	66,685	27,015	93,700
2042	70,565	23,128	93,693
2043	74,680	19,013	93,693
2044	79,040	14,658	93,698
2045	83,645	10,048	93,693
2046	88,530	5,167	93,697
TOTAL	\$880,480	\$993,192	\$1,873,672

Note: Excludes issues completed after June 30, 2021 and any future anticipated transactions which were included in the FY2022 budget.

Cash Management

Chicago Public Schools (CPS) does not receive revenues when it pays expenses. As a result, CPS' cash flow goes through peaks and valleys throughout the year, depending on when revenues and expenditures are received and paid. Further, revenues are generally received later in the fiscal year while expenditures, mostly payroll, are level across the fiscal year—with the exception of debt service and pensions. The timing of these two large payments (debt service and pensions) occur just before major revenue receipts. These trends in revenues and expenditures put cash flow pressure on the district.

Over the past four years, CPS has reduced its short-term borrowing by approximately \$600 million. Despite the unprecedented circumstances related to COVID-19, the district continued to make progress on improving its cash flow by decreasing the Tax Anticipation Notes (TANs) outstanding at the end of the year by \$256 million, increasing the net cash position on June 30 by approximately \$172 million, and saving approximately \$6 million in short-term interest costs. CPS spent approximately two months of the year without short-term borrowing.

In FY2021, approximately \$3.7 billion, or 60 percent of CPS' current year revenues excluding non-cash items, were received after February, more than halfway into the fiscal year. The annual debt service payment is made in mid-February, just prior to the receipt of approximately \$1.4 billion of the first installment of property tax revenues. The annual Chicago Teachers' Pension Fund (CTPF) pension payment is made in late June, just before CPS receives approximately \$1.3 billion of the second installment of property taxes.

Historically, approximately 50 percent of the Chicago Board of Education's budgeted expenditures are for payroll and associated taxes, withholding, and employee contributions. In addition, the Board's recurring expenses for educational materials, charter school payments, health care, transportation, facilities, and commodities total approximately 40 percent of the Board's budgeted expenditures. The timing of these payments is relatively predictable and spread throughout the fiscal year. Approximately 10 percent of budgeted revenues, which flow through the operating account, comprise debt service, annual pension payments, and interest on short-term debt.

Most organizations set aside reserves in order to weather these peaks and valleys in cash flow. In FY2021, the Board updated its fund balance policy to align itself with the Government Finance Officers Association (GFOA) which recommends reserve levels between five and fifteen percent of spending. As of June 30, 2021, the district projected that the general fund balance totaled \$566 million and that CPS has approximately \$183 million of cash, with \$244 million in short-term borrowing outstanding.

Revenues

CPS has three main sources of operating revenues: local, state, and federal.

- **Local Revenues:** Local revenues are largely made up of property taxes. In FY2021, CPS will receive approximately \$3.27 billion of property taxes, of which \$2.7 billion was issued to the

Board's operating fund, \$490 million was distributed to the CTPF through the pension levy, and \$61 million is allocated to capital projects through the Capital Improvement Tax levy. The Board receives property tax revenues in two installments, 96 percent of which are received from February onwards, over halfway through the fiscal year. The first installment of approximately \$1.4 billion is due March 1 and is received into the main operating account in late February or March. In FY2021, while the first installment due date remained March 1, the tax penalty tax was moved to May 3. This resulted in a delay of a portion of those property taxes typically received in March. The second installment of approximately \$1.3 billion is anticipated to be received past July or August, depending on the deadline. In FY2020, the second installment tax penalty date was moved to October 1, 2021 due to COVID-19, which has caused some property tax receipts to be delayed by approximately 60 days. Property tax receipts have grown from \$2,352 million in FY2012 to a projected \$3,374 million in FY2022—a compounded growth rate of 3.3 percent.

- **State Revenues:** State revenues largely comprise Evidence-Based Funding (EBF) and state grants. EBF is received regularly from August through June in bi-monthly installments. In FY2021, EBF totaled approximately 71 percent of the state revenues received by CPS, up from 57 percent in FY2017 before EBF was created. This increase improves cash flow due to the consistency of the payments. Block grant payments are distributed sporadically, and approximately \$23 million of block grants were vouchered but not disbursed to CPS as of June 30, 2021.
- **Federal Revenues:** The state administers categorical grants on behalf of the federal government once grants are approved. In three of the last four fiscal years, federal revenues were not received until about halfway into the fiscal year. In FY2021, only approximately \$104 million of the \$1.3 billion of budgeted federal revenues were received before January 2021. As of June 2021, CPS has received approximately \$417 million in CARES and ESSER II revenues in FY2021. Approximately \$304 million of this revenue was received in May 2021—one month before the end of the fiscal year.
- **Working Capital Short-Term Borrowing:** The district has the ability to issue short-term borrowing in order to address liquidity issues. Short-term borrowing allows the Board to borrow money to pay for expenditures when cash isn't available, and then repay the borrowing when revenues become available. State statute provides CPS with the ability to issue this type of cash flow borrowing through TANs. In FY2021, CPS issued a maximum of \$950 million in TANs to support liquidity. As of June 30, 2021, CPS had approximately \$244 million of TANs outstanding compared to \$500 million outstanding in FY2020, a decrease of \$256 million. These TANs are repaid from the district's operating property tax levy. To support liquidity in FY2022, CPS is prepared to issue TANs against the second installment property taxes as the need arises. This will allow the Board to maintain liquidity despite the uncertainty of the timing of the property tax revenues between July through October. Short-term borrowing requires that CPS pays interest on these bonds. In FY2022, the Board budgeted approximately \$12 million in interest costs for the TANs.

Expenditures

CPS expenditures are largely predictable, and the timing of these expenditures can be broken down into

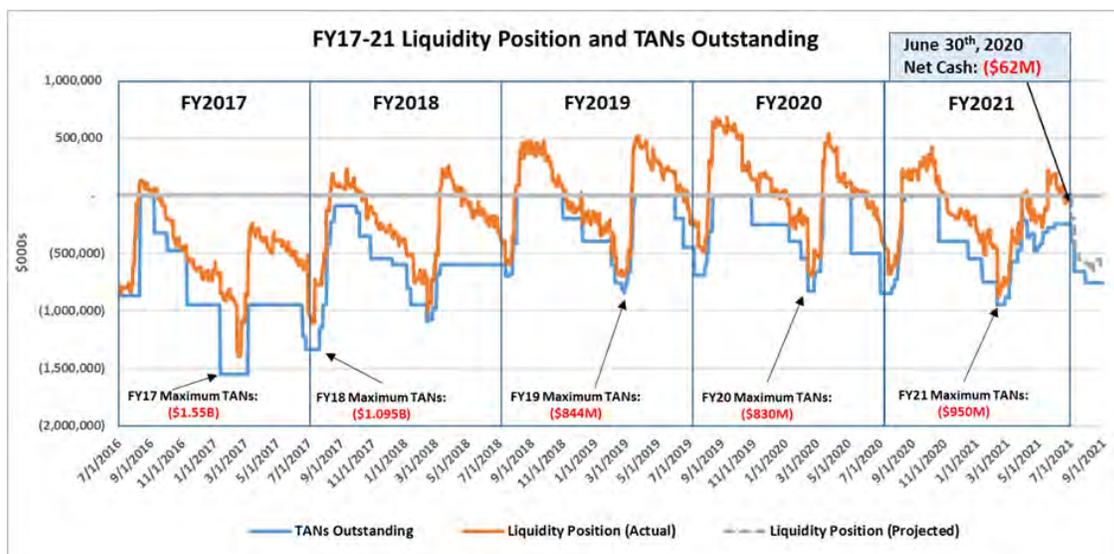
three categories: payroll and vendor, debt service, and pensions.

- **Payroll and Vendor:** Historically, approximately \$3.3 billion of CPS’ expenditures are payroll and associated taxes, withholding, and employee contributions. These payments occur every other week, and most of the expenditures are paid from September through July. Approximately \$2.4 billion of CPS vendor expenses are also relatively stable across the year.
- **Debt:** Long-Term debt service is deposited into debt service funds managed by independent bond trustees. These debt service deposits are backed by EBF and are deposited once a year. In FY2021, the debt service deposit from EBF was approximately \$445 million in mid-February. The timing of this debt service deposit comes just before CPS received approximately \$1.4 billion in property tax revenues. The remainder of the bonds are paid by personal property replacement taxes and/or property taxes that are deposited directly with the trustee, meaning they do not pass through the district’s operating fund from a cash perspective. The timing and amount of these payments are dictated by the bond documents. Once the trustees have verified that the debt service deposit is sufficient, they provide a certificate to the Board which allows the Board to abate the backup property tax levy that supports the bonds.
- **Pensions:** In FY2021, approximately \$65 million of the pension payment was made on June 30, 2021, while approximately \$14 million of the pension payment was made previously during FY2021. The timing of the bulk of the pension payment comes just before CPS receives approximately \$1.3 billion in property tax revenues. In FY2022, a dedicated pension levy will directly intercept \$458 million in revenue to the CTPF—these revenues do not pass through the district’s operating funds from a cash perspective. The dedicated pension levy plus the state funding for pensions means that approximately 87 percent of CPS’ pension obligation is currently funded by structural funding sources. The Board will contribute \$100 million in the fall 2021 to the Municipal Employees’ Annuity and Benefit Fund (MEABF) due to the City no longer picking up the full employer pension costs for CPS.

Forecasted Liquidity

The chart below provides CPS’ liquidity profile from FY2017 to FY2021. As shown in the chart below, the district spent approximately four months in a net positive cash flow position in FY2021.

Chart 1: FY2017–FY2021 Operating Liquidity Position



Fund Balance Statement

Maintaining a baseline level of fund balance, otherwise known as a financial reserve, enhances financial stability for any individual or organization. Just as people keep emergency funds in their checking accounts, Chicago Public Schools (CPS) seeks to maintain a baseline amount of funds within its operating account to ensure smooth day-to-day operations. Additionally, financial reserves provide a cushion for year-to-year fluctuations in financial performance.

In FY2021, CPS projects an additional \$42 million in the district fund balance due to end-of-year revenues exceeding expenditures by that amount. The district's projected financial performance is driven by lower-than-budgeted-expenses from remote school for most of FY2021 and the additional federal funding CPS received as part of the ESSER II funding package passed by Congress in December 2020. This funding allowed CPS to balance its original budget - which included an assumption of \$343 million in new federal funding - and cover new expenses related to remote learning and school re-opening.

CPS adopted its Fund Balance and Budget Management policy in August 2008 and passed an amended

version in January 2021. The amended policy increases the target unrestricted fund balance to 15

percent (from a minimum of 5 percent previously) of CPS' operating and debt service budget, net of certain non-cash expenditures. The updated policy reflects best practices recommended by the Government Finance Officers' Association (GFOA) and reflects CPS commitment to continue to strengthen its financial position. The goals of this policy are to maintain adequate fund balances in various funds to provide sufficient cash flow for daily financial needs, offset significant economic downturns or revenue shortfalls, provide funds for unforeseen emergency expenditures, and secure and maintain strong credit ratings. The definition of fund balances in this context is assets plus deferred outflows in excess of liabilities plus deferred inflows that have no external restrictions.

Use of Fund Balance

The Chicago Board of Education's fund balance consists of both restricted and unrestricted amounts. The appropriated portion of fund balance comprises the unspent restricted prior year fund balance. Due to the nature of these funds—which include federal nutrition funding, state funding for early childhood, and school-generated revenue—they can only be spent on the intended use and not for general expenses. As a result, even with a balanced budget, the district will still appropriate a general operating fund balance. In FY2022, \$10 million of the \$7.8 billion operating budget is funded by restricted fund balance.

Debt service funds and capital funds are recorded separately and used for their own restricted purposes. These funds are described more fully in the capital and debt chapters.

¹ Board Report 08-0827-PO8

² Board Report 21-0127-PO2

Table 1: Estimated Beginning and End-of-Year Fund Balance in the Operating Funds (in millions)

Fund Balance, beginning of period	\$517.1 \$517.1 \$559.1
Total Revenue	6,894.0 6,862.0 7,811.6
Total Expenditures	(6,916.0) (6,820.0) (7,821.6)
Operating Surplus/(Deficit)	(22.0) 42.0 (10.0)
Transfers In	- 0.0 -

Net Change in Fund Balance (22.0) 42.0 (10.0) Fund Balance, end of period 495.1 559.1 549.1

Fund Balance Targets

The fund balance targets established in the Fund Balance policy address the General Fund, Workers' Compensation/Tort Fund, Debt Service Funds, and Capital Projects Funds. For the General Fund, the fund balance target is set at 15 percent of the total operating and debt service budgets. For the Workers' Compensation/Tort Fund, the fund balance target is between one and two percent of the operating budget. For the Debt Service Funds, the amount should be sufficient to cover potential risks, as determined by the Office of Treasury & Risk Management. All Capital Projects Funds are re-appropriated for capital projects.

Given these targets and the fund balance estimates above, Table 2 below summarizes the fund balance targets.

Table 2: Fund Balance Targets (in millions)

General Fund \$1,143.6 (15%)

Workers' Comp/Tort Fund \$69.2 (1%)

Debt Service

Stabilization Fund
Enough to cover risks

While CPS projects that it will increase its fund balance at the end of FY2021, continuing the trend of growth in overall reserves, CPS will likely remain short of the updated general fund target. While this is expected in year one of the revised policy, CPS is confident that its strengthened financial position and the availability of new federal resources will allow it to meet the revised target in coming years.

