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CHICAGO PUBLIC SCHOOLS **BUDGET** 2022 - 2023



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Dear Friends and Colleagues,

After more than a year of remote and hybrid learning, Chicago Public Schools (CPS) was able to bring students in grades pre-k through 12 back to the classroom this school year for full in-person instruction. Our focus now is to provide the resources and supports that will allow our children to recover academically, socially, and emotionally from the pandemic and continue their trajectory of record-breaking gains.

Despite the continued challenges presented by COVID-19, CPS students achieved an all-time District-high graduation rate of 83.8 percent in 2021, along with the lowest-ever one-year dropout rate of 3.8 percent - down 1.8 percent from the 2020-21 school year. In addition, our District's 2021 graduates were the sixth consecutive class to earn more than \$1 billion in college scholarship offers, with 97.5 percent of these students completing a solid post secondary plan prior to graduation through our groundbreaking Learn.Plan.Succeed program.

The FY2023 budget, which totals \$9.5 billion, will allow CPS to build on these successes by strengthening our instructional core and establishing a new standard of excellence for all schools in the wake of the pandemic. Schools will see a per-pupil funding increase of 8 percent, and \$240 million more in school level funding over FY2022, which will:

- Support the hiring of 524 more teachers than last year
- Reduce class sizes and split grade-level classes
- Expand robust programming in the arts, dual-language, and early childhood education
- Provide high-quality professional development for our teachers
- Ensure safe, healthy learning environments amid the continued threat of COVID-19

This budget also provides an additional \$14 million in Equity Grants to ensure that our District's smaller schools can provide the same level of programming and academic rigor as their larger CPS counterparts. And to ensure that our diverse learners have the supports and resources to achieve their full potential, CPS is investing an additional \$45 million to support staffing needs for these students, including teachers, para professionals, and special education case managers.

As we emerge from the pandemic, we must acknowledge the toll that this challenging time has taken on our students' mental health. In addition, ongoing concerns over safety, and continued issues of racial injustice and economic inequality are having a significant impact on student learning.

The District's FY2023 budget will address this reality by investing \$30 million to grow the number of counselors and social workers in our schools, as well as implement a universal Social-Emotional Learning (SEL) curriculum that is rooted in trauma-informed practices and a restorative approach to student discipline. And to address school safety concerns, CPS is continuing to invest in proactive safety measures, including security equipment upgrades, expanding critical programs like Choose to Change and our Safe Passage program, and creating new programs for at-risk youth.

Our FY2023 capital budget details \$765 million of investments that will focus on providing all students with safe, modern learning environments and aligning our CPS facilities with the demands of 21st-century learning. Capital projects will prioritize facility needs at neighborhood schools, and will include renovations to ensure better air quality, ease overcrowding, improvements in ADA accessibility, and enhancements to athletic facilities and other student recreation spaces.

One area that has garnered significant attention with regard to the CPS budget is the more than \$2.8 billion in reimbursable pandemic relief funds through the Elementary and Secondary School Emergency Relief Fund (ESSER) program that has been allocated to us by the federal government. We have already used 45 percent of these funds (\$1.26 billion) to support our school communities during all phases of the pandemic, from remote learning to the return of students to their classrooms with critical health and safety protocols in place. In the coming school year, we plan to allocate at least \$730 million of the remaining ESSER funds to support academic and SEL programming that will allow students in every school to recover and thrive. The remaining ESSER funds will be invested strategically through FY2025 to address the evolving needs of our students and school communities.

I thank the CPS educators, families, and community partners who engaged in our budget planning process by sharing their unique perspectives and priorities. We look forward to receiving additional feedback from our stakeholders at upcoming budget hearings, the details of which can be found at cps.edu/budget.

The past two school years have been fraught with unprecedented challenges, but they have not altered our mission of providing every child from every community in Chicago with a world-class education that will prepare them for success in college, career, and civic life. The investments put forth in the FY2023 budget reaffirm this commitment and further establishes Chicago as a national leader in urban education.

Sincerely,

Pedro Martinez
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) FY2023 Proposed Budget is the financial policy plan proposed to the Chicago Board of Education (Board) for the fiscal year beginning July 1, 2022 and ending June 30, 2023. 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's budget. Physical copies of the FY2023 Proposed Budget are available at the Board Office at 1 North Dearborn St., Suite 950, Chicago, Illinois 60602.

The FY2023 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

This chapter provides a summary of the District's budget and highlights the District's major strategic initiatives and developments around funding. Specifically, this chapter discusses how the District invests resources to achieve 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 CPS' 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 within CPS, the demographics of the District, and the programs CPS provides 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, FY2023 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 the interactive Budget website at www.cps.edu/budget.

More Information

This section includes the following appendices:

- **Appendix A — Demographics:** Provides detailed information about the District's structure, school populations and employees, and the larger community in which CPS 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 online at www.cps.edu/budget to allow readers to view the entire operating budget and get more detail on each 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

FY2023 Budget Overview

Introduction

Chicago Public Schools' (CPS) FY2023 budget provides the resources needed to strengthen our rigorous, standards-based teaching and learning and provide our students with the support they need following the past two challenging years of the COVID-19 pandemic. It details the District-level and school-based investments we are making from state and local taxpayer resources as well as how we are using federal pandemic relief money to strengthen academic, social, and emotional resources for our students so that they feel safe, welcome, and supported.

Despite the challenges of the pandemic, this budget will allow us to continue making progress on the District's established goals — academic progress, financial stability, and integrity — and continue building on our record-breaking gains.

Here are the highlights of CPS' performance during the 2020-21 school year:

- **An all-time high graduation rate of 83.8 percent.** This success, which was driven in part by the improved performance of African-American students, marks an increase of nearly 27 percentage points from 2011, when only 56.9 percent of CPS high school students earned a high school diploma.
- **An all-time low dropout rate of 3.8 percent,** down 1.8 percent from last school year.
- **97.5 percent of 12th-graders completed a postsecondary plan prior to graduation, with nearly 82 percent of those planning to attend college.**
- The Class of 2021 was the sixth consecutive group of CPS seniors to earn **more than \$1 billion in scholarship offers** to continue their education.
- **Five CPS high schools were named among the top 100 schools in the country** according to rankings from *U.S. News*.

This progress does not happen by accident. It happens because we are continually working to improve the education and support we provide Chicago's children; because we strategically invest resources in the places where they are most needed; and because of the dedicated staff and families who go above and beyond, day-in and day-out, to help our students grow and thrive as they prepare for college, career, and civic life.

To continue this important work, our FY2023 budget totals \$9.5 billion, an increase from the District's \$9.3 billion FY2022 budget, with a per-pupil funding increase of 8 percent to ensure that our students and schools are funded equitably and responsibly. Our budget contains \$4.6 billion in school-level funding, an increase of over \$240 million from FY2022.