As the district has replaced its variable rate debt with fixed rate debt, and since the district has fully exited from swaps, there is a minimal need for the Debt Service Stabilization Fund.

Fund Descriptions

A fund is an accounting entity with self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses as appropriate. Funds are the control structures that ensure that public dollars are spent only for authorized purposes and within the appropriated amounts. The Chicago Board of Education (Board) adopts legal budgets for all governmental fund types. Governmental funds account for the acquisition, use, and balancing of the government’s expendable financial resources and the related current liabilities. Chicago Public Schools (CPS) uses governmental funds that have been historically divided into four types: General Fund, Special Revenue Funds, Capital Projects Funds, and Debt Service Funds.

In order to maintain internal controls and to comply with generally accepted accounting principles, accounts are organized into governmental funds, each of which is considered a separate accounting entity. Expenditures within each fund are further delineated by unit, grant, program, and account to more fully reflect the planned activities of the fund. The level of budgetary control, which is where management can compare the budget to actual performance in order to demonstrate budgetary compliance, is established for each individual fund, unit, grant, program, and account.

CPS Fund Structure

Fund Type	Fund Name	Fund Number
Operating Fund	General Fund Education Fund Building Operations and Maintenance Fund	114, 115, 117, 124 230
Operating Fund	Special Revenue Funds Tort Fund IDEA Fund Lunchroom Other Grant Funds	210 220 312 - 314 324 - 370
Capital Projects Funds	Capital Projects Funds	401 - 499
Debt Service Funds	Debt Service Funds	514 - 699

General Fund

The General Fund is the Board’s primary operating fund. It was created in response to the provision of P.A.89-15, which consolidated all of the rate-limited tax levies into the Board’s general education tax levy. The General Fund consists of the Education Fund and the Operations and Maintenance Fund.

- **Education Fund (Funds 114, 115, 117, 124)** is used to account for the revenues and expenditures of the educational and service programs that are not accounted for in any other funds. It includes the cost of instructional, administrative, and professional services; supplies and equipment; library books and materials; maintenance of instructional and administrative equipment; and other costs pertaining to the educational programs. The Education Fund contains the Special Education Fund (114), Regular Education Fund (115), Tuition-based Preschool Fund (117), and School Special Income Fund (124).

- **Special Education Fund (114)** represents centralized service delivery activities and administrative outreach provided for students with disabilities. This fund is supported by local property taxes, state special education reimbursements, and Medicaid reimbursements.
- **Regular Education Fund (115)** represents all instructional and service activities not accounted for in any other funds.
- **Tuition-based Preschool Fund (117)** keeps track of fees received and payments made for the paid preschool program for children whose parents are in need of a full-day education and child-care program for their three- and four-year-old children, or families who are not income-eligible for state- or federally-subsidized programs.
- **School Special Income Fund (124)** accounts for private foundation grants and donations that schools and departments secure independently, as well as revenues that schools generate for school-specific functions.
- **Building Operations and Maintenance Fund (Fund 230)** supports the repair and maintenance of CPS buildings. The fund is used to account for minor building and property expenses, including the cost of improving, repairing, replacing, and maintaining property and building fixtures. The fund also pays for ongoing maintenance costs, such as utility costs, custodial supplies and equipment, and the salaries and benefits of engineers and custodial employees.

Special Revenue Funds

Generally Accepted Accounting Principles (GAAP) provide special revenue funds to account for and report the proceeds of specific revenue sources that are restricted or committed to specified expenditures other than debt service or capital projects. The use of a special revenue fund type is permitted rather than mandated for financial reporting purposes. For these purposes, CPS includes the special revenue funds within the General Operating Fund.

The Special Revenue Funds include the Workers' Compensation/Tort Fund, School Lunch Funds, and Federal and State Grant Funds.

- **Workers' Compensation/Tort Fund (Fund 210)** is established pursuant to the Tort Immunity Act (745 ILCS 10/1-101 et seq.) and the Illinois School Code (105 ILCS 5/34-1 et seq.). Property taxes constitute the primary funding source, and Section 9-107 of the Tort Immunity Act authorizes local public entities to levy a property tax to fund expenses for tort judgment and settlement, liability, security, Workers' Compensation, unemployment insurance, and risk management. The dollars in this fund, including interest earned on the assets of this fund, should be used only for the purposes authorized under the Tort Immunity Act.
- **School Lunch Funds (Funds 312, 314)** account for school breakfast, lunch, after-school snacks, Head Start snacks, and after-school meals for all children who participate in the programs during the school year. The National School Breakfast and Lunch Programs (Fund 312) are voluntary programs available to all public schools, private schools, and residential child-care institutions that agree to operate a non-profit program offering lunches meeting federal requirements to all children in attendance. Since FY1998, CPS has also been providing after-school meals for children under the Childcare and Adult Food Program; this activity is accounted for in Fund 314. The

Childcare and Adult Food Program establishes a fixed reimbursement amount per meal for eligible students who participate in after-school programs.

- **Federal and State Grant Funds (Funds 220, 324–370)** account for dollars that have usage restrictions imposed by grantors such as federal and state governments. Each specific project is accounted for separately using a complete group of self-balancing accounts in order to meet the grantors' accounting and reporting requirements.

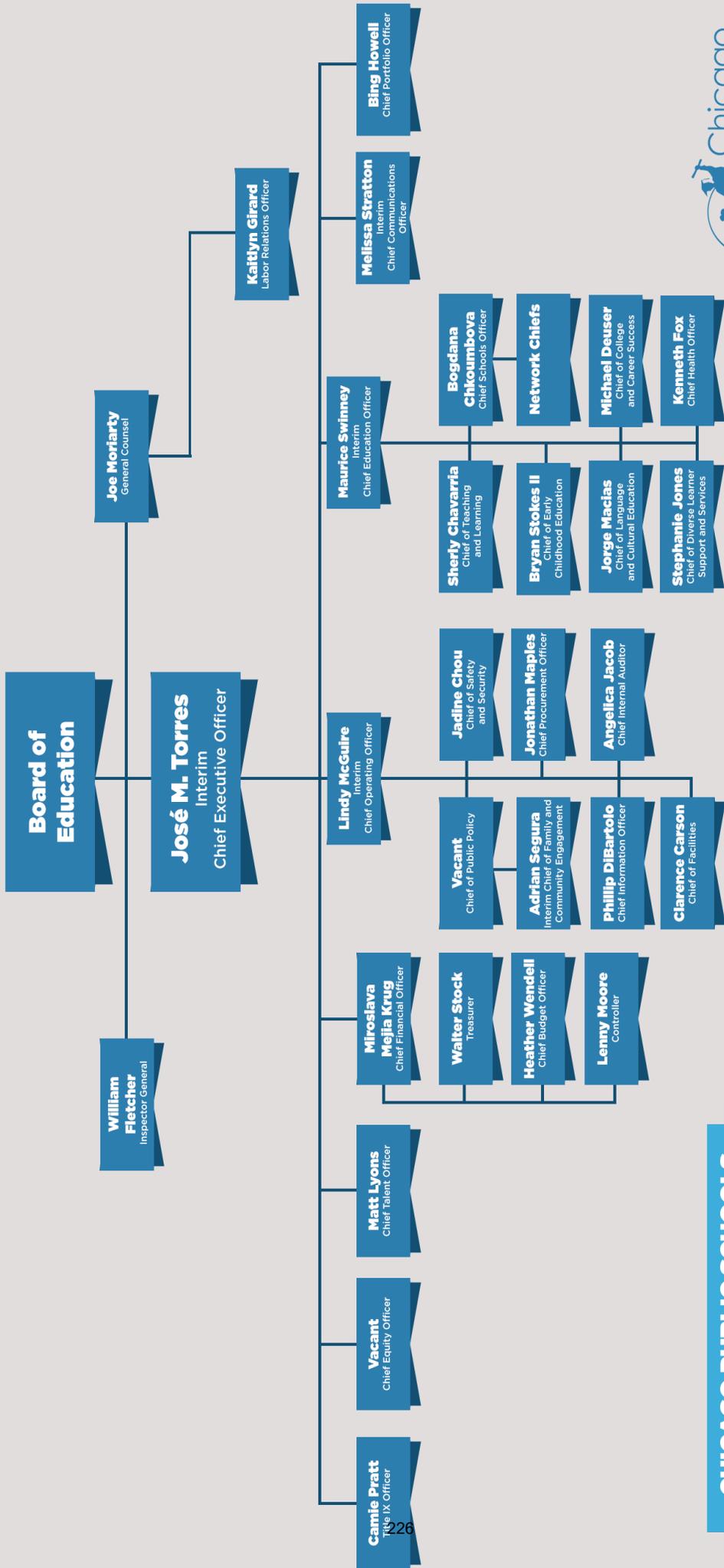
Capital Projects Funds (Funds 401–499)

The Capital Projects Funds account for financial resources used for major capital acquisition or construction activities. Financial resources result from bond issues, receipts from other long-term financing agreements, or construction or maintenance grants to be used for school capital projects and capital leases. Proceeds from a bond issuance are often recorded in a separate capital fund, consistent with GAAP. However, an aggregated capital projects fund group is sufficient for the purpose of external financial reporting.

Debt Service Funds (Funds 514–699)

The Board is authorized by state law to issue notes and bonds and to enter into leases for capital improvement projects and cash requirements. Debt service funds are established to account for revenues and appropriations that are used for the payment of principal, interest, lease payment, and other related costs. CPS frequently establishes a separate debt service fund for each bond issue, although they can be aggregated for reporting purposes.

- **PBC Lease Funds (Funds 514, 516, 518)** account for property tax revenues and lease payments to the Public Building Commission (PBC) for debt service on bonds that the PBC sold to fund capital projects for schools that the Board is leasing from the PBC. The Board has lease agreements with the PBC to pay principal, interest, and administrative fees for revenue bonds that the PBC issued to finance capital projects for schools that the Board leases from the PBC. These bonds rely solely on property tax levies.
- **Debt Service Stabilization Fund (Fund 602)** was established by the Board to provide for debt expenditures (e.g. debt service, variable rate payments, and fees) and other uses approved by the Board.
- **Alternate Revenue Bond Funds (Funds 606–699)** account for pledged revenues and payments of principal, interest, and related fees on any alternate bonds. The Local Government Debt Reform Act of the State of Illinois allows the Board to issue alternate revenue bonds based on dedicated revenue sources. The Board has been issuing alternate revenue bonds since 1996 to support construction and renovation of school buildings.



CHICAGO PUBLIC SCHOOLS

Organization Chart
July 2021

Appendix A

District and Community Demographics

INTRODUCTION

Chicago has a rich history of economic growth and transformation. Our city set a global standard in the 19th century as an industrial giant as it developed a strong base of esteemed manufacturing firms, robust supply chains, and an efficient transport and logistics infrastructure. By the late 20th century, the focus of the city and the region had expanded to embrace a knowledge-based economy while developing a highly-skilled workforce. Today, the Chicago region has emerged as a major hub for national and global corporation headquarters and thriving finance, insurance, law, information technology, marketing/public relations, and logistics business communities.

The economy of Chicago and the region remains large and diverse, boasting a strong foundation of physical, human, technological, and institutional business assets. If the Chicago region were a country, it would be the 21st largest economy in the world. Our city and region are global in character, with a substantial and growing foreign-born population and non-stop flights to over 200 destinations around the world.

CHICAGO POPULATION

There are approximately 2.7 million people and 1 million households in Chicago, the third largest city in the United States.¹ An estimated 21 percent of the city's population is under 18 years old.

CHICAGO PUBLIC SCHOOLS ENROLLMENT

Chicago Public Schools (CPS) is the nation's third largest school district. In the 2020–21 school year, CPS enrollment was 340,658, a decline of 14,498 students from the prior school year. CPS has a higher proportion of students of color, low-income students, and English learners as compared to the city's population as a whole and to school districts in the rest of the state.

Enrollment numbers for the 2020-21 school year showed a bigger decline than prior years potentially due to the impact of COVID-19, an impact felt by districts throughout the state and country. With school set to open fully in the fall, CPS is working to re-engage students and is closely monitoring enrollment trends moving forward.

Race and Ethnicity: 46.7 percent of CPS students are Hispanic, 35.8 percent are African American, 10.9 percent are White, 4.3 percent are Asian, and 2.3 percent are multi-racial or other.

English Learners: English learners are students eligible for transitional bilingual education, and for whom English is not their native language. 63,313 CPS students were English learners during the 2020–21 school year, which is 18.6 percent of total district student enrollment.

Income and Poverty: CPS students are disproportionately low-income as compared to the rest of the state. Students ages 3 to 17 meet the low-income criteria if they receive or live in households that receive public aid from SNAP (Supplemental Nutrition Assistance Program) or TANF (Targeted Assistance for Needy Families); are classified as homeless, migrant, runaway, Head Start, or foster children; or live in

¹ As of the 2010 US Census.

a household where the household income meets (USDA) guidelines to receive free or reduced-price meals.

Table 1: CPS Enrollment 2011 - 2020

	Fall 2011 (FY12)	Fall 2012 (FY13)	Fall 2013 (FY14)	Fall 2014 (FY15)	Fall 2015 (FY16)	Fall 2016 (FY17)	Fall 2017 (FY18)	Fall 2018 (FY19)	Fall 2019 (FY20)	Fall 2020 (FY21)
School-based PK*	24,232	24,507	23,671	22,873	22,555	20,673	19,441	17,668	17,492	11,494
Elementary Schools (K-8)	266,046	266,555	264,845	261,803	258,563	251,623	244,589	237,779	232,931	223,967
High schools (9-12)	113,873	112,399	112,029	112,007	111,167	109,053	107,352	105,867	104,733	105,197
Total Enrollment	404,151	403,461	400,545	396,683	392,285	381,349	371,382	361,314	355,156	340,658

Appendix B School Funding Formulas

Appendix B details the funding formulas used to allocate resources to schools. The appendix is organized in the following sections:

- District-run schools
 - Student-based budgeting (SBB)
 - Allocations of special education teachers and paraprofessionals
 - Allocations of supplemental bilingual teachers for English learners (ELs)
 - General education allocations to specialty and alternative schools
- Allocations of other discretionary funds to district-run and charter schools
- Charter schools, contract schools, and Alternative Learning Opportunity Programs (ALOPs)
 - SBB
 - Non-SBB
 - Supplemental funding for schools in independent facilities
 - Special education
 - Allocations of supplemental bilingual teachers for English learners (ELs)

DISTRICT SCHOOLS

STUDENT-BASED BUDGETING (SBB)

SBB is a per-pupil funding allocation based on student grade level and learning category. Along with supplemental aid, this discretionary funding source is unrestricted and often used to provide core instruction.

For FY2022, the per-pupil base rate increased to \$4,805.31 from the FY2021 rate of \$4,665.35, an increase of 3 percent that will cover the cost of teacher salary increases. The base rate is allocated for students in grades 4–8. Students in grades K–3 receive a weight of 1.07, or 7 percent higher than the base rate. This rate reflects the district’s priority of smaller class sizes in early grades. High school students receive a weight of 1.24, or 24 percent higher than the base rate. This rate provides additional per-pupil funds in order to support the required two preparation periods for educators at the high school level.

Per-pupil funds are also weighted based on a student’s learning environment. Diverse learners are required to receive instruction in the least restrictive environment (LRE), which means they should remain in a general education classroom whenever possible. A diverse learner’s LRE category is based on how much time each school day a student spends learning outside of the general education classroom. The portion of time spent outside of the classroom corresponds with the student’s LRE category.

Table 1: LRE Categories for Diverse Learners

LRE Category	Amount of the School Day Spent Outside of the General Education Classroom
LRE 1	Less than 20%

LRE 2	Between 20% and 60%
LRE 3	More than 60%

Elementary LRE 1 and LRE 2 students receive a significant portion of core instruction in the general education classroom and therefore receive the same per-pupil SBB funding. These students also receive additional funding to compensate for time outside of the general education classroom. Students with LRE 3 status receive 40 percent of the per-pupil SBB rate because they receive instruction in core subject areas from diverse learner teachers, resourced through the Office of Diverse Learner Supports and Services (ODLSS), and are in a general education classroom only for special periods such as art, music, or physical education.

High school LRE 1 students receive the same funding as general education students because they may be in the general education classroom for every period. Students with LRE 2 status receive 70 percent of the high school per-pupil SBB rate because they will receive instruction from diverse learner teachers for at least two periods in core subject areas. Students with LRE 3 status receive 40 percent of the high school per-pupil SBB rate because it is assumed they only take elective subjects in the general education setting. More information on diverse learner funding is included later in this chapter.

Table 2: FY2022 SBB Rates

Enrollment Category	SBB Weighting	SBB Rates
K–3 Gen Ed / LRE 1 / LRE 2	1.07	\$5,414.68
4–8 Gen Ed / LRE 1 / LRE 2	1.00	\$4,805.31
9–12 Gen Ed / LRE 1	1.24	\$5,958.58
K–3 LRE 3	40% of 1.07	\$2,056.67
4–8 LRE 3	40% of 1.00	\$1,922.12
9–12 LRE 2	70% of 1.24	\$4,171.01
9–12 LRE 3	40% of 1.24	\$2,383.43

Total Amount of SBB Allocation

For FY2022, the SBB per-pupil allocation is \$1.73 billion, which is a \$61 million increase from the FY2021 budget.

Table 3: Distribution of SBB Allocation for FY2021 and FY2022 (in thousands)

	FY2021	FY2022
SBB Per-pupil Allocation before 10th day adjustment	\$1,376,021	\$1,415,507
Teacher Salary Adjustment for District Schools	\$31,613	\$36,667

Multiple Building Adjustment for District Schools	\$1,950	\$2,475
Miscellaneous Adjustments	\$932	\$932
Equity Grant and Opportunity Index fund	\$44,466	\$66,322
Other Adjustments	\$3,772	\$2,378
Contingency	\$5,481	-
Total SBB Dollar Distribution	\$1,464,235	\$1,542,281
Cost of Foundation Positions for District Schools	\$201,025	\$202,101
Total SBB Allocation	\$1,665,260	\$1,726,382

Enrollment Count for SBB per-pupil funding and 10th day adjustments

Since fiscal year 2019, the 20th day enrollment of the prior school year is used to calculate a school's per-pupil SBB allocation.

For FY2022, to account for the impact COVID-19 and subsequent transition remote instruction had on student enrollment, the Office of Budget and Grant Management calculated a three-year average enrollment that, if greater than a school's FY2021 20th day enrollment, was used to calculate the per-pupil SBB allocation. The adjusted enrollment resulted in an additional \$32 million dollars allocated to schools through per-pupil SBB funding, with 262 schools receiving the additional funds. A detailed breakdown of the methodology can be found [here](#).

As in the previous three fiscal years, if a school's enrollment on the 10th day of the school year exceeds the 20th day enrollment or calculated three-year average enrollment in SY20-21, additional per-pupil SBB funding will be allocated.

The following rules apply to the counting of 20th day enrollment for funding purposes:

- Official enrollment counts are based on enrollment data collected by the district student information system on a specified enrollment count date.
- Students are not included in the enrollment count if they are not scheduled at the school or if they have not been in attendance for at least one full school day as of the enrollment count date.
- Schools are responsible for ensuring that enrollment, scheduling, and attendance information is up to date in CPS' student information system by the enrollment count date.
- If a student is included in the enrollment count, but enrollment and attendance records are subsequently updated to show that the student was not enrolled in the school on the enrollment count date, the student may be retroactively excluded from the enrollment count, and the school's funding shall be adjusted accordingly.

SBB Funds Distributed in Addition to the Enrollment Based, Per-Pupil Rate

Equity Grants

In FY2022, CPS allocated over \$66 million in equity grant funding to 332 elementary schools and 69 high schools, nearly 80 percent of district managed schools. This funding is allocated to schools experiencing year over year decline or low enrollment, as well schools experiencing community hardship. Bolstering the funds of schools with low enrollment ensures that students who attend small schools have access to instructional support, academic programming, and after-school activities, similar to students attending large schools. Schools below a specific enrollment threshold (450 for elementary schools and 600 for high schools) and with a school capacity status of “underutilized,” are allocated \$800 for elementary schools and \$1,200 for high students below an enrollment threshold. Information on utilization standards can be found [here](#).

New in FY2022, schools received equity grant funding based on the CPS Equity Office’s Opportunity Index. The index identifies high-need schools based on a variety of factors including income, diverse learner populations, community life expectancy, teacher retention, and SQRP rating to better target resources for schools in greatest need.

Teacher Salary Adjustment

The teacher salary adjustment allocation is provided to mitigate the financial shortfall for schools with an average SBB teacher cost that exceeds the district-wide average cost. Both the district-wide and school-specific teacher salary averages are calculated, and the district schools that have a higher average staff salary than the overall district average receive a teacher salary adjustment to help pay their staff costs. The averages are adjusted based on estimated resignations and retirements that will take effect prior to the beginning of SY21-22. The exact adjustment amount is calculated by multiplying the difference between the school’s average and the district’s average by the number of staffed teachers at the school, then subtracting the calculated resignations and retirements. The teacher salary adjustment is recalculated every year to account for school and district staffing changes. Therefore, it is possible for a school to receive a teacher salary adjustment this year and not receive one next year.

Multiple Building Adjustment

Schools with one or two branches that are a significant distance from the main school building receive the multiple building adjustment. This allocation is provided to help cover the staffing costs of a clerk or other administrative support needed at the second building. For FY2022, 27 schools received this additional allocation.

The total cost of the FY2022 multiple building adjustment in district-run schools is \$2.5 million.

Foundation Positions

Every district school is allocated three foundation positions—one principal, one counselor, and one clerk—in addition to the school’s SBB per-pupil allocation. The total cost of foundation positions in district-run schools in FY2022 is \$202 million.

ALLOCATIONS OF SPECIAL EDUCATION TEACHERS AND PARAPROFESSIONALS

Diverse Learner Allocation

In FY2022, schools received an allocation of centrally-funded special education teachers and

paraprofessionals to serve diverse learners outside of cluster programs.

A school’s FY2022 diverse learner allocation is based on the number of special education teachers and paraprofessionals needed to deliver the support and services defined in their students’ Individualized Education Plans (IEP). Initial allocations are determined by each school’s special education population as of spring 2021. Allocations may be updated during the year in response to changes in student support needs.

Cluster Programs

Schools with cluster programs receive additional centrally-funded positions for each cluster program, as shown in the following table:

Table 5: Cluster Allocations

Type of Cluster Program	No. of Teachers	No. of Paraprofessionals
Mild or Moderate	1	2
Severe or Profound	1	3
Deaf or Hard of Hearing	1	1
Vision Impairment	1	1
Multisensory	1	1
Early Childhood Instructional	1	1

Additional centrally-funded paraprofessional positions have been allocated for students in cluster programs who require full-time dedicated paraprofessional support.

ALLOCATIONS OF SUPPLEMENTAL BILINGUAL TEACHERS FOR ENGLISH LEARNERS

Supplemental bilingual funding is determined by the Office of Language and Cultural Education (OLCE). In FY2022, OLCE continued the allocation of supplemental bilingual teachers based on the allocation model introduced in FY2016.

All schools are legally required to provide Transitional Bilingual Education (TBE) and/or Transitional Programs of Instruction (TPI) for their EL students. Supplemental bilingual resources are allocated to district-run schools to support student needs based on EL enrollment.

Table 6: Supplemental Bilingual Position Allocations for District-Run Schools

EL Enrollment	250 +	200-249	100-199	50-99	20-49	Less than 20
Supplemental Position (EL Resource Teacher)	1.0 SUP TBE/TPI teaching	1.0 SUP TBE/TPI teaching	0.5 SUP TBE/TPI teaching	0.5 SUP TBE/TPI teaching	0.5 SUP TBE/TPI teaching	-
Per-Pupil Allocation	-	-	-	-	-	\$450/pupil
DLE Coordinator (DLC)	Each traditional CPS school approved for a Dual Language Education (DLE) Program (implementing or in a planning year) receives a 0.5 supplemental (SUP) DLC position.					
Bilingual Advisory Committee Funding	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	-
EL After School Tutoring (EL Grades 2-8, 9-12)	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	-
ELPT Annual Stipend	\$3,000	\$2,500	\$2,000	\$1,500	\$1,000	\$1,000

Twenty-six schools received a position allocation, based on program enrollment, to support dual language programs in FY2022.

Additionally, OLCE provides Title III funding to support after-school tutoring programs to provide bilingual and English as a Second Language (ESL) academic support for EL students. There are 245 schools eligible to apply for the \$5,500 tutoring funds.

- 206 schools with 20 or more EL students will receive \$1.3 million in Title III funding to launch EL after-school tutoring programs, altogether serving more than 44,000 EL students.
- 427 schools are eligible to have their designated EL Program Teacher (ELPT) receive a stipend that varies from \$1,000–\$3,000 a year, depending on the number of ELs in the program.
- 306 schools are eligible to receive \$1,000 in Bilingual Advisory Committee (BAC) funds once they submit proof that they have established a BAC.

GENERAL EDUCATION ALLOCATIONS TO SPECIALTY AND ALTERNATIVE SCHOOLS

Specialty Schools

Within the district, 10 specialty schools primarily serve students with significant diverse learning needs; three early childhood centers have only pre-kindergarten students. Because of the specialized focus of these schools, core instruction funding is not provided through SBB. As such, these schools receive additional staff positions, as well as funding for non-personnel resources. Most of the classroom teachers are special education teachers or early childhood teachers, both of which are funded by the Office of Diverse Learner Supports and Services and the Office of Early Childhood Education.

Specialty schools also receive the following general education resources:

- Foundation positions: One principal, one counselor, and one clerk, which is the same administrative base that all district schools receive through SBB.
- A staff allocation of general education teachers to ensure that teachers in self-contained classrooms receive coverage for their preparation periods; these teachers generally teach art, music, or physical education.
- An allocation for non-personnel items, equal to \$35,000 per school, plus \$150 for each Pre-K student, \$300 for each elementary school student, and \$400 for each high school student.

Alternative Schools

There are four alternative schools within the district that provide a pathway toward high school graduation for students who have dropped out of traditional high schools (e.g., over-age students without enough credits to graduate, pregnant students, or students in confinement).

These schools are:

- Consuella B. York Alternative High School (located at the Cook County Jail)
- Nancy B. Jefferson Alternative High School (located at the Cook County Juvenile Temporary Detention Center)
- Simpson Academy High School for Young Women (serving pregnant students)
- Peace and Education Coalition High School (serving students at risk of dropping out or returning dropouts)

These schools are not funded through SBB, nor is funding based on any formula tied to enrollment. Enrollment counts at alternative schools can often be misleading, given the highly-transient nature of the student body population. Rather, the core allocation given to alternative schools is based on the programs run at the school and the needs of the students served.