The District has budgeted for a total of 43,378 full-time employees (FTE), an increase of 1,621 FTE from FY2022 with allocations that include an additional:

- 524 teachers;
- 745 school support staff, including classroom paraprofessionals, case managers, security guards, and other school-based personnel;
- 155 citywide student support personnel, including nurses, social workers, and other personnel working in schools;
- 103 additional staff in the Offices of Teaching and Learning, College and Career Success, and Diverse Learner Supports and Services to support core instructional priorities and content capacity;
- 66 instructional support leaders and other network-based staff to support school leaders and staff with core instructional priorities; and
- 17 administrative staff, including 12 new positions to support network safety and crisis teams

Finally, our FY2023 capital budget invests \$765 million in projects to address priority facility needs that support 21st century learning environments that will help keep our children healthy and safe and improve their educational experience.

Responsible Use of Federal Pandemic Relief Funds

CPS has been allocated more than \$2.8 billion in reimbursable federal pandemic relief funds through the three rounds of the Elementary and Secondary School Emergency Relief Fund (ESSER). As of June 2022, the District will have used nearly 45 percent (\$1.26 billion) of the FY2020, FY2021, and FY2022 dollars to support our students and families throughout the pandemic. These funds allowed CPS to implement new health and safety measures in schools, adjust to a temporary period of remote learning, hire additional staff to support academic recovery, increase social-emotional learning (SEL) resources for students, and address other school-level priorities, including retaining quality staff.

Next year, the District plans to make \$730 million in programmatic investments that would not be possible without the ESSER funds to help students at every school recover and thrive. These new investments include:

- \$404 million to support school-level funding for district priorities and other local-level needs

Investment	\$
Funding for early childhood programs above what is funded by state grant funding	\$100M
Centrally-funded teacher positions at every school on top of core funding allocations	\$72M
Funding above projected Fall 2022 enrollment	\$70M
Equity Grant support for small, under-enrolled schools	\$50M
Funding for loss cap and program support for schools to address outlier situations and support meeting the instructional priorities	\$20M

School operational support via school assistants and part-time staff	\$16M
CPS Virtual Academy	\$4M
Charter Proportionate share of additional investments in school funding and recovery supports	\$72M
Total	\$404M

- \$230 million to support investments in academic recovery, social and emotional learning, and other student supports

Investment	\$
Instructional coaching and school-based professional learning	\$45M
Summer school programming	\$30M
Skyline curriculum materials and supports	\$27M
Out of School Time (OST) programming for all schools	\$25M
Tutor Corps	\$25M
Instructional support leaders and content leads to support teacher professional development	\$15M
Mental health supports and trauma-informed interventions	\$13M
Additional centrally funded second counselor positions for high-need schools	\$13M
Re-engagement, home visits, and truancy prevention programs	\$12M
Chicago Roadmap funding	\$8M
Athletic directors	\$7M
Universal Social Emotional Learning (SEL) curriculum	\$5M
Early literacy support	\$5M
Total	\$230M

- \$96 million to cover school-based operational positions, other pandemic-related needs, and other contingent expenses

While ESSER funds for this year have been factored into the total FY2023 budget, the funding allocations contained in the department budget narratives of this document may increase throughout the year as we continue to allocate federal pandemic relief funds to meet students’ academic and social-emotional needs and work with schools to determine the most efficient use of resources. Additional ESSER resources will continue to be allocated through FY2025 to support changing and shifting needs.

This strategic, multi-year approach to allocating federal pandemic funding is by design. The pandemic has been unpredictable and will require a multi-year solution for our students. Just as the reality of COVID-19 continues to shift, so will the types of support our students need to recover and thrive. We must track their progress carefully and maintain the funding flexibility to adjust to their changing needs.

This table gives a complete picture of how we have and will continue to allocate ESSER funds for the benefit of our students and schools:

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	Total
Operational supports & supplies + contingency	\$90M	\$61M	\$66M	\$96M	\$25M	-	\$338M
Academic recovery + SEL supports	-	-	\$97M	\$230M	\$200M	-	\$527M
School-level funding for district priorities + other local-level needs	\$6M	\$475M	\$460M	\$404M	\$382M	\$200M	\$1.927B
Total	\$96M	\$536M	\$623M	\$730M	\$607M	\$200M	\$2.792B

Need for Adequate and Equitable State Funding

We are proud of what this budget will allow us to do and achieve together, but the reality is that Chicago Public Schools and our students continue to suffer the impact of inadequate and inequitable funding. State funding has improved since 2017 under the state Evidence-Based Funding (EBF) model, but despite these recent improvements, CPS remains underfunded. In FY2022, CPS is still funded at only 68 percent of what the state’s Evidence-Based Funding formula says the district needs to be “adequately” funded. This leaves CPS nearly \$1.8 billion short of resources that could support schools and students. We will continue to advocate for the state and federal funding needed to ensure that CPS can fulfill its mission to provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life.

Community Engagement Around Budget Priorities

The items highlighted in our FY2023 operating budget were selected because CPS stakeholders, including principals, parents, and community partners, asked us to make these initiatives a priority.

At school funding forums in December, stakeholders voiced a desire for a focus on foundational academic skills and interventions to support unfinished learning as a result of the pandemic, social and emotional learning supports, and adequate staffing. CPS principals echoed those priorities with calls for additional instructional coaches, intervention experts, and more professional development to support quality classroom instruction. Plans for our use of ESSER funds were also posted online for community feedback for six weeks, with over 100 unique comments submitted. Our FY2023 Capital plan was also

developed with community input gained from five public meetings and more than 2,200 survey responses.

Members of the community are invited to give additional feedback on this year's budget at two upcoming budget hearings. Additional details for these meetings can be found at cps.edu/budget.

Reducing Impact of Enrollment Shifts on School Budgets

Collectively, community feedback drove an important strategic decision by CPS leadership: to increase District-level investments in key areas so all schools are able to provide essential programs and services regardless of the number of students enrolled. This approach allows us to soften the impact of shifting enrollment on school-based budgets, particularly for our pre-k and diverse learners, where we have seen the biggest shifts.

Specifically, CPS is providing an additional \$14 million in Equity Grants for small, under-enrolled schools to 238 schools to ensure that our smaller learning environments can provide the same robust, well-rounded education and high-quality teachers as our larger schools. For schools with severe enrollment declines, we are also allocating an additional \$5 million to provide stability and limit budget reductions, ensuring that no school will see core funding decline by more than 10 percent from last year. Importantly, no schools will face further budget reductions if their Fall 2022 enrollment drops below the prior school year. Conversely, schools will receive additional funding if their enrollment increases from the 2021-22 school year.

FY2023 PRIORITIES: ESTABLISHING A NEW STANDARD OF EXCELLENCE IN OUR SCHOOLS

CPS is committed to ensuring that students learn, grow, and succeed academically, socially, and emotionally. Our FY2023 budget reflects intentional budgeting decisions that strengthen the instructional core and support the following priorities:

- High-quality instruction, and standards-aligned, rigorous, and culturally-responsive curriculum for all students
 - Increased opportunity and funding for diverse learners
 - Reduced class sizes and split grade-level classes
 - Expanded teacher professional development
 - Increased access to arts, dual language, pre-k, and more special classes and programs
 - Academic interventions to keep students from falling behind
- Healthy and safe environments for students and staff
 - Protect school communities from COVID-19
 - Increase nurse staffing to an all-time high
 - Maintain safe and secure schools and school communities
- Social-emotional learning (SEL) supports for students with a focus on communities most in need

High-quality instruction, and standards-aligned, rigorous, and culturally-responsive curriculum for all students

We are committed to meeting every student where they are and positioning them for success in college, career, and civic life. While the challenges of the pandemic caused many students' learning to be interrupted or unfinished, CPS is continuing to enhance our instruction and curriculum — both to help children recover academically, socially, and emotionally, and to provide a foundation that will support their education well into the future.