ALLOCATIONS OF OTHER DISCRETIONARY FUNDS TO ALL SCHOOLS

Supplemental Aid

As part of the FY2022 budget, district managed schools, charter schools, contract schools, and ALOPs receive supplemental aid funding for Pre-K–12 students. For district run schools, supplemental aid funds can be budgeted at the principal's discretion. The calculation for allocating these funds is based on the number of students who are identified as coming from households with incomes that qualify the student for free or reduced lunch. The ratio of students eligible for free or reduced meals (FRM) to the total number of students enrolled is then applied to the total enrollment, effectively calculating the number of students eligible to receive a per-pupil rate. In FY2022 the rate was \$950, up from \$920 in FY2021.

Every Student Succeeds Act (ESSA) Title I - School Based Discretionary Allocations

The federal Department of Education provides funds for all students in any type of school through the Every Student Succeeds Act (ESSA). This funding targets resources to schools with high populations of students from low-income households, in order to provide supplemental funding to districts across the country.

Title I is a progressive allocation in that the amount of per-pupil funding for the calculated number of Title I students increases for schools with higher concentrations of students from low-income

households. To determine what the per-pupil rate at each school will be, a poverty index is calculated. Effectively, the greater the poverty index, the greater the per-pupil rate for the calculated number of eligible students at each school. Title I funds flow through the Illinois State Board of Education (ISBE) and, per the state grant requirement, schools that have an index of 40 or greater are eligible to receive a per-pupil allocation. The total amount of funds allocated to schools has remained flat from FY21 to FY22, but, because of the factors that result in an individual school allocation, it is not uncommon for schools to see variation in their annual Title I school based discretionary allocation.

To calculate the poverty index, a ratio is determined using the number of students who qualify for free and reduced lunch or Temporary Assistance for Needy Families (TANF) and the number of students enrolled at a school. Student enrollment in these two categories is weighted, and because qualification for FRM status has less requirements than qualifying for TANF, a higher weight is placed on the free and reduced population to allocate more resources to students in this group. For the previous three years, CPS has requested enrollment and student level FRM and TANF status for a date in the first week of January.

Poverty rate calculations for Title I are different from the poverty percentages used to calculate supplemental aid. Supplemental aid considers only the number of students who qualify for free and reduced meals while Title I allocations considers the number of students who qualify for TANF and weights both household income metrics. Supplemental aid does not tier the amount of per-pupil funding a school receives, and there is no eligibility threshold for supplemental aid like for Title I.

CHARTER SCHOOLS, CONTRACT SCHOOLS, ALTERNATIVE LEARNING OPPORTUNITY PROGRAMS (ALOPs), AND SAFE SCHOOLS

STUDENT-BASED BUDGETING (SBB)

Like most district schools, charter schools, contract schools, and Alternative Learning Opportunity Programs (ALOPs) receive funding for their core instruction through SBB. The SBB rates for these schools, however, are modified to include additional components of SBB distributed to district schools outside of the per-pupil formula. These allocations, including foundation positions, teacher salary adjustment, multiple building adjustment, and equity grants, are translated to per-pupil amounts and added to the base rate to determine a modified base rate for charters, contracts, and ALOPs.

Table 7: Calculation of Modified SBB Base Rate for Charter Schools, Contract Schools and ALOPs

	FY2022 District School Allocation	District School Enrollment	Per-Pupil Equivalent
Foundation Positions	\$ 208,060,071	268,086	\$776.09
Teacher Salary Adjustment	\$36,720,066	268,086	\$136.97
Multiple Building Adjustment	\$2,400,000	268,086	\$9
Equity Grant	\$70,371,600	268,086	\$262.49
Per-Pupil Equivalent for Contract/ALOP	\$317,551,737	268,086	\$1,184.51

District School Base Rate			\$4,805.31
Modified Charter/Contract/ALOP Base Rate			\$5,989.82

The modified SBB base rate for charter schools, contract schools, and ALOPs is applied using the same weights as used for district schools, as outlined in Table 8.

Table 8: FY2022 SBB Rates for Charter Schools, Contract Schools, and ALOPs

Enrollment Category	SBB Weighting	SBB Rates with Equivalents
K–3 General Education / LRE 1 / LRE 2	1.07	\$6,326.19
4–8 General Education / LRE 1 / LRE 2	1.00	\$5,989.82
9–12 General Education / LRE 1	1.24	\$7,143.09
K–3 LRE 3	40% of 1.07	\$3,241.18
4–8 LRE 3	40% of 1.00	\$3,106.63
9–12 LRE 2	70% of 1.24	\$5,355.52
9–12 LRE 3	40% of 1.24	\$3,567.94

NON-SBB

Charter schools, contract schools, ALOPs, and Safe School programs receive a per-pupil equivalent for services that are provided in-kind to district schools, including operations and maintenance, security, Chicago Board of Education-funded programs (e.g., magnet, selective enrollment), and Central Office management. The non-SBB allocation is the entire amount of general funds in the operating budget, excluding special education, SBB allocation, and a limited set of items that are classified as district-wide shared obligations.

Table 9: FY2022 Non-SBB Allocation

	FY2022 Budget (in \$ thousands)
General Funds Excluding Special Education (Funds 115, 129, 210, 230)	\$4,217,798
Less SBB (Includes foundation positions, teacher salary adjustment, multiple buildings adjustment, equity grants)	\$2,029,360

Less Supplemental Aid	\$261,040
Less State Bilingual Funding	\$38,865
Less District-Wide Shared Obligations	\$1,131,782
Amount of Non-SBB to be Distributed on Per-Pupil Basis	\$756,750

Table 10 lists the district-wide shared obligations that are not included in the non-SBB allocation:

Table 10: District-Wide Shared Obligations

	FY2022 Budget (in \$ thousands)
Unfunded Pension Liability	\$ 679,900
Facilities Supplement for Charter/Contract/ALOP	\$77,923
Interest on Short-Term Debt	\$11,800
Core Instruction for Options, Specialty, Safe Schools	\$4,990
Real Estate Leases	\$19,077
Risk Management/Insurance	\$13,872
Transportation/Drivers Ed	\$2,190
Early Childhood (funded with General Funds)	\$101,695
New and Expansion Schools/School Transition	\$3,030
Offsetting revenue from Charters, JROTC, and E-Rate	\$62,306
Contingency	\$30,000
Vacancy Savings	\$125,000
Total District-Wide Shared Obligations	\$1,131,782

After removing the district-wide shared obligations, the non-SBB rate was based on an estimated non-SBB allocation of \$757 million. The non-SBB allocation includes the following categories of funding:

Table 11: FY2022 Non-SBB Allocation By Category

Category	Description	FY2022 Budget (in \$ thousands)
Operations	Operations and maintenance of school buildings, including cost of engineers, custodians, utilities, repairs, and Central Office operations management	\$365,227
Security	Security guards in school buildings and Central Office management of security operations	\$77,842
IT Phone/Data Network	Telephone and high-speed data wiring and network infrastructure in school buildings	\$34,589
Central Services	Central admin services funded from local sources, other than operations, security, and IT phone/data	\$161,133
School-Based Programs	Funding for magnet, selective enrollment, IB, STEM, JROTC, and other programs that provide supplemental funding to schools from local funds	\$109,508
Vacancy Savings	Estimated amount that district-run schools will underspend in SBB or other local funds due to vacancies—in FY2021, district-run schools are not allowed to reallocate vacancy savings for other purposes.	\$(125,000)
Subtotal of Above Items		\$623,299
Non-SBB Tuition	Charter per-pupil share of the above spending categories	\$133,451
Total Non-SBB		\$756,750

The non-SBB base rate is determined by dividing the components of the non-SBB allocation by the total weighted enrollment for district-run schools. For the first three components—operations, security, and IT phone and data networks—the total weighted enrollment includes charter school students who attend school in a CPS-owned facility.

Total weighted enrollment for the non-SBB rate is not the same as the total weighted enrollment for the SBB rate for the following reasons:

- 1) Diverse learner students are counted the same as general education students in the non-SBB rate. Some diverse learners receive a different SBB rate because much of their instruction is provided by special education teachers. Since the non-SBB rate is based on the administrative and operational support provided to schools, general education and diverse learner students are counted the same way.

2) Enrollment for all schools is included—not just SBB schools.

The following table shows the calculation of the FY2022 non-SBB base rate:

Table 12: Calculation of FY2022 Base Non-SBB Rate

Category	FY2022 Budget	Weighted Enrollment	Per-Pupil Amount
Facilities and Maintenance	\$365,227	310,495	\$1,176.27
Security	\$77,842	310,495	\$250.70
IT Phone/Data Network	\$34,589	310,495	\$111.40
Central Office	\$161,133	294,103	\$547.88
Programs at Schools	\$109,508	294,103	\$372.35
Vacancy Savings	(\$125,000)	294,103	(\$425.02)
Total	\$623,299		\$2,031.78

The following table shows the FY2022 non-SBB rates for all grade levels:

Table 13: FY2022 Non-SBB Rates

Non-SBB Rates	ES K–3	ES 4–8	HS 9–12
Weighting	1.07	1.00	1.24
Per-Pupil Amount for All Schools	\$2,175.93	\$2,033.58	\$2,521.64

SUPPLEMENTAL FUNDING FOR SCHOOLS IN INDEPENDENT FACILITIES

In FY2022, charter school, contract school, and ALOP facilities not owned by CPS will receive a facility supplement of \$1,762 per pupil to cover the costs of renting or owning the school facility. The FY2022 rate reflects an increase of \$137 from the FY2021 rate of \$1,625, reflecting the increase in per-pupil spending on the district's debt service related to capital improvements on CPS buildings.

Charter and contract schools that are housed in a CPS-owned building do not receive the facilities supplement but are allowed to occupy the CPS-owned facility at the nominal rental rate of \$1 per year.

Enrollment Counts for SBB, Non-SBB, and Facilities Supplement Adjustments

SBB, non-SBB, and facilities supplement funding for charter and contract schools is based on two enrollment counts per the CPS calendar: a first semester count date on the 20th school day determines first semester funding and a second semester count date on the 10th day of the second semester determines second semester funding.

Beginning in FY2020, charter and contract schools have been funded on the greater of the prior and current year enrollment counts for each semester to reflect the same funding policy CPS applies to district schools.

SBB, non-SBB, and facilities supplement funding for ALOP schools will remain based on quarterly enrollment counts as verified by attendance.

The following rules apply to the counting of enrollment for funding purposes:

- Enrollment counts are based on enrollment data in the district’s system after the close of business on the enrollment count date.
- Students are not included in the enrollment count if they are not enrolled at the school on the enrollment count date, or if they were not enrolled for at least one full day as of the enrollment count date. Schools are responsible for ensuring that enrollment, scheduling, and attendance information is up to date in CPS’ student information system on enrollment count dates.
- If a student is included in the enrollment count, but enrollment and attendance records are subsequently updated to show that the student was not enrolled in the school on the enrollment count date, the student will be retroactively excluded from the enrollment count, and the school’s funding will be decreased accordingly.

Safe School Program

CPS funds one Safe School program for students who have been expelled from traditional schools due to violence. It is funded like an ALOP, with a floor of 100 students, regardless of the actual number of students enrolled, to ensure that spots are available when needed. CPS receives a Regional Safe School grant from the State of Illinois, which helps pay these costs.

SPECIAL EDUCATION

Charter and Contract School Special Education Funding

In SY2021–22, charter and contract schools will receive a per-pupil allocation based on the number of students with IEPs at each school. Similar to district school allocations, a March 2021 enrollment snapshot was used to determine each school’s allocation for SY2021–22, based on the following rates:

Table 14: Special Education Per-Pupil Funding Rates

	LRE 1	LRE 2	LRE 3	504	Speech
Elementary School	\$12,259.58	\$14,711.49	\$18,389.36	\$2,500.00	\$3,200.00
High School	\$9,930.26	\$11,916.31	\$14,895.92	\$2,500.00	\$3,200.00

Instead of reimbursements for services rendered, these per-pupil amounts will be paid on a quarterly basis along with regular charter and contract tuition payments. These per-pupil allocations will not be automatically adjusted, but schools with extraordinary resource needs may request a review of their funding.

ALOP Special Education Funding

ALOP schools are assigned special education teacher and paraprofessional positions using the same allocation methodology as district-run schools.

Table 15: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Allocated teacher positions (license required)	\$92,700	\$113,300
Allocated paraprofessional (license required)	\$41,200	\$54,590
Clinician allocation (license required)	\$92,700	\$113,300

1. Special Education Teacher Reimbursement

- a. The school will hire its own special education teacher(s) based on the school’s population of students with disabilities. CPS will reimburse the school on a quarterly basis. This reimbursement will be based on CPS’ determination that each special education teacher possesses the proper license(s) as required by the State of Illinois and that the number of full-time equivalent (FTE) teacher positions for reimbursement does not exceed the CPS-approved allocation for the school.
- b. The maximum reimbursement rate for any FTE special education teacher is \$113,300 per year. The maximum reimbursement rate for all FTE special education teachers for each school is an average per-teacher reimbursement rate of \$92,700 per FTE special education teacher.
- c. The quarterly reimbursement to the school for FTE special education teachers will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved, FTE teachers for the percentage of the quarter's instructional days for which the teacher was employed; or (ii) aggregate sum of the actual salaries and benefits paid to CPS-approved special education teachers employed at the school for the percentage of the quarter's instructional days for which the teacher was employed.

2. Special Education Paraprofessional Reimbursement

- a. The school will hire its own paraprofessionals to provide the necessary supports required by its students’ IEPs.
- b. CPS will reimburse the school on a quarterly basis. This reimbursement will be based on CPS’ determination that each special education paraprofessional providing instructional support is highly qualified in accordance with the federal Every Student Succeeds Act (ESSA) standards and that the number of FTE paraprofessional positions for reimbursement does not exceed the CPS-approved allocation for the school.
- c. The maximum reimbursement rate for any FTE special education paraprofessional is \$54,590 per year. The maximum reimbursement rate for all FTE special education paraprofessionals for each school is an average per-paraprofessional reimbursement rate of \$41,200 per FTE paraprofessional.
- d. The quarterly reimbursement to the school for FTE special education paraprofessionals will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of

CPS-approved FTE paraprofessionals for the percentage of the quarter's instructional days for which the paraprofessional was employed; or (ii) aggregate sum of the actual salaries and benefits paid to the CPS-approved, special education paraprofessionals employed at the school for the percentage of the quarter's instructional days for which the paraprofessional was employed.

3. Special Education Clinician Reimbursement

- a. If clinicians are required by the students' IEPs, the school will hire its own clinicians to provide the necessary supports.
- b. The school may have the Board furnish clinicians to serve the school's students with disabilities, only if a waiver is given by CPS.
- c. If the school hires its own clinicians, then CPS will reimburse the school on a quarterly basis. This reimbursement will be based on CPS' determination that each clinician possesses the proper license(s) as required by the State of Illinois and that the number of FTE clinicians does not exceed the CPS-approved allocation for the school.
- d. The maximum reimbursement rate for any FTE clinician is \$113,300 per year. The maximum reimbursement rate for all FTE clinicians for each school is an average per-clinician reimbursement rate of \$92,700.
- e. The quarterly reimbursement to the school for FTE clinicians will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved FTE clinicians at the school for the percentage of the quarter's instructional days for which the clinician was employed; or (ii) aggregate sum of the actual salaries and benefits paid to the CPS-approved clinicians at the school for the percentage of the quarter's instructional days for which the clinician was employed.

4. Special Education Case Manager Reimbursement

- a. The school shall appoint and pay a salary and benefits to its own qualified case manager.
- b. CPS will provide the school with a stipend for a qualified case manager that is equivalent to the amount given to case managers at district-run schools. The amount of the stipend is to be determined, pending an agreement between the Board and the Chicago Teachers Union.
- c. A case manager shall be deemed qualified if he or she has appropriate licenses and certifications as determined by the district. At least two years' experience in the field of special education is preferred.

An individual serving as a case manager may receive only one stipend, even if the individual is serving more than one school. Related service providers are allocated using the same staffing formulas as district-run schools. The district will continue to reimburse schools for the actual cost of the related service providers. Schools are expected to hire their own related service providers and are reimbursed for their expenses at the following rate:

Table 16: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Related service providers (license required)	\$92,700	\$113,300

ALLOCATIONS OF SUPPLEMENTAL BILINGUAL FUNDING FOR ENGLISH LEARNERS

Charter and contract schools, ALOPs, and Safe School programs (“charter schools” collectively) receive supplemental bilingual grant funding based on EL enrollment in the following tiered system:

Table 17: State Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2022 Supplemental Funding Allocation
1	100+ EL students enrolled	42	\$46,000
2	0 to 99 EL students enrolled	58	\$450 per EL student

Table 18: Federal Title III Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2022 Supplemental Funding Allocation
1	250+ EL students enrolled	9	\$46,000
2	0 to 249 EL students enrolled	91	\$85 per EL student

Illinois Charter School Law now requires all charter schools to provide bilingual instruction to EL students. Charters are on a reimbursement system and must submit requests for reimbursement for expenses related to EL instruction. Charter schools are allocated grant funds in lieu of positions because Charter Management Organizations operate independently of CPS. Therefore, CPS cannot allocate positions but can allocate equitable funding based on EL enrollment at charter schools.

CHARGES AND FEES

Facilities Charges for Schools in CPS-Owned Facilities

Charter schools, contract schools, and ALOPs occupying a CPS-owned facility are responsible for the operating costs of the building. Schools are charged for facilities costs based on per-pupil rates reflecting the average operating costs throughout the district.

Facilities charges are assessed for facilities and maintenance, security, and IT, with the per-pupil rates for each listed in Table 19. The FY2022 rate for each charge is the same as the corresponding component in the calculation of the base non-SBB rate (see Table 12, above).

Table 19: Per-Pupil Rates for Facilities Charges

Deduction Type	FY2021 Rates	FY2022 Rates
Facilities and Maintenance	\$1,098.72	\$1,176.27

Security	\$288.85	\$250.70
IT	\$89.73	\$111.40
Total Facilities Charge	\$1,477.30	\$1,538.37

Schools can opt out of the district’s security and IT services. Charter and contract schools that are the sole occupant of a CPS facility can also opt out of facilities and maintenance services. Schools that are sharing a facility with another school are not allowed to opt out of facilities and maintenance services.

Schools will not be charged for any component of the facilities charges from which they have opted out.

Employer Pension Contribution Charges

Under the SBB model, charter schools receive per-pupil funding based on an SBB allocation that includes the amounts spent on employer pension costs of certified teachers. For this reason, each contract school reimburses the district for the employer pension costs for its employees who participate in the Chicago Teachers Pension Fund. Schools are charged 11.16 percent of the salary costs of participating employees, consistent with the pension normal cost estimates for FY2022. Pension payments are deducted from quarterly tuition payments. Pension charges will not apply to special education teachers, aides, or clinicians.

Administrative Fee

Schools are charged a three percent administrative fee to cover the district’s costs in overseeing schools and programs. The following table shows how the administrative fee is assessed for each funding source.

Table 20: Administrative Fees

Funding Source	Fee	How Admin Fee Will be Charged
SBB	3%	Total fee for SBB, non-SBB, SA, and Special Education will be deducted from quarterly tuition payments.
Non-SBB	3%	
Supplemental Aid (SA)	3%	
Special Education	3%	
Facilities Supplement	–	No admin fee.
Title I	–	No admin fee. District’s administrative costs are deducted prior to the allocation of Title I funds.
Title II	–	No admin fee. District administrative costs covered in Title I.
Title III	2%	Admin fee is capped at 2% per grant rules. 2% fee deducted from Title III payments.

State Bilingual	3%	Fee deducted from state bilingual payments.
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ADDITIONAL FLEXIBLE SCHOOL FUNDING FROM MOVING FORWARD TOGETHER

The district’s Moving Forward Together initiative, a two-year \$525 million investment to address students’ social and emotional needs, accelerate student learning, and prepare students for success beyond the pandemic through a holistic, equity-based approach, includes additional flexible school funding that will allow school communities to invest dollars to best support the needs of their students.

School leaders will receive additional funds over the course of the 2021-22 and 2022-23 school years. The additional funds will be distributed using a targeted universalist approach that prioritizes communities that have been historically marginalized and those most impacted by the pandemic. In total, the district will distribute approximately \$118 million in additional funds over the next two years.

Specifically, to determine additional fund allotment, the Unfinished Learning School Investment index outlined below will be used.

Unfinished Learning School Investment Index		
Indicator	Description	Threshold
Opportunity Index	The Opportunity Index uses indicators to analyze differences in access to opportunity structures so that those most impacted by inequity have strong, vibrant, and healthy school communities. It is a multidimensional analytical tool for identifying barriers to opportunity - including race, socioeconomic status, education, health, and community factors - and conditions that can be used to identify and advance a more equitable future state. *See Appendix for full listing of all indicators included in the Opportunity Index.	Priority 1: 3.6 or higher Priority 2: 2.6 to 3.5 Priority 3: 2.5 or less
COVID-19 Case Rates in School Zip Code	The impact at the beginning of the pandemic will have long-term social and economic impacts. The positivity rate data from March 2020 represents a time of heightened impact and potential trauma as students and families and Chicago were first experiencing COVID-19 in their homes and school communities.	Priority 1: >15% Priority 2: 10% to 15% Priority 3: <10%
Student Mobility	Students who stay within a school have a longer-term possibility for building a sense of belonging and receiving the academic and social-emotional support needed to succeed. This indicator identifies whether students were enrolled at 1 or 2+ schools in each school year. This indicator is then aggregated at the school level based on the school students attended at the beginning of the school year.	Priority 1: 20% or more students transferred from the school to another school Priority 2: Less than 20% but greater than or equal to 15% of students transferred Priority 3: Less than 15% of students transferred

Surrounding School Community Trauma Exposure	In an effort to center our unfinished learning work on healing, this indicator takes into account shooting incidents, where someone was injured non-fatally or fatally, within 500 meters of a school between May 2018 and April 2019 as a proxy of trauma the school community may experience related to school safety.	Priority 1: Greater than ten incidents Priority 2: One to ten incidents Priority 3: No incidents
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These indicators are combined using a weighted average to yield a final Unfinished Learning Investment Index prioritization level. The largest weight of 80 percent is assigned to the opportunity index and the remaining 20 percent to the COVID-19 positivity rate, student mobility, and surrounding school community trauma exposure factors. Based on index level, schools will receive additional funds according to the rates stated below.

Priority Level	Index Range	SY21-22	SY22-23
Priority Level 1	0.13-1.13	\$55,000	\$82,500
Priority Level 2	1.2-2.2	\$35,000	\$52,500
Priority Level 3	2.73-3	\$25,000	\$37,500

* Student enrollment calculations will mirror adjusted enrollment numbers used for SY21-22 initial per-pupil allocations. Enrollment calculations also include the number of pre-kindergarten students enrolled in the SY21-22 school year. Fund allocations will not be adjusted according to 20th day enrollment numbers.

These allocations to district schools will total \$47 million in FY2022.

Charter, Contract, and ALOP Proportionate Share Funding from Moving Forward Together

Charter, contract, and ALOPs will receive a proportionate share of ESSER III funding from the Moving Forward Together plan that reflects the per-pupil dollar equivalent of the funding described above and other central programs included in the Moving Forward Together initiative. Based on the final budget for FY2022 Moving Forward Together programming, charter schools will receive the following per-pupil amounts:

Category of MFT Funding	FY22 Per-Pupil Total
School-Based Funding	\$248.95
All Other Centrally-Run Programming	\$746.69

Similar to the funding allocated to district schools, these funds will be based on FY2021 fall enrollment counts and will be eligible to fund expenses based on the district's final ESSER III spending eligibility.

Appendix C Budget Process

The Board is required by the Illinois School Code to adopt an annual budget for each fiscal year no later than 60 days after the beginning of the fiscal year. The Chicago Public Schools' fiscal year starts July 1 and ends the following June 30.

Additionally, per the Illinois School Code:

- A proposed budget must be prepared and made available for public review at least 15 days prior to its finalization.
- The Board is required to hold at least two public hearings at least five days after copies of the proposed budget are made available for review.
- Notice of budget hearing dates must be published in a City of Chicago newspaper at least five days prior to the time of the hearing.
- The Board must adopt a budget within the first 60 days of each fiscal year.

The proposed budget is available at cps.edu/budget. Copies of the budget are available at the Board Office for review.

Budget Planning

Budget planning consists of two main components: school budget planning and department budget planning. Schools receive funding allocations in the spring for the upcoming school year through Student-Based Budgeting (SBB) and other funding streams. For FY2022, CPS increased the SBB base rate by three percent to match the cost of living adjustments given to teachers as part of CPS' collective bargaining agreement. For the fourth consecutive year, school budget allocations were based on prior year enrollment figures (FY2021 20th day), rather than projected fall enrollments. In response to the effect of the pandemic, school baselines were established as the larger of either 1) the school's FY2017-FY2020 trend enrollment, or 2) the FY2020 20th day enrollment (see Appendix B for more information on school funding). FY2022 will also represent the third year of equity grant funding, which allocates additional dollars to schools with low and declining enrollment.

Department budgets were developed through rigorous engagement between CPS senior leadership and department leadership. FY2022 department budget proposals prioritize critical initiatives, as identified by senior leadership and the Board, in an effort to direct as many resources as possible to schools and classrooms. Additionally, department budgets were developed with the goal of aligning with the district's three main commitments in the CPS Vision: academic progress, financial stability, and integrity.

FY2022 marks the seventh year of using the Hyperion budgeting tool, which brings consistency and ease of use to the budget process for schools and Central Office.

Budget Calendar

In the fall of 2020, the Office of Budget and Grants Management (OBGM) began the FY2022 budget planning process by developing revenue and expenditure assumptions for the upcoming fiscal year. OBGM released school budgets and guidance to principals in April 2021. Throughout the spring, OBGM worked closely with schools and departments to develop their budget proposals and integrate them into the FY2022 proposed budget.

Public Involvement

Prior to the release of FY2022 school budgets, CPS engaged in a series of public workshops around school funding. These events, held virtually in February, provided attendees with background and context for how CPS funds schools and allowed for discussion and feedback that informed the proposed FY2022 budget.

This feedback built on the recommendations outlined in [this report](#), which was developed by a working group of various stakeholders, including parents; CTU members; principals; school funding experts; and district, city, and state leaders. As outlined in the recommendations within the report, the work to improve school funding will continue in FY2022 through the ongoing work of the working group and continued public engagement.

Each year, before the school budget planning process is complete, the Local School Council (LSC) from each school must hold public meetings to discuss and cast an approval vote on their school's budget proposal. During the LSC approval process, school budget documentation, as well as budget guidance resources, are shared with each LSC.