Our FY2023 budget includes significant investments to increase opportunities for diverse learners, reduce class sizes and split grade-level classes, invest in our educators through robust professional development, and expand school programming in the arts, dual language, pre-K, and more.

Increasing opportunity and funding for diverse learners

CPS is committed to providing the tools, guidance, supports, and services necessary to ensure that every diverse learner receives meaningful, rigorous, and relevant access to grade-level core instruction in the least restrictive environment appropriate within their neighborhood school, school of choice, or the school closest to their residence.

In our FY2023 budget, CPS is investing \$68 million more in funding to advance equity and meet the needs of diverse learners across the District. This includes \$62 million more for teacher and paraprofessional positions and \$6 million more for additional case manager positions, bringing the total number of case managers to 256 FTE. Additional funds will be allocated throughout the year to address changing student and school needs that require additional resources.

CPS will also increase full-day pre-k access for four-year-old diverse learners by adding blended classrooms that provide these students with the most inclusive experience possible.

Reducing class sizes and fewer split grade-level classes

Class size can be one of the most important factors when it comes to student success. Our FY2023 budget includes \$42 million in new District-level funding (\$72 million total) to reduce class sizes and ensure that grade-level classroom splits (in which students from two grades are combined in one classroom) are used only when academically necessary.

Specifically, this flexible funding will support additional full-time equivalent classroom teachers, special subject teachers, and/or interventionists based on individual school needs. These positions have been allocated to schools based on both student enrollment and the District's Opportunity Index, which analyzes barriers such as race, socioeconomic status, education, health, and other community factors to help offset inequities and increase student opportunities and access to strong, vibrant, and healthy school communities.

Investing in our educators through robust professional development

To ensure that all CPS students benefit from high-quality instruction, our FY2023 budget invests more than \$45 million in new funding to provide our talented teachers with robust professional development opportunities that support and empower our teachers in providing high-quality instruction. This funding

will pay for instructional coaches at 184 schools with the highest needs according to the District's Opportunity Index, and ensures appropriate staffing so that teachers can take full advantage of the additional support and development programs.

District-level investments will also fund instructional support leaders and subject-specific content leads to facilitate teacher professional development in their classrooms and school buildings.

We have also added two additional professional learning days to the 2022-23 academic calendar, and will provide additional collaboration opportunities for teachers throughout the school year.

Expanded school programming: arts, dual language, pre-k, and more

Based on input from our families, educators, and community partners, CPS is investing in the expansion of high-quality programs that will enrich the experience of students throughout the city.

- *Arts Education:* CPS is committed to providing a well-rounded education with increased access to the arts for all elementary school students, which we know can have a positive impact on academic outcomes and social-emotional development while driving student creativity. Our FY2023 budget adds over 100 teacher positions in the arts, including visual arts, music, dance, theater and drama to ensure that every student has access to arts programming.
- *Dual-language:* Dual-language instruction has been proven to raise academic achievement for students of all backgrounds and is a pathway to earning the State of Illinois' Seal of Biliteracy in high school. The seal demonstrates a student's proficiency in a second or third language and competency for college-level coursework. Our FY2023 budget provides \$3 million in new funding for more bilingual teachers and dual-language program coordinators, as well as the formation of bilingual advisory councils.
- *Universal pre-k:* 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. CPS is moving closer to universal pre-k with an additional \$10 million to add 29 more free, full-day pre-k classrooms. As a result, 64 of Chicago's 77 communities will have pre-k programs, with a goal to have programs in every community by fall 2023.
- *Athletics:* CPS will invest an additional \$7 million to support athletics across the district, including funding for full-time athletic directors at over half the District's high schools.
- *Summer and Out-of-School-Time Programs:* CPS is committed to keeping students safe and engaged when schools are not in session, while also providing focused efforts to address unfinished learning. Our FY2023 budget includes \$30 million in District-level funding for summer school programs, as well as \$20 million for before- and after-school (Out-of-School Time) programming. Summer programming includes the Extended School Year (ESY) program for diverse learners, the Bridge program to help elementary students achieve passing grades in key subjects, and the high school credit recovery program, as well as targeted District and school-level programs for specific subjects and to support students in key transition years. In the past, principals have had to pay for some of these programs out of their school budgets. By assuming responsibility for this funding at the District level, principals can now redirect funds to

other initiatives that will benefit the unique needs of their individual school communities.

- *Chicago Roadmap*: An additional \$8 million will continue funding the Chicago Roadmap — a comprehensive partnership between CPS and the City Colleges of Chicago to ensure a solid pathway from high school to higher education and career. These funds will support academic readiness, including expanding dual-credit and dual-enrollment opportunities for CPS students, as well as student advising and career exploration and readiness.

Additional instructional and curriculum investments for this year will include:

- *Skyline*: CPS is investing an additional \$27 million to support materials and professional development for the continued implementation of Skyline — the District’s comprehensive, digital, standards-aligned, and culturally-responsive curriculum that is available to every teacher at every grade level throughout our schools. This includes the additional instructional and assessment resources, as well as the development of curriculum for Spanish language arts (K-12), visual arts (Pre-K-9), music (Pre-K-10), and health and physical education.
- *More resources for early literacy*: Data has shown that child literacy is one of the key areas impacted by the COVID-19 pandemic. We are allocating \$5 million to support literacy interventions for our youngest learners, particularly our students in grades K-2, to address gaps in foundational skills, cultivate a love of reading and bring students up to grade-level reading proficiency. This funding will provide our highest-need schools with culturally and linguistically-representative classroom libraries and take-home textbook sets, as well as provide multigenerational programming for parents, grandparents and other caregivers to support literacy development in young learners.
- *Tutor Corps*: We will invest \$25 million to hire and train literacy tutors in grades K-5 and math tutors in grades 6-12 at schools with students who need the most academic support. This investment will allow us to reach our goal of ensuring that all students are proficient readers by the end of second grade, a critical benchmark for long-term success.
- *AP expansion*: At the high school-level, we will invest \$2 million to expand access to Advanced Placement courses across all schools, specifically targeting students who have not been previously targeted for enrollment and focus on the expansion and implementation of AP Capstone programs.

Academic interventions to keep students from falling behind

As CPS continues to address unfinished learning as a result of the pandemic, we have worked with networks and school communities to prioritize academic interventionists at every school. Providing this targeted support will help students address critical areas like reading and math; overcome challenges in the classroom, and learn core information and skills along with their peers.

Healthy and Safe Environments for Students and Staff

In addition to providing high-quality instruction and engaging programming for students, we have an important obligation to students, staff, and our school communities to ensure health and safety in our schools.