As stated above, the Board is required by the Illinois School Code to make the proposed budget available for review by stakeholders and the press at least 15 days prior to its finalization. Additionally, CPS is required to hold at least two public hearings before the budget is voted on by the Board.

Due to the COVID-19 pandemic, all public engagement related to the FY2022 budget, including LSC meetings, public hearings, and Board approval, will take place virtually.

Board Adoption of the Budget

The Board is anticipated to vote on the proposed FY2022 budget at its July 2021 meeting.

Appendix D Financial Policies

Chicago Public Schools (CPS) is responsible for providing pre-k through 12th grade education in the City of Chicago. It is an independent local government entity with its own authority to levy property taxes. The Board of Education is directed by the Illinois School Code (105 ILCS 5/34-43) to adopt an annual school budget for each fiscal year no later than 60 days after the beginning of the fiscal year, which begins July 1 and ends June 30. The annual budget includes a set of policies to be followed in managing financial and budgetary matters, allowing the Board to maintain its strong financial condition now and in the future.

Balanced Budget Policy

The Board is required by the Illinois School Code to balance its budget each year within standards established by the Board, consistent with the provisions of Article 105 ILCS 5/34-43. The Board defines a "balanced budget" as when the total resources, including revenues and spendable prior-year fund balances, equal or exceed the total budgeted expenditures, and a "structurally balanced budget" as when the total projected revenues that the Board accrues in a fiscal year are equal to or greater than the total expenditures. Revenues and expenditures are defined in accordance with Generally Accepted Accounting Principles (GAAP). The Board's current policy is that all funds should be structurally balanced unless they include the spendable prior-year fund balance that is available under the terms of the Board's Fund Balance Policy.

General Fund: Although a structurally balanced budget is the goal for the General Fund, the prior-year spendable fund balance can be appropriated in the following budget year for one-time expenditures, or under certain circumstances if the spendable fund balance exceeds five percent of the operating and debt service budget for the new fiscal year. The one-time expenditures are listed under the Fund Balance and Budget Management Policy.

Workers' Compensation Tort Fund: The restricted fund balance in the Workers' Compensation Fund can be used only for expenses specified by the Illinois School Code 105 ILSC 5/18-8.05, such as unanticipated large tort, property loss, workers' compensation, or liability claims.

Grant Funds: All grant funds shall be structurally balanced.

Capital Projects Funds: All spendable fund balances in the Capital Projects Funds will be re-appropriated in the following year for eligible construction and renovation projects.

Debt Service Funds: Funds restricted for debt service are monies held as required by a bond indenture or similar agreement and maintained mostly with bond trustees.

Fund Balance Policy

Section 5/34-43 of the Illinois School Code authorizes the Board to accumulate fund balance in the General Operating Fund. The stated goals of maintaining a fund balance are to provide adequate working capital, ensure uninterrupted services in the event of unfavorable budget variances, to provide for capital improvements, and to achieve a balanced budget within a 4-year period. Sufficient funds must be maintained in a reserve account to achieve these goals for operating funds. To facilitate the establishment and maintenance of such a reserve account CPS adopts the following policy objectives for governmental funds. The District governmental funds are the General Operating

Fund (including the Workers Compensation/Tort Fund), Capital Projects Funds and Debt Service Funds.

Fund Balance Target

Fund balance targets are established for the General Operating Fund (including the Workers Compensation/Tort Fund), Debt Service Funds and Capital Project Funds. The set amounts differ for each fund and will require an annual review. Factors included in the determination of fund balance targets include predictability of revenues, legal requirements, bond indentures, potential volatility of expenditures and liquidity requirements.

The operating and debt service budget for the new fiscal year is the basis for calculating the ratio of unrestricted fund balance to proposed expenditures. In essence the current fiscal year's budgeted expenditures will determine the prior fiscal year's designated fund balance.

- **General Operating Fund**

- **Assigned Fund Balance Stabilization Fund:** This policy will require the Board to maintain an assigned fund balance totaling 15 percent of the operating and debt service budget (net of any budgeted non-cash expenditures or budgeted expenses derived from the dedicated Chicago Teachers' Pension Fund property tax levy) for the new fiscal year as a stabilization fund in the General Operating Fund at the annual adoption of the budget.

The 15 percent is estimated to be the historical minimum cash required to provide sufficient cash flow for stable financial operations and to reduce short-term borrowing costs. It is the Board's goal that this stabilization fund will not be utilized unless there is an unforeseen financial emergency and a corresponding consensus decision among the Board members.

- **Criteria to use Stabilization Fund and Unassigned Fund Balance:** Notwithstanding any other provision of this policy, unassigned fund balance, if sufficient and available, should be used before the use of funds from the Stabilization Fund. Further, the use of unassigned Fund Balance should only be for one-time expenditures. If necessary, an amount from the Stabilization Fund can be appropriated in the following budget year for one-time expenditures or under the following circumstances:
 - To offset temporary reduction in revenues from local, state, and federal sources
 - When the Board decides to not increase the city of Chicago property taxes to the maximum allowable property tax cap
 - To retire the Board's debt
 - To fund major legal settlements or liability claims made against the Board
 - To fund necessary one-time equipment or capital spending required for the Board.
 - To pay for costs related to an unforeseen emergency or natural disaster
 - To pay for specific education initiatives lasting no more than three years

- **Assigned Fund Balance Replenishment:** In the event that the assigned stabilization fund decreases below 15 percent of the upcoming operating and debt service budget, the CFO must prepare and present to the Board a plan to replenish the stabilization fund as part of the annual statement the CFO submits to the Board in conjunction with the Annual Budget (See Monitoring and Reporting section of this document). If necessary, any surplus CPS generates must first go towards replenishing the stabilization fund until the 15 percent goal is achieved and then to the unassigned fund balance. The Board must approve and adopt a plan to restore these balances to the target levels within a 12-month period. If restoration of the reserve cannot be accomplished within this period without severe hardship, then the CFO, Deputy CFO or Controller may request that the Board approve an extension of this restoration deadline.
- **Workers Compensation/Tort Fund:** The restricted fund balance target for the Workers Comp/Tort Fund is no less than 1 percent and no more than 2 percent of the operating budget. This fund balance must only be used for expenses specified by the Illinois School Code 105 ILCS 5/2-3.170 such as unanticipated large tort, property loss, workers' compensation, or liability claims.
- **Capital Projects Funds:** Restricted fund balance must equal the unused bond proceeds, revenues, and available fund balance from the previous fiscal year. All fund balance in the Capital Projects Funds will be re-appropriated in the following year for eligible construction and renovation projects.
- **Debt Service Funds:** Funds restricted for debt service are monies held as required by a bond indenture or similar agreement and maintained mostly with escrow agents. Assigned funds in the Debt Service Funds represent the Board's efforts to cover increases in future debt service requirements. The Office of Treasury must determine the proper level of funds needed for this purpose each fiscal year.

Monitoring and Reporting

In conjunction with the submission of the annual budget, the CFO shall annually prepare a statement about the status of the fund balance in relation to this policy and present the findings to the Board. Should the CFO disclose that the stabilization funds will decline below 15 percent of the upcoming operating and debt service budget, a recommendation for fund balance accumulation shall be included in the annual statement.

One-time Revenue

The Board Policy states that revenue shall be considered one-time if it was not present in the prior fiscal year and if it is unlikely that it will be available in the following fiscal year. The policy further states that CPS shall not use one-time revenues to fund ongoing expenditures. To do so might mean that CPS would be unable to make up the gap created by the expiration of the one-time revenues in the next budget period, a situation that could lead to service cuts. Under the policy, one-time revenues would support only one-time expenditure items described below:

- To retire the Board's debt
- To fund major legal settlements or liability claims made against the Board
- To fund necessary one-time equipment or capital spending

- To pay for costs related to an unforeseen emergency or natural disaster
- To pay for specific education initiatives lasting no more than three years
- To increase the size of CPS' budget stabilization fund

Basis of Budgeting and Revenue Recognition

The budgeting and accounting policies of the Board are based on GAAP. The Governmental Accounting Standards Board is the standards-setting body for governmental accounting and financial reporting. These governing bodies require accounting by funds so that limitations and restrictions on resources can be easily explained.

Budgets are presented using the modified accrual basis of accounting.

Under the revenue recognition policy adopted in FY20, revenues are recorded when they become measurable and available. Property taxes are typically recognized as current revenues as long as they are available within 60 days after a fiscal year ends. Federal, state, and local grants are recognized as revenues when eligible requirements imposed by grantors have been met and as long as they are collected within 60 days of the end of a fiscal year.

Expenditures are recorded when the related liability is incurred, regardless of the timing of related cash outflows. One exception is that debt service expenditures are recorded only when payment is due. Only revenues and expenditures anticipated during the fiscal year are included in the budget. Unexpended funds in the General Funds and Workers' Compensation/Tort Fund revert to the fund balance at the close of a fiscal year. Unexpended capital funds are carried forward from year to year until projects are completed.

Budgetary Control and Budget Transfer

Budgetary control is exercised at the school, department, and system-wide levels with the adoption of the budget, and at the line-item level through accounting controls. The monitoring of expenditures and revenues is a crucial component of the management of the budget. In the event of an unexpected decline in revenue, certain non-essential expenses would be the first to be identified and frozen to ensure a balanced budget at year-end.

Because a budget is only a plan, transfers between line items during the year are permitted. All budget transfers follow an established fund transfer policy and approval process. All transfers requiring Board approval will be reported at the monthly Board meeting. The following are a few of the guidelines for making transfers:

- Funds may be transferred within a fund, between units, accounts, programs, or, in certain circumstances, grants. OBGGM recommends and reports transfers over \$1,000 to the Board for approval.
- No transfer may be made between any of the statutory funds supported by property taxes.
- Transfers shall not exceed 10 percent of the fund during the first half of the fiscal year, and no appropriation shall be reduced below an amount sufficient to cover all obligations that will be incurred against the appropriation, consistent with statute (105 ILCS 5/34-50).

Budget Amendments/Supplemental Budgets

The Illinois School Code (105 ILCS 5/34-47 and 48) authorizes the Board to make additional or supplemental expenditures rendered necessary to meet emergencies or unforeseen changes. After the

adoption of the annual school budget, the Board may, by a vote of two-thirds of its voting members, pass an additional or supplemental budget, thereby adding appropriations to those made in the annual school budget. Such a supplemental or additional budget is considered an amendment of the annual budget for that year. However, any appropriations thus made shall not exceed the total revenues that the Board estimates it will receive in that year from all revenue sources and any fund balance not previously appropriated. In case of emergencies such as epidemics, fires, unforeseen damages, or other catastrophes happening after the annual school budget has been passed, the Board, by a concurring vote of two-thirds of all the members, may make any expenditure and incur any liability. The Board is required to hold two public hearings both on budget amendments and supplemental budgets.

Cash and Investment Management Policy

In accordance with the Illinois School Code (105 ILCS 5/34-28) and Public Funds Investment Act (30 ILCS 235/1), the Board adopted an investment policy that provides guidelines for the prudent investment of all public funds and outlines the policies for maximizing efficient cash management. The ultimate goal is to manage public funds in a manner that will meet cash flow needs, ensure security, and provide the highest investment return while complying with all state and local requirements governing the investments of public funds. To achieve these goals, the Treasury maintains cash-flow forecasts that closely match cash on hand with projected disbursements. To minimize the potential risk and losses, the Board limits investments to the safest types of securities, pre-qualifies the financial institutions, and diversifies the investment portfolios. The Treasury evaluates and monitors the portfolio regularly. For additional detail, see the Cash Management chapter of the budget book, as well as the Investment Policy: <https://policy.cps.edu/download.aspx?ID=27>

Debt Management Policy

The Board established a debt management policy that sets forth the parameters for issuing debt and managing the outstanding debt portfolio. Additionally, the policy provides guidance for the debt payment structure that directly affects the Board's finances, the types and amounts of permissible debt, the timing and method of sale that may be used, the structural features that may be incorporated, and the selection of swap advisors. The purpose of this policy is to enhance the Board's ability to issue and manage its debt in a fiscally conservative and prudent manner and to ensure the Board's continued access to the capital markets. The Board will match the term of the borrowing to the average useful life of the projects financed and will seek the best possible credit rating in order to reduce interest costs. Every project proposed for debt financing should be accompanied by amortization schedules that best fit within the existing debt structure. Every project should also minimize the impact on future operating and maintenance costs of the tax and debt burden on the General Fund and the overlapping debt of other local governments. The Treasury will determine the mix of variable- and fixed-rate debt that best manages its overall interest costs while considering risks and benefits associated with each type of debt. See the Debt chapter of the budget book, as well as the Debt Management Policy: <https://policy.cps.edu/download.aspx?ID=42>

Appendix E

Glossary

Account: A budget attribute used to group funds with a similar purpose, such as supplies, salaries, or travel expenses. Sometimes referred to as the “object” of the expenditure, the account is what the dollars will be spent on.

Accrual Basis: The accounting technique under which transactions are recognized when they occur, regardless of the timing of estimated cash flow.

Accrued Expense: An expense incurred and recorded on the books but not payable until a later date.

Adopted Budget: The budget ultimately approved and authorized by the Board that authorizes spending for the fiscal year based on appropriations in the budget.

Ancillary Classrooms: Identified for elementary schools only. Refers to the number of allotted classroom spaces required for non-homeroom uses, such as science labs, computer labs, resource rooms, special education rooms, after-school programs, or community organization special programs. The number of ancillary classrooms can be identified by subtracting the number of allotted homeroom classrooms from the total number of classrooms.

Appropriation: An authorization to make expenditures and incur obligations for a specific purpose during a specific time period granted by a legislative body, in this case the Board.

Assessed Valuation (AV): The value placed on all taxable property for tax purposes. This amount is subject to the state equalization factor and the deduction of exemptions.

Average Daily Attendance (ADA): The aggregate number of pupil days of attendance divided by the number of days in the regular school session. Attending school for five or more hours while school is in session constitutes one pupil day of attendance. The average daily attendance from the best three month’s of the prior year is used to calculate General State Aid for the current year.

Balance Sheet: A statement of an organization’s financial position at a specific point in time. It includes assets, liabilities, and fund balances.

Bill (HB or SB): Legislation drafted in the form of an Act to be introduced to the Illinois General Assembly and identified with a bill number. HB refers to a bill introduced to the House and SB refers to a bill introduced to the Senate. Bills are available on the General Assembly website at ilga.gov.

Block Grant: A state or federal grant program that consolidates several previously separate categorical grant programs into one larger grant. Block grants usually allow the recipient agency more flexibility than separate grants for the use of the resources.

Bond: A written promise to pay a specified sum of money, called the “face value” or “principal amount,” at a specified future date with a specified periodic interest rate.

Bonded Debt: The portion of indebtedness represented by outstanding bonds.

Bond Rating: An assessment of a specific bond issue’s credit risk.

Bond Redemption and Interest Fund: A debt service fund for the receipt and disbursement of annual tax levies proceeds for the payment of the principal and interest on specific bond issues.

Budget: An estimate of income and expenditure for a set period of time.

Budget Classification: A series of numerical codes used to categorize items of appropriation by unit, fund, account, program, and grant.

Budgetary Control: The control or management of a governmental or enterprise fund in accordance with an approved budget to keep expenditures within the limits of available revenue appropriations.

Capital Development Board (CDB): The State of Illinois’ government organization that administers the School Construction program.

Capital Outlay: An expenditure that results in the acquisition of or addition to fixed assets. Capital outlay has an anticipated useful life of more than one year; can be permanently identified as an individual unit of property; belongs to land, buildings, structures and improvements, or equipment; constitutes a tangible, permanent addition to the value of city assets; does not constitute repair or maintenance; and is not readily susceptible to loss.

Capital Project: A specific and identifiable improvement or purpose for which expenditures are proposed within the capital budget or capital improvement program.

Capital Project Fund: A fund created to account for financial resources to be used for the acquisition or construction of major capital facilities or equipment.

Categorical Revenue: Funds from local, state, federal, or private sources that can, by law, only be used for specific purposes (e.g., Every Student Succeeds Act revenue).

Change Orders: Modifications of scope and/or costs related to a project.

Chicago Board of Education (Board): The local government organization established to provide elementary and secondary education in the city of Chicago.

Chicago Public Schools (CPS): The Pre-K through 12th grade school system that operates under the Chicago Board of Education.

Chicago Teacher Pension Fund (CTPF): The pension fund for Chicago teachers, principals, and administrative staff with teaching certificates. Teachers, principals, and administrative staff in the rest of the state belong to the Illinois Teacher Retirement System (TRS).

Common Core State Standards (CCSS): A set of standards outlining what students are expected to learn at every grade level in order to be prepared for success in college and career. CCSS is designed to be relevant to the real world and help students succeed in a global economy.

Contingency: A budgetary reserve set aside for emergencies or unforeseen expenditures.

Continuous Improvement Work Plan (CIWP): The two-year school improvement plan required in all Chicago Public Schools. The purpose of the CIWP is to establish each school's mission, its strategic priorities, and the steps the school will take to accomplish its goals.

Coronavirus Aid, Relief, and Economic Security Act (CARES Act): The federal economic relief package passed by Congress in March 2020 in response to the impact of the COVID-19 pandemic.

Personal Property Replacement Taxes (PPRT): A tax instituted in 1979 to replace the Corporate Personal Property Tax. PPRT consists of a state income tax on corporations and partnerships and a tax on the invested capital of public utilities. The tax is collected by the Illinois Department of Revenue and distributed to over 6,000 local governments based on each government's share of Corporate Personal Property tax collections in a base year.

Cost of Living Adjustment (COLA): The cost of living adjustment commonly refers to the amount or percentage change to salary and/or benefits in order to protect income from being eroded by inflation.

Debt Service: The amount of money required to pay the principal and interest on all bonds and other debt instruments according to a predetermined payment schedule.

Debt Service Fund: A fund established to make principal and interest payments on long-term debt.

Deficit: An excess of expenditures over revenues in a given period.

Depreciation: The portion of a capital asset cost that is charged as an expense during a particular period. This is the process of estimating and recording the lost usefulness, expired useful life, or diminution of service from a fixed asset.

Education Support Professional (ESP): Position classification for non-teacher/principal support staff. This category covers positions such as custodians, engineers, and security guards, as well as most Central Office staff.

Effective Date: The date on which a Public Act takes effect (i.e., the date it becomes generally enforceable).

Effective Tax Rate: The ratio of taxes billed to the market value, generally expressed as a percentage.

Elementary and Secondary School Emergency Relief Grant (ESSER): Federal grant authorized by the CARES Act to provide emergency assistance to local education agencies for COVID-19 response. States distribute funds to districts based on their share of Title I funding.

Encumbrance: Obligation in the form of a purchase order and/or contract which is chargeable to an appropriation and which reserves a part of the fund balance because the goods or services have not been received. When paid, the encumbrance is liquidated and recorded as an expenditure.

Enrollment Efficiency Range: The number of students is within 20 percent of **Ideal Program Enrollment** (see definition).

Enterprise Fund: A fund established to account for operations that are financed and operated in a manner similar to private business enterprises, where the intent of the governing body is to finance or recover the costs of providing the goods or services to the general public on a continuing basis primarily through user charges.

Equalization: The application of a uniform percentage increase or decrease to assessed values of various areas or classes of property to bring assessment levels, on average, to a uniform level of market value.

Equalization Factor (multiplier): The factor that must be applied to local property assessments to bring about the percentage increase that will result in an equalized assessed valuation equal to one-third of the market value of the taxable property in a jurisdiction.

Equalized Assessed Valuation (EAV): The assessed value multiplied by the State of Illinois equalization factor minus adjustments for exemptions. This gives the property value from which the tax rate is calculated.

Every Student Succeeds Act (ESSA): In December 2015, President Barack Obama signed into law the Every Student Succeeds Act (ESSA), which updates and replaces the No Child Left Behind Act of 2001 and has been in full effect since the 2017–18 school year.

Evidence-Based Funding (EBF): State revenue provided to school districts to support basic education programs. The amount that each school district receives depends upon the educational needs of the school district, the size of the local tax base, the amount of tax effort by the local school district (in certain cases), and the foundation level. The EBF formula works so that every child in the state has access to resources for his or her education at least equal to the foundation level.

Exemption: The removal of property from the tax base. An exemption may be partial, such as a homestead exemption, or complete, such as a church building used exclusively for religious purposes.

Expenditure: The outflow of funds paid for an asset or service. This term applies to all funds.

Extension: The actual dollar amount billed to the property taxpayers of a district. All taxes are extended by the County Clerk.

Federal Special Education I.D.E.A. Program Fund Revenue: Provides supplemental programs for all students with disabilities ages 3–21.

Federal Lunchroom Revenue: Revenue from the federal program that supports free and reduced-price meals for children from low-income families.

Fiscal Year (FY): The time period designated by a system signifying the beginning and ending period for recording financial transactions. The Chicago Public Schools fiscal year begins July 1 and ends June 30.

Fixed Asset: An asset of a long-term character that is intended to continue to be held or used, such as land, buildings, machinery, and equipment.

Full-Time Equivalent (FTE): A unit that indicates the workload of an employee in a way that makes workloads comparable across various contexts. An FTE of 1.0 means that the person is equivalent to a full-time worker, while an FTE of 0.5 signals that the worker is only half-time or works full-time for half a year.

Fund: A separate accounting entity with a self-balancing set of accounts that comprise its assets, fund equity, revenues, and expenditures. Money and other fund assets are set aside in an account for specific purposes and activities in accordance with legal requirements. A school or department may have resources available from several funds. Examples include the General Fund, Workers' Compensation/Tort Fund, and the Federal Title I Fund.

Fund Accounting: A governmental accounting system that organizes its financial accounts into several distinct and separate sets of accounts, or "funds," designated by their different functions.

Fund Balance: A fund's assets minus its liabilities, as determined at the end of each fiscal year. Any reservations of fund balance are deducted, leaving a remaining unreserved fund balance.

GASB 24 — Governmental Accounting Standards Board Statement #24: Establishes accounting rules for pass-through grants, food stamps, and on-behalf payments for fringe benefits and salaries. As it relates to "on-behalf payments," GASB 24 requires payments made by other governments to be included as revenues and expenditures as long as they are for employee benefits.

GASB 54 — Governmental Accounting Standard Board Statement #54: In order to improve consistency and clarity in fund balance reporting, GASB 54 establishes a hierarchy of fund balance classifications categorized by the extent to which governments are bound by constraints on resources reported in the funds. The hierarchy includes:

1. **Non-spendable Fund Balance:** Amounts that cannot be spent, such as inventories, prepaid amounts, and the principal of a permanent fund. Additionally, long-term loans, notes receivables, and property held for resale would be reported as non-spendable unless the proceeds are restricted, committed, or assigned.
2. **Restricted Fund Balance:** Amounts constrained for a specific purpose by external parties, constitutional provision, or enabling legislation.

3. **Committed Fund Balance:** Amounts constrained for the specific purposes determined by a formal action of the government's highest level of decision-making authority. Formal action is also required by the same group to remove or change the constraints placed on the resources.
4. **Assigned Fund Balance:** For all governmental funds other than the general fund, any remaining positive amounts not classified as non-spendable, restricted, or committed. For the general fund, assigned fund balance is the amount constrained to be used for a specific purpose by a governing board, body, or official that has been delegated the authority to assign such amount.
5. **Unassigned Fund Balance:** Amounts not classified as non-spendable, restricted, committed, or assigned. The general fund is the only fund that would report a positive amount in unassigned fund balance.

General Fund: The primary operating fund used to account for all revenue and expenditures except those related to specific programs that are accounted for separately in special purpose funds.

General Obligation Bonds: Bonds that finance public projects, such as new school buildings. The repayment of the bonds is made from property taxes and is backed by the full faith and credit of the issuing entity.

Generally Accepted Accounting Principles (GAAP): A uniform minimum standard of, and guidelines to, financial accounting and reporting. GAAP governs the form and content of an entity's basic financial statements, encompassing the conventions, rules, and procedures necessary to define accepted accounting practices at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. They provide a standard by which to measure financial presentations.

Government-Funded Funds and Special Grant Funds: Funds established by the Board to account for programs that are fully reimbursable by the state or federal government and special grants.

Governmental Accounting Standards Board (GASB): Organization that establishes accounting standards for state and local governments in the United States.

Grant: A contribution given by a government entity, private foundation, or other type of organization to support a particular activity or function.

Homeroom Classrooms: Refers to the number of allotted classroom spaces required for homeroom use. Homerooms are important for tracking daily attendance and distributing report cards. The number of classrooms allotted for homeroom use is determined by multiplying the total number of classrooms by 0.769, rounding down to the nearest whole number.

Hyperion: Performance management software owned and managed by Oracle. CPS implemented Hyperion in June of 2015 and utilizes the system for planning, budgeting, and forecasting revenue and expenditures.

Ideal Program Enrollment (Ideal Capacity): For elementary schools, this equals the number of Allotted Homeroom Classrooms multiplied by 30. For high schools, this equals the total number of instructional classrooms multiplied by 30 and then multiplied by 80 percent.

Illinois School-Based Health Services Program: In September 1994, the Illinois Department of Public Aid (now the Illinois Department of Healthcare and Family Services) submitted a Medicaid State Plan Amendment, which expanded the range and scope of existing covered services and increased reimbursement rates. The program, based on 42 CFR 440.13D(d) of the Social Security Act, allows the district to receive reimbursements through Medicaid for certain services provided to eligible children.

Illinois State Board of Education (ISBE): The state organization created to oversee elementary and secondary education in Illinois.

Individuals with Disabilities Education Act (IDEA) — PL 94-142: Federal law requiring school districts to provide appropriate education services to children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities.

Inter-government Agreement (1997 IGA) with City of Chicago — October 1, 1997: The 1997 IGA represents a unique financing arrangement between the City of Chicago and CPS to pay for the construction of new schools, school building additions, and the renovation of existing schools and equipment. Per the agreement, the city helps the Board finance its Capital Improvement Program by providing it with funds to pay debt service on bonds issued by the Board for such purpose. The amount to be provided by the city will be derived from the proceeds of ad valorem taxes levied in future years by the city on all taxable property.

Inter-government Agreement using Tax Increment Financing (IGA-TIF): This agreement secures revenues from certain eligible TIF districts, which will be used by CPS to pay for the construction of new schools.

Interest Earnings: Earnings from available funds invested during the year in United States treasury bonds, certificates of deposit, and other short-term securities consistent with our investment policies.

Investments: Securities and real estate held for the production of revenues in the form of interest, dividends, rentals, or lease payments. Investments do not include fixed assets used in governmental operations.

Levy: Amount of money a taxing body authorizes to be raised from the property tax.