Protecting school communities from COVID-19

Over the past year, while maintaining vital in-person instruction, CPS has taken decisive action to protect school communities from COVID-19, including:

- Administering over 1.5 million COVID-19 tests since September 1, 2021
- Securing COVID-19 testing consents from over 100,000 students and over 37,000 staff
- Hosting over 1,300 COVID-19 vaccination events with more than 23,000 patient encounters since July 1, 2021 and coordinating with Chicago's hospital and healthcare systems.
- Distributing more than \$13 million worth of Personal Protective Equipment (PPE) to students and staff

Thanks in part to CPS' effort to promote COVID-19 vaccination and increase access to vaccines, CPS students at District-managed schools are outpacing the national average for vaccinations. As of June 1, 2022:

- 64.05 percent of CPS students aged 12-17 at District-managed schools are fully vaccinated, compared to 59.5 percent nationwide
- 43.72 percent of CPS students aged 5-11 at District-managed schools are fully vaccinated, compared to 29.1 percent nationwide

We will continue to use federal pandemic relief dollars to fund and implement the health and safety protocols that are recommended by our public health partners as we move into next school year. These may include continued in-school testing, expansions of our Test-to- Stay program, robust contact tracing, ongoing vaccination events throughout the District, and other COVID-19 mitigation efforts as necessary to respond to this unpredictable global health crisis.

Bringing nurse staffing to an all-time high

Our FY2023 budget elevates student wellness by bringing school nurse staffing levels to an all-time high. By increasing funding for school nurses by \$10 million, we can hire an additional 112 school nurses and ensure that every student in every school can access a school nurse.

Maintaining safe and secure schools and school communities

Students are better able to focus academically when they feel physically and emotionally safe, welcomed, supported, and respected by peers and adults through strong relationships in their learning

environment. Over the years, we have learned that it takes a combination of initiatives, programs, and supports to achieve school safety.

- *Choose to Change*: We will continue to invest in and expand access to the Choose to Change initiative with \$9.2 million in additional funds in FY2023. Choose to Change is an evidence-based mentoring program designed to keep young people who are heavily impacted by violence and trauma on track to graduate from high school and stay out of the criminal justice system. This program connects these students with intensive advocate and wraparound supports, as well as trauma-informed therapy to help them live safe and successful lives. This program has been shown to reduce the likelihood of arrests for violent crime by nearly 50 percent, reduce the likelihood of in-school misconducts by 33 percent, and increase school attendance by a full week per year on average.
- *“Back to Our Future” Initiative*: With a new investment of \$18 million (including a \$16.2 million award from the Illinois Department of Human Services) CPS is piloting a new high touch intervention model to 1000 youth who have been disconnected from school for at least 12-18 months. CPS will partner with community-based organizations and the University of Chicago Crime and Education Lab to conduct extensive outreach and engagement efforts to engage these hardest to reach students and provide comprehensive behavioral health services, mentoring and employment opportunities, and other wrap-around supports in order to build the skills needed in order to safely reconnect with their school communities.
- *Whole School Safety Initiative*: Continuing this program, and reinvesting more an approximate \$3.3 million towards proactive safety resources such as restorative justice coordinators, climate coordinators, and more.
- *Safe Passage Program*: Through our Safe Passage program, trained professionals help steer our kids away from dangerous situations and help them get to-and-from school safely. CPS will invest \$22 million in the program in SY23, including \$1.5 million to engage Safe Passage staffers to support CPS Summer Programs and Chicago Park District programming so students can continue to have safe access to activities while out of school.
- *School Security Resources*: Finally, this year’s budget contains \$8 million — an increase of \$6 million over FY2022 — for critical school security equipment to support students’ physical safety on school grounds.

Social-emotional learning (SEL) supports for students with a focus on communities most in need

Students learn best when they feel safe, supported, and valued. There is no denying that the COVID-19 pandemic, racial injustice, growing economic inequality, safety concerns, and many other issues have impacted the well-being and mental health of many of our students, staff, and families. CPS is committed to providing robust social-emotional learning and engagement opportunities for all students from pre-K

through high school, including mental health services and wraparound supports for those who are struggling.

This past school year, CPS prioritized social-emotional learning supports, including \$16 million to stand up behavioral and mental health teams (BHTs) at every school.

Our FY2023 budget builds upon this work, with \$30 million in District-funded investments to support school-level programming. This adds staffing and resources needed to foster positive school and classroom climate, trauma-engaged practices and restorative approaches to discipline, as well as other social and emotional skills instruction. Specific investments include:

- *SEL curriculum*: \$5 million in new funding to support the implementation of a universal SEL curriculum for all elementary schools that includes bullying prevention and other key tactics
- *Social workers*: \$5 million in additional funding for social workers to support students' social and emotional wellbeing on a case-by-case basis.
- *Counselor positions*: \$6 million to fund additional (second) counselor positions for 53 schools that need them most, based on the Opportunity Index and Violence Index, which help to measure the level of risk to students based on community.
- *Mentorship and mental health supports and partnerships*: \$13 million for mentorship and mental health supports from highly qualified providers to provide school-level and regional services for students, as well as to expand the District's partnership with the Center for Childhood Resilience at Lurie Children's Hospital, DePaul University, and other partners and vendors in this important work.
- *Support for Students in Temporary Living Situations (STLS)*: \$2 million to fund more support staff for Students in Temporary Living Situations (STLS), including counselors and bilingual education coordinators. These professionals will ensure that 35 schools will have full-time advocates and all other CPS schools will have one or more part-time liaisons to work with these students and their families.
- *Student Re-Engagement*: \$12 million to increase enrollment and attendance, which have been impacted by the pandemic. CPS is investing resources in student re-engagement and truancy prevention — including home visits and other forms of direct contact — to bring eligible students back into the classroom.

Operational Excellence in Non-Instructional Services

Our FY2023 budget includes targeted investments and improvements in school operations to ensure that we are providing students, school leaders, staff and parents with seamless, high-quality, responsive and timely support structures and services to create equitable, learning-ready school environments and experiences across the district. Here are some of the highlights:

- *New food services contract:* In response to feedback from students, parents, and our school communities, in FY2023 CPS added a new food services contract with local, certified woman-owned business Open Kitchens. Formerly a subcontractor through another vendor, Open Kitchens will have an expanded role in serving our children delicious and nutritious meals in FY2023. They are currently serving 99 sites, and next year, they will have the capacity to serve 187 sites, including 163 schools and 24 safe haven sites.
- *Talent pipelines:* Using funds flexibly to support our Early Offer program has helped us attract teachers in hard-to-staff subjects (e.g., special education, bilingual education, early childhood and STEM), as well as teachers who wish to teach in an Opportunity School. This program has been a key driver in improving the diversity of recent new cohorts of teachers. In FY2022, 46 percent of our new teachers were Black and/or Latinx vs. 32 percent in FY2017. The program has also contributed to historic lows in our teacher vacancy rate; we began last school year with nearly 97 percent of our classrooms staffed. More than 400 new teachers have already accepted an offer to teach in CPS in FY2023.
- *Technology and Devices:* CPS will be investing over \$40 million in federal Emergency Connectivity Fund dollars for the centralized purchase of devices for students and expanded access to high-speed internet, in addition to approximately \$8.5 million in District funding for direct IT service and support. This will help to alleviate the financial and logistical burden on principals to purchase and service devices that our students need to learn and succeed.

Improving and Modernizing Our Facilities Through the Capital Budget

CPS is committed to promoting equitable access to high-quality school environments. Our FY2023 capital budget details \$765 million of investments that will focus on priority facility needs at neighborhood schools. These projects include major renovations to ensure our schools stay warm and dry, provide improved air quality, serve growing schools, enhance safety with security cameras, and ensure students and staff with disabilities have access to our facilities. Schools will see restroom updates, improved student recreation and athletic site improvements, as well as other site improvements and renovations to aid programmatic enhancements. Specific school-based investments have been prioritized based on the urgency of projects and the District's Equity Index so that capital investments can be targeted to schools with the greatest needs.

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, and our valued partner feedback. Capital Hearings are set for June 2022 and times and dates can be found at cps.edu/budget. Starting with the investments being made in the FY2023 capital plan, CPS intends to target annual capital funding of approximately \$550 million as part of its investment strategy.

FY2023 Budget Overview

CPS revenues are projected to increase in FY2023, keeping the District on track for continued fiscal health after years of fiscal uncertainty. The two largest revenue sources, property tax and state

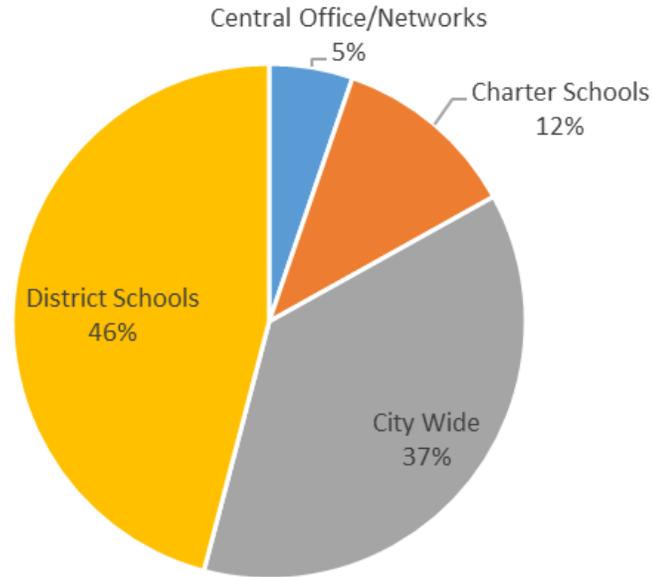
Evidence-Based Funding for K-12 education, project continued growth in FY2023. The FY2023 budget is bolstered by additional federal relief funding to continue the path to recovery in the midst of the pandemic and further investments driving equity and academic progress across the District.

Budget Overview Table 1: FY2023 Proposed Operating Budget (\$ in Millions)

	FY2022 Operating Budget	FY2023 Operating Budget	FY2023 vs. FY2022 Budget
Property Tax	\$3,318.1	\$3,628.7	\$310.6
Replacement Tax	\$195.5	\$340.5	\$145.0
TIF Surplus	\$136.9	\$96.9	(\$40.0)
All Other Local	\$260.3	\$204.0	(\$56.3)
Total Local	\$3,910.8	\$4,270.1	\$359.3
State Aid	\$1,549.6	\$1,611.8	\$62.2
State Pension Support	\$278.0	\$308.7	\$30.7
Total State	\$1,827.6	\$1,920.5	\$92.9
Federal	\$2,073.1	\$1,800.1	(\$273.0)
Investment Income	\$0.1	\$3.0	\$2.9
Total Reserves	\$10.0	\$0.0	(\$10.0)
Total Revenue	\$7,821.6	\$7,993.7	\$172.1
Total Expenditures	\$7,821.6	\$7,993.7	\$172.1

CPS' total operating budget includes \$7.99 billion in funding, with 95 percent of these funds directly supporting schools. Along with funding allocated directly to district, charter, and contract school budgets (58 percent), city-wide funding allocations (37 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.). 5 percent of the CPS operating budget covers central office and network costs.

Budget Overview Chart 1: FY2023 Operating Budget by Location



For additional details on the FY2023 operating budget, please see Appendix II of this chapter, as well as the Revenue Chapter of the Budget Book.

FY2023 Capital Budget Overview

CPS is committed to promoting equitable access to high-quality school environments, and equity served as the foundation for the FY2023 capital plan. The district's Equity Office played an important role in developing the FY2023 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 FY2023 capital budget planning process included several enhancements, most notably around transparency and community outreach. The district conducted five public meetings and evaluated over 2200 survey responses to gather community input during the capital plan development process.

The CPS facility portfolio includes 522 campuses and 803 buildings. Our average facility age is over 82 years old, and the total CPS critical facility need is over \$3 billion. 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, 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 FY2023 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 FY2023 budget is also funded by Tax Increment Financing (TIF) funds, state funding, and other outside resources as they become identified.

Full details on the FY2023 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.

FY2023 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, 2022, the Board has approximately \$8.6 billion of outstanding long-term debt and no outstanding short-term debt. FY2023 includes appropriations of \$769 million for long-term debt service payments. Approximately \$9 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 FY2023 Debt budget, please review the Debt chapter of the budget book.

Appendix I: FY2022 Operating Budget Financial Performance

FY2022 year-end estimates project CPS to outperform budget expectations by \$238 million and end the fiscal year with a \$228 million operating surplus. Revenues in the initial FY2022 budget were \$10 million less than budgeted expenditures, reflecting the district’s ability to budget unspent, restricted grant revenues from the prior year. Additionally, the district received \$129 million in revenues above budget, driven by unanticipated outperformance in local revenues, as discussed below.

Appendix I Table 1: FY2022 Year-End Estimates (\$ in Millions)

	FY2022 Budget	FY2022 Estimated End of Year	Variance Over (Under) Budget
REVENUES			
Property Tax	\$3,318.1	\$3,357.1	\$39.0
Replacement Tax	\$195.5	\$562.8	\$367.3

TIF Surplus	\$136.9	\$134.9	(\$2.0)
All Other Local	\$260.3	\$210.6	(\$49.7)
State	\$1,549.6	\$1,548.3	(\$1.3)
State Pension Support	\$278.0	\$278.0	\$0.0
Federal	\$2,073.1	\$1,848.1	(\$225.0)
Investment Income	\$0.1	\$0.3	\$0.2
Total Revenue	\$7,811.6	\$7,940.1	\$128.5
EXPENDITURES			
Salaries	\$3,257.6	\$3,264.3	\$6.7
Benefits	\$1,695.5	\$1,755.5	\$60.0
Contracts	\$1,705.7	\$1,770.7	\$65.0
Commodities	\$354.1	\$362.1	\$8.0
Equipment	\$191.4	\$191.4	\$0.0
Contingencies/Other	\$617.3	\$367.3	(\$250.0)
Total Expenditures	\$7,821.6	\$7,711.3	(\$110.3)
Revenues in excess of (less than) Expenditures	(\$10.0)	\$228.8	\$238.8

Revenues

Local Revenue

The year-end total of property tax revenue is projected to be \$39 million above the originally budgeted amount of \$3.3 billion due to higher than projected Equalized Assessed Value (EAV) totals available under the District's property tax levies following the final calculations released by the Cook County Assessor's Office following the release of the District's FY2022 budget. As in FY2021, CPS anticipates no impact from the delay in the deadline and penalty dates for second installment property tax bills. More significantly, Personal Property Replacement Tax (PPRT) revenues are projected to come in \$367 million over budget due to changes in corporate income tax laws, specifically PA 102-658¹, that drove a significant influx of one-time revenues. CPS expects the PPRT performance to return to normal levels in FY2023.