Liabilities: Debts or other legal obligations arising out of transactions in the past that must be liquidated, renewed, or refunded at some future date.

Local School Councils (LSC): LSCs comprise six parents, two community members, two teachers, one non-teacher staff member, the school's principal, and a student representative (for high school LSCs)

only). The LSC is responsible for approving how school funds and resources are allocated, developing and monitoring the annual School Improvement Plan, and evaluating and selecting the school's principal.

Long-term Debt: Debt with a maturity of more than one year after the date of issuance.

Lowest Performing School: An ISBE summative designation referring to a Title I eligible school that is among the lowest performing five percent of all schools within the state, or any high school in the state with a graduation rate equal to or lower than 67 percent. A Lowest Performing school is eligible for comprehensive support under the state's IL-Empower system of supports.

Lunchroom Fund: A fund for the assets, liabilities, receipts, and disbursements of the School Lunchroom Program.

Maintenance: All materials or contract expenditures covering repair and upkeep of buildings, machinery, equipment, systems, and land.

Medicaid Revenue: Revenue from the federal Medicaid program that the Board receives as reimbursement for the provision of Medicaid-eligible services to eligible children.

Miscellaneous Revenues: Proceeds derived from notes and bonds sold by the Board, interest on investments and undistributed property taxes, collections from food service sales, rental of property, gifts, donations, and the sale of Board-owned real estate.

Mission Statement: Designation of a department's purpose or benefits; how the department supports the overall mission of the system.

Modified Accrual Basis: An accounting method commonly used by government agencies that combines accrual- and cash-based accounting. Under this basis, revenues are recognized when they become both "measurable" and "available" to finance expenditures of the current fiscal period. Expenditures are recognized when the related fund liability is incurred, with the following exceptions: (1) inventories of materials and supplies that may be considered expenditures, either when purchased or when used; (2) prepaid insurance and similar items that do not need to be reported; (3) accumulated unpaid vacation, sick pay, and other employee benefit amounts that need not be recognized in the current period, but for which larger than normal accumulations must be disclosed in the notes to the financial statements; (4) interest on special assessment indebtedness that may be recorded when due rather than accrued, if offset by interest earnings on special assessment levies; and (5) principal and interest on long-term debt that are generally recognized when due.

Multiplier: See Equalization Factor.

Multi-Tiered Systems of Support (MTSS): A five-tiered performance system based on school performance metrics that provide multiple lines of evidence for measuring school quality.

Network: Geographical grouping of schools for management and support purposes.

Northwestern Evaluation Association Measures of Academic Progress (NWEA MAP): Adopted by CPS in SY2015–16 as the uniform assessment for all students applying to a selective enrollment school, academic center, or gifted school.

Object: Specific nature or purpose of an expenditure. Object codes are common across all units, programs, and projects. Examples of objects include professional services and teacher salaries. Also referred to as *accounts*.

Operating Budget: Financial plan outlining estimated revenues, expenditures, and other information for a specified period (usually one fiscal year). Long-term costs, such as those related to capital projects, are typically excluded from the operation budget.

Operating Expenses: Proprietary fund expenses that are directly related to the fund's primary service activities.

Operating Expense Per Pupil: Gross operating cost of a school district for K–12 programs (excludes summer school, adult education, bond principal retired, and capital expenditures) divided by the average daily attendance for the regular school term.

Operations and Maintenance (O&M): Represents the portion of taxes assessed for the maintenance and operations of the system's facilities.

Public Act (P.A.): Public Acts are available on the General Assembly website at ilga.gov.

P.A. 87-17: Property Tax Extension Limitation Law that imposes a tax cap in Lake County, Will County, DuPage County, McHenry County, and Kane County, as well as the prior year's Equalized Assessed Valuation (EAV) on Cook County. The tax cap limits the annual growth in total property tax extensions in the operating funds of a non-home rule government to either five percent or the percentage increase in the Consumer Price Index (CPI), whichever is less. The previous year's EAV provision limits extensions in rate-limited funds to the maximum tax rate multiplied by the previous year's EAV for all current district property.

P.A. 88-593: Public Act that requires all five state pension funds to reach 90 percent funding by the year 2045; also established a state goal of funding the Chicago Teachers' Pension Fund at between 20 percent and 30 percent of state funding for the teacher retirement system.

P.A. 89-1: Property Tax Extension Limitation Law that imposes a tax cap in Cook County. The provisions of this tax cap are the same as in P.A. 87-17.

P.A. 89-15: Public Act that gives the mayor of Chicago effective control of the Board; also changed the financial structure of the Board.

P.A. 93-21: Public Act that defines the current state poverty grant formula and defines the poverty count to be used for this grant as the unduplicated count of children in any one of four low-income programs

(Medicaid, KidCare, Temporary Assistance for Needy Families (TANF), and food stamps); excludes children who are eligible for services from the Department of Children and Family Services.

P.A. 93-845: Public Act that authorized school districts to continue to file for adjustments of the previous year's GSA claims to reflect revenue lost due to property tax refunds.

P.A. 94-976: Property Tax Extension Limitation Law that set the maximum extension rate for funds subject to tax caps, including the rate that requires voter approval. This does not allow a local government to exceed its total tax cap limit, but it does make it much less likely that tax rate limits in specific funds will prevent the local government from taxing up to its tax cap limit.

P.A. 96-490: Public Act that changed the value of the property tax bills mailed in the spring from 50 to 55 percent of the previous year's total bill.

P.A. 96-889: Public Act that created a new second-tier pension plan for the state pension funds and the Chicago Teachers' Pension Fund; changed the required funding schedule for the Chicago Teachers' Pension Fund.

P.A. 97-8 (SB 7): Public Act that makes significant changes to teacher tenure, layoff, and dismissal policies; changes the process for resolving collective bargaining impasses.

Penalty Date: Date by which property tax bills are due and payable. In Cook County, the penalty date for first-half tax bills is normally March 1, and the penalty date for second-half tax bills is typically August 3, however the date in 2020 was extended to October 1 in light of the COVID-19 pandemic.

Pension: A defined benefit amount paid regularly to a former employee during his or her retirement.

Pension Funded Ratio: A percentage measurement of actuarially-calculated assets compared to actuarially-determined pension liabilities.

Pension Relief: A legislative action by the Illinois General Assembly that temporarily reduced required pension contributions by CPS. The relief, which lasted three years, expired in FY2013.

Per Capita Tuition Charge (PCTC): A funding formula that ISBE uses to quantify the amount a school district pays from its own resources for each student.

Performance Measures: Specific measures of the workload and key outcomes of each department. These provide information about how effectively and efficiently the department is operating.

Program: Instructional or functional activity.

Program Description: The description includes department/bureau mission, goals, accomplishments, performance measures, and total expenditures and staff counts.

Project: An activity that usually must be accomplished within a specified time period and whose costs are generally reimbursed by the state or federal government.

Property Tax Revenue: Revenue from a tax levied on the equalized assessed value of real property.

Proposed Budget: Financial plan presented by the Chief Executive Officer for consideration by the Board.

Public Hearing: A formal open meeting held to present information and receive public testimony on a local issue.

Public Building Commission (PBC): The Chicago municipal corporation from which local government taxing authorities lease facilities. The PBC issues bonds, acquires land, and contracts for construction for capital projects of other local governments associated with the facilities that are being leased. Annual payments on these leases are included in the local government's tax extensions.

Public Building Commission (PBC) Lease/Rent Fund: Debt service fund for the receipt and disbursement of the proceeds of an annual tax levy for the rental of school buildings from the PBC. Most of the rental payment is used by the PBC to make debt service payments on revenue bonds that were issued to finance capital projects in PBC-leased schools.

Public Building Commission (PBC) Operation and Maintenance Fund: Fund for the receipt and disbursement of the proceeds of an annual tax levy for operation and maintenance of PBC-leased buildings.

Prior Year's Equalized Assessed Valuation (EAV): Provision of P.A. 87-17 which requires that extension limits for rate-limited funds for Cook County governments be determined using the EAV one year prior to the year of the levy.

Rate Limited Fund: Fund accounting for the accumulation and use of revenue generated by a rate-limited tax levy.

Reserve: Account used to indicate that a portion of a fund balance is restricted for a specific purpose, or an account used to earmark a portion of a fund balance to indicate that it is not available for expenditure. A reserve may also be an account used to earmark a portion of fund balance as legally segregated for a specific future use.

Revenue Bonds: A municipal bond whose principal and interest are payable exclusively from a revenue source (rather than a tax source) that is pledged as the payment source before issuance.

Safe Passage: A program designed to increase children's safety as they walk to and from school by placing CPS employees along designated safe passage routes.

School Actions: Significant changes to schools that require Board approval. Examples of school actions include consolidations and school moves.

Seal of Biliteracy: This is an award given by a school, district, or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. It is designed to function as a nationally-recognized standard of achievement in bilingual education. In Illinois, the State Seal of Biliteracy is designated on the high school diplomas and transcripts of graduating public school pupils attaining proficiency in one or more languages in addition to English.

Social Impact Bond (SIB): A debt instrument that commits a public sector entity to pay for improved social outcomes that result in public sector savings. Private investors inject capital into the specified social initiative and are paid a financial return by the public entity only if social outcomes are achieved. SIBs are also known as “Pay for Success Bonds” or “Social Benefit Bonds.”

Space Use Status: There are three Space Use Statuses: Underutilized, Efficient, and Overcrowded. Underutilized is defined as school enrollment less than the lower end of the Enrollment Efficiency Range. Efficient is defined as school enrollment within the Enrollment Efficiency Range. Overcrowded is defined as school enrollment more than the upper end of Enrollment Efficiency Range.

Space Utilization Index: A school's enrollment expressed as a percentage above or below the Ideal Program Enrollment of the facility. $\text{Space Utilization Index} = (\text{Enrollment} - \text{Ideal Program Enrollment}) / \text{Ideal Program Enrollment}$. Also known as Utilization Rate, which is equal to Space Utilization Index plus 100 percent.

Special Revenue Funds: A fund used to account for specific revenue source proceeds (other than special assessments, expendable trusts, or major capital projects) that are legally restricted to expenditures for specific purposes.

State Aid Pension Revenue: Revenue from an annual state appropriation to fund a portion of the employer contribution to the Chicago Teachers’ Pension Fund.

State Statute: A law enacted by the Illinois General Assembly and approved by the governor.

Student-Based Budgeting (SBB): A flexible, per-pupil funding model giving principals more control over the resources they can use to best meet the needs of their students. Unlike the district’s prior quota funding methodology, which provided specific positions for each school, SBB provides dollars based on the number of students at each school, allowing principals to structure the school in a way that best serves its students. CPS moved to the SBB approach in FY2014.

Supplemental Aid: Funding stream provided to schools that replaces Supplemental General State Aid. The previous state funding law required CPS to distribute \$261 million of Supplemental General State Aid directly to schools based on their poverty levels. The new funding law does not have this requirement, but CPS has maintained the poverty-based distribution methodology in the form of Supplemental Aid.

Tax Base: The total value of all taxable real and personal property in the city as of January 1 each year, as certified by the Appraisal Review Board. The tax base represents net value after all exemptions.

Tax Caps: Abbreviated method of referring to the tax increase limitations imposed by the Property Tax Extension Limitation Laws (P.A. 87-17 and P.A. 89-1). A tax cap places an upper bound on the amount of government tax that an individual might be required to pay.

Tax Increment Financing (TIF): A public financing method of providing local property tax funding for economic development projects within a designated TIF area.

Tax Rate: The amount of a tax stated in terms of a percentage of the tax base.

Tax Rate Limit: Maximum tax rate that a county clerk can extend for a particular levy. Not all tax levies have a tax rate limit.

Tax Roll: Official list showing the amount of taxes levied against each taxpayer or property in the county.

Teacher Pension Levy: A rate-capped property tax levy dedicated exclusively to paying the CPS employer cost to the Chicago Teachers' Pension Fund (CTPF). It is 0.567 percent of base Equalized Assessed Value (EAV) in Chicago from the prior year, and of new property from the current year. It was permitted by Public Act 99-0521, and further altered by Public Act 100-0586.

Title I Grant: Federal grant that provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Title II Grant: Federal grant that seeks to increase student achievement by supporting the placement and development of highly qualified, effective leaders in every school.

Tort Fund: Used to collect tort fund revenue received from a special property tax earmarked to fund expenses related to tort judgment and settlement, liability, security, workers' compensation, unemployment insurance, and risk management. The monies in this fund, including interest earned on the assets of this fund, should be used only for the purposes authorized under the Tort Immunity Act.

Total Classrooms: Refers to the number of classroom spaces (located within a permanent non-leased building) designed to be used as classrooms regardless of current use, including science labs, art rooms, resource rooms, and special education rooms, but excluding spaces not designed as classrooms, such as offices, lunchrooms, libraries, gymnasias, and auditoria.

Underperforming School: An ISBE summative designation referring to a school with one or more subgroups with low achievement. An Underperforming School is eligible for targeted support under the state's IL-Empower system of supports.

Vacancy Savings: The anticipated savings resulting from the delay in staffing new and vacant positions.

Unit: Each school, Central Office department, network office, or other special operating entity represented by a five-digit number. Examples of units include the Law Department and DuSable High School.

Uniform Pension System: A standard pension system that treats all teachers and all taxpayers in a given state exactly the same. References to a “uniform pension system” as it relates to CPS expresses the desire for CPS to be treated exactly the same as other Illinois school districts in terms of receiving state funding to cover annual teacher pension costs.