¹ <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0658>

State Revenue

CPS's initial FY2022 budget anticipated \$58 million of new funding based on the state's FY2022 budget for tier funding in the Evidence-Based Funding (EBF) allocation. The state's initial district-by-district breakdown of the new tier funding - issued after the publication of CPS' FY2022 budget - included \$84 million of new tier funding, but ISBE issued a correction this spring notifying districts of a four-year miscalculation in the tier funding allocations. This reduced the district's FY2022 tier funding allocation to \$57 million, \$1 million below the district's initial budget projections. As discussed in more detail in the Revenue chapter, the District will need to repay \$87 million over subsequent years due to this error.

Federal Revenue

Federal revenues received in FY2022 are projected to be \$225 million below budget, driven by lower than expected federal nutrition funding and federal relief revenues. Federal nutrition revenue, which is based on the number of meals served, is projected to come in approximately \$50 million below budget as meal counts continue to remain below pre-pandemic levels. Additionally, CPS expects federal relief revenues to come in close to \$175 million below budget due to unspent operating budget contingencies and lower than expected levels of spending on the district's Moving Forward Together initiative. These dollars will be spent in the FY2023 and subsequent budgets through the fall of FY2024 to continue the path to recovery for CPS.

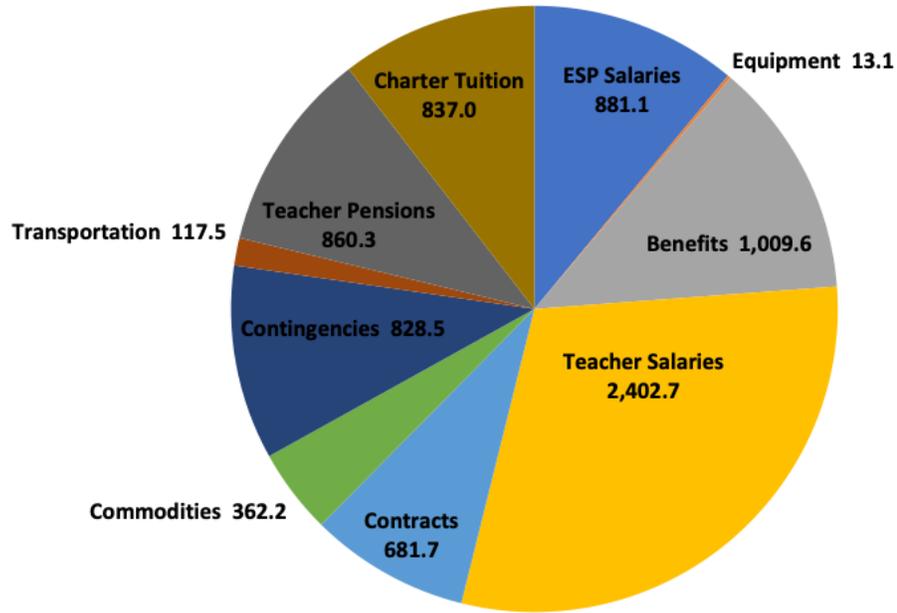
Expenditures

Estimated FY2021 expenditures are \$110 million lower than the FY2022 budget. The underspend is driven primarily by lower than budgeted spending of CPS' contingency budget for relief funding, where the District had appropriated allocations to cover unanticipated funding that may come during the fiscal year and allocations for recovery programming. Additionally, the District incurred expenses higher than budgeted in certain areas related to healthcare claims, transportation costs (including parent reimbursements following the bus driver shortage), and operational spending to support cleanliness and air quality improvements.

Appendix II: FY2023 Summary Information

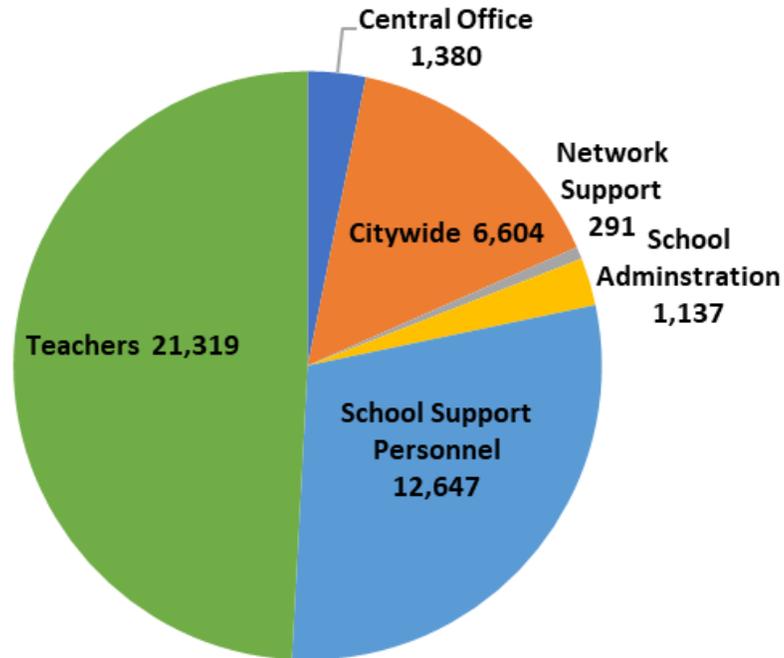
The FY2023 operating budget is approximately \$7.99 billion. 61 percent of the budget is tied to teacher and education support personnel salaries and benefits (including pension costs). Charter tuition makes up nearly 12 percent of the operating budget while commodities (e.g., utilities, textbooks, supplies), transportation, contractual services, contingencies, and equipment make up the remaining 27 percent.

Appendix II Chart 1: FY2023 Budget by Expense Category (\$ in Millions)



The FY2023 budget includes 43,778 full-time equivalents (FTEs), an increase of 1,621 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 43,378 Positions in the FY2023 Budget, 97% Directly Support Schools (FTEs)



Appendix II Table 1: FY2022 Budget FTE vs. FY2023 Budget FTE

	FY2022 FTE	FY2023 FTE	Increase or (Decrease)
Teachers	20,795	21,319	524
Central Office Personnel	1,260	1,380	120
Network Office Support	225	291	66
Citywide Student Support	6,448	6,604	156
School Administrators	1,127	1,137	10
School Support Staff	11,901	12,647	746
Grand Total	41,756	43,378	1,621

Note: Totals in above table may not foot due to rounding. Increases in Central Office Personnel are driven primarily by District initiatives to support core instructional capacity and new grant-funded positions.

Appendix II Table 2: Three-Year Expense Overview (\$ in Millions)

	FY2021 Expenditures	FY2022 Projected Expenditures	FY2023 Proposed Budget
Salaries	\$2,857.7	\$3,204.3	\$3,283.8

Benefits	\$1,683.2	\$1,905.5	\$1,869.9
Contracts	\$1,543.2	\$1,791.7	\$1,636.2
Commodities	\$290.8	\$392.1	\$362.2
Equipment	\$114.5	\$192.5	\$13.1
Contingencies/ Other	\$18.4	\$225.2	\$828.5
Grand Total	\$6,507.9	\$7,711.3	\$7,993.7

Salaries and Benefits: 68 percent of operating expenditures in FY2022 were on employee salaries and benefits. The initial FY2023 salary budget reflects an increase of \$80 million over FY2022 spending, driven by the cost of contractual increases for union employees and investments in teachers and other positions in the coming year. Initial benefit costs include a decrease of \$36 million over FY2022 spending levels. Regular cost growth in healthcare and fringe benefits is expected to increase but is offset by the reduction in the cost due to the Chicago Teachers’ Pension Fund due to investment outperformance in the prior year.

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 transportation, repair contracts, legal services, waste removal, janitorial services, engineering, and other services. Final FY2022 spending reflects \$156 million more than is included in the initial FY2023 budget as funds transferred were from contingencies - including federal spending on COVID relief measures and proportionate share funding for charter schools - over the course of the FY2022 fiscal year. Final FY2023 spending is expected to grow as similar transfers happen over the course of the FY2023 fiscal year.

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 \$30 million less than FY2022 spending due to increased spending on supplies in FY2022 to facilitate school cleanliness and higher than expected energy costs. 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 FY2022, district spending increased in this category due to increased device purchases facilitated by new funding from the federal government’s Electronic Connectivity Fund. 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.

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 current system for school funding, 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 FY2023 contingency budget represents a higher total than normal years due to the magnitude of federal funding in the FY2023 budget, including most of the \$730 million of ESSER funding allocated to support District recovery plans. Higher levels of grant contingencies are also included in the FY2023 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. As discussed above, these funds will be transferred to spending accounts over the course of the fiscal year.

Revenue

Chicago Public Schools' finances continue to be impacted by the COVID-19 pandemic. The FY2023 revenue budget reflects the unanticipated and historic changes to revenue sources that are the result of the pandemic and recent market fluctuation and inflation. 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.

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 the Property Tax Extension Limitation Law—PTELL—which limits the amount CPS can increase its property tax levy by either the change in the Consumer Price Index (CPI) or five percent, whichever is less. For FY2023 the relevant CPI has been calculated at seven percent, correlating with the impacts of inflation seen nationwide. This means that CPS' increase to the property tax levy will be capped at five percent.

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 \$350.2 million increase in EBF funding. As an under-resourced district, CPS will see additional state funding in FY2023, and due to the EBF distribution construct, the additional amount will become the base for CPS' appropriation in FY2024.

The federal government's response to the pandemic through ESSER I, II, and III has allocated a historic level of federal funding to CPS.¹ This one-time revenue has been budgeted 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 FY2023 budget request for the Department of Education increases Title I funding by \$20 billion and Individuals with Disabilities Education Act (IDEA) funding by \$700 million.² The final appropriations will depend on congressional action.

The following section details the factors, assumptions, and trends that are the basis of the FY2023 revenue budget.

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

² <https://www2.ed.gov/about/overview/budget/budget23/budget-highlights.pdf>

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

	FY2022 Budget	FY2022 Projected End of Year	FY2023 Budget	FY2023 vs. FY2022 Budget
Local Revenues				
Property Tax	\$3,374.2	\$3,357.1	\$3,685.3	\$311.1
Replacement Tax	\$234.9	\$602.2	\$379.9	\$145.0
Other Local	\$553.5	\$600.4	\$497.2	(\$56.3)
Total Local	\$4,162.6	\$4,559.8	\$4,562.4	\$399.8
State Revenues				
EBF	\$1,705.8	\$1,670.2	\$1,746.5	\$40.7
Capital	\$23.3	\$8.9	\$13.3	(\$10.0)
Other State	\$602.2	\$636.3	\$691.1	\$88.9
Total State	\$2,331.3	\$2,315.5	\$2,450.8	\$119.6
Federal	\$2,107.9	\$1,872.7	\$1,824.7	(\$283.2)
Investment Income	\$0.1	\$2.6	\$3.0	\$2.9
Reserves	\$10.0	\$0.0	\$0.0	(\$10.0)
Total Revenue	\$8,611.8	\$8,750.4	\$8,840.9	\$229.1

Table 2: FY2023

Revenue Sources Allocated for Debt, Capital, and Operating Funds (\$ in Millions)

	FY2023 Total Budget	Amount for Debt Service	Amount for Capital	Balance for Operating Budget
Local Revenues				
Property Tax	\$3,685.3	\$51.1	\$5.5	\$3,628.7
Replacement Tax	\$379.9	\$39.4	\$0.0	\$340.5

Other Local	\$497.2	\$142.3	\$54.0	\$300.9
Total Local	\$4,562.4	\$232.8	\$59.5	\$4,270.1
State Revenues				
EBF	\$1,746.5	\$502.1	\$0.0	\$1,244.4
Capital	\$13.3	\$0.0	\$13.3	\$0.0
Other State	\$691.1	\$0.0	\$15.0	\$676.1
Total State	\$2,450.9	\$502.1	\$28.3	\$1,920.5
Federal	\$1,824.7	\$24.6	\$0.0	\$1,800.1
Investment Income	\$3.0	\$0.0	\$0.0	\$3.0
Reserves	\$0.0	\$0.0	\$0.0	\$0.0
Total Revenue	\$8,840.9	\$759.5	\$87.8	\$7,993.7

Table 3: FY2023 Operating Revenues (\$ in Millions)

	FY2022 Operating Budget	FY2022 Estimated End of Year	Variance Estimated vs Budget	FY2023 Operating Budget	FY2023 vs. FY2022 Budget
Property Tax	\$3,318.1	\$3,357.1	\$39.0	\$3,628.7	\$310.6
Replacement Tax	\$195.5	\$562.8	\$367.3	\$340.5	\$145.0
TIF Surplus	\$136.9	\$134.9	(\$2.0)	\$96.9	(\$40.0)
All Other Local	\$260.3	\$210.6	(\$49.7)	\$204.0	(\$56.3)
Total Local	\$3,910.8	\$4,265.4	\$354.6	\$4,270.1	\$359.3
State Aid	\$1,549.6	\$1,548.3	(\$1.3)	\$1,611.8	\$62.2
State Pension Support	\$278.0	\$278.0	\$0.0	\$308.7	\$30.7
Total State	\$1,827.6	\$1,826.3	(\$1.3)	\$1,920.5	\$92.9
Federal	\$2,073.1	\$1,848.1	(\$225.0)	\$1,800.1	(\$273.0)

Investment Income	\$0.1	\$0.3	\$0.2	\$3.0	\$2.9
Reserves	\$10.0	\$0.0	(\$10.0)	\$0.0	(\$10.0)
Total Revenue	\$7,821.6	\$7,940.1	\$118.5	\$7,993.7	\$172.1

Local Revenues

Property Taxes

CPS is projected to receive \$3,685.3 million in property tax revenues in FY2023, which remains the District’s largest single revenue source. Of the total property tax revenue, \$56.6 million is revenue from the Capital Improvement Tax Levy, which includes \$51.1 dedicated to paying debt service bonds issued for capital improvements and \$5.5 million in additional levy receipts. Within the operating budget, CPS projects to receive \$551.6 million from the dedicated Chicago Teacher Pension Fund (CTPF) levy, leaving \$3,077.1 million left for all other operating costs. For more information on the pension levy calculation, please review the Pensions chapter.

Of the \$3,077.1 million, \$2,949.9 million is from the CPS property tax education levy, with an additional \$32 million from the changes to the property tax code from Senate Bill 0508, and an additional \$95.2 million is revenue from Transit Tax Increment Financing (TIF). The FY2023 budget includes an increase in property taxes of \$310.6 million from the FY2022 budget, \$250.6 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 prior year value of taxable property was made. At the time of publication, the final Equalized Assessed Value (EAV) for tax year 2021 is not yet available. Based on the assumed FY2022 final levy amounts and property values, the increase in the education levy includes roughly \$140 million from increasing the education levy by the rate of inflation of five percent, and roughly \$110 million from property added to CPS’ tax base, including \$608.8 million in new property that is projected to be included in the 2022 tax bill and \$3,340.6 million in projected TIF district expiries.

Impact of Inflation

CPS’ property tax levy is subject to the Property Tax Extension Limitation Law (PTELL). PTELL limits the amount 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 five percent, whichever is less. 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 FY2023 property tax levy calculation, the CPI calculated was

seven percent. Following PTELL laws, the CPI was therefore capped and the applied CPI to the FY2022 extension is five percent.³ This inflation rate is higher than the previous year's rate of 1.4 percent. An increase in CPI was expected given rising inflation nationwide, but five percent represents the highest increase in inflation in more than 30 years.

Impact of Assessments

The Cook County Assessor's Office reassesses property values on a triennial cycle. The city underwent its regular reassessment in 2021. However, forecasting the impact of the reassessment is challenging. This is not only because of the off-cycle COVID-19 reassessment performed by the Cook County Assessor's office in 2020, but also because Assessor Kaegi's office has publicly shared that assessments prior to Kaegi taking office have been historically inaccurate. These assessments were not equitably or fairly distributing the tax burden to different neighborhoods and communities throughout the County, specifically throughout Chicago. The FY2023 budget includes an estimated growth of two percent, the normal rate of growth expected in an off-cycle assessment year.

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 2022, an anticipated amount of \$608.8 million of newly constructed property and \$3,340.6 million of incremental TIF EAV will be taxed and subsequently become part of the 2023 tax base.

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 incremental value produced in the Transit TIF. In FY2023, CPS projects that Transit TIF revenues will be \$95.2 million, representing an increase of just over \$16.9 million from the FY2022 revenue budget of \$78.3 million.

Personal Property Replacement Taxes (PPRT)

Personal Property Property Replacement Taxes (PPRT) are collected by the State of Illinois and distributed to local governments statewide. 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.

³ <https://www2.illinois.gov/rev/localgovernments/property/Documents/cpihistory.pdf>

The collection rates, found below, are greatest for the Corporate Income Tax 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.⁴

Prior to the late 1970s, 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 FY2023, Personal Property Replacement Tax (PPRT) receipts are budgeted to decrease by 5.4 percent from FY2022. As discussed throughout this chapter, the FY2022 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. Due to the one-time impact of pass-through entity tax legislation, PA 102-658⁵, PPRT is greatly outperforming FY2022 budget expectations. The FY2023 budget, based on state economic forecasts, projects a return to more normal funding levels. With debt service payments from PPRT remaining at their FY2022 level of \$39 million, the FY2023 operating budget includes \$340.2 million of PPRT revenue.

This increase reflects the State of Illinois Corporate Income Tax estimates from the State's Office of Budget and Management that anticipate a year-over-year loss of 5.4 percent due in part to proposed changes to both federal and state tax code, as well as a decrease in the refund rate from 15 percent to 14.5 percent.⁶ 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

CPS expects to receive \$96.9 million in TIF surplus funding in FY2023, decreasing from \$136 million budgeted in FY2022. CPS' share of TIF surplus funding will be finalized once the City of Chicago passes its budget in the fall.

All other local revenue includes the remaining portion of 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 \$53.6 million in FY2023. Though CPS recognizes revenue to reflect the portion of the expense covered by the city, FY2023 marks the fourth 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 \$175 million of that cost to offset the city's contribution on behalf of CPS employees. Other revenues in this category include funding from the

⁴ <https://www2.illinois.gov/rev/localgovernments/Pages/replacement.aspx>

⁵ <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0658>

⁶ <https://www2.illinois.gov/sites/budget/Documents/Budget%20Book/FY2023-Budget-Book/Fiscal-Year-2023-Operating-Budget.pdf>, pg 151

City of Chicago from intergovernmental agreements, rental income, fees paid by charter schools, and other smaller revenue sources.

Local Contributions to Capital

The FY2023 local capital revenue of \$59.5 million assumes \$44 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 the Department of Water. The budget also includes \$5.5 million from Capital Improvement Tax collections not tied to existing bond issuances.

State Revenue

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 FY2023, EBF represents roughly 71 percent of the \$2.45 billion 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. Since the inception of EBF, FY2021 was the only year that new tier funding was not added to the overall state allocation.)

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 include, for example, the additional resources 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.

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 FY2022 calculations, the most recent calculations currently available, indicate that CPS' funding adequacy is 67.8 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 district 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 \$50 million in tier funding in FY2023. While tier designations rely on enrollment attributes of all districts throughout the state, the recent passage of Public Act 102-0033⁷ provides additional assurance that CPS will remain Tier 1. This

⁷ <https://www.ilga.gov/legislation/BillStatus.asp?DocNum=813&GAID=16&DocTypeID=SB&SessionID=110&GA=102>

legislation adjusts enrollment totals from the 2020-21 school year used in adequacy target calculations, ensuring pandemic-driven enrollment losses do not decrease adequacy targets and drive districts to a higher tier.

In spring 2022, the state informed CPS of a miscalculation in tier funding totals dating back to FY2019. This error reduced the amount of funding CPS is projected to receive in future years and requires CPS to pay back \$87 million in funding received from FY2019 to FY2022. CPS is currently in discussion with the state on a plan to return these funds and expects to do so over eight years, beginning in FY2024.

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

FY2023 is the sixth 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 FY2023, the state contribution to CTPF is \$308.7 million, an increase of 31.3 million from the prior year contribution of \$277.4 million. Please review 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 \$395.8 million in revenue from state appropriated funds and categorical grants. The largest portion of this funding is from the Early Childhood block grant, which increased from \$201 million in FY2022 to an estimated \$221 million in FY2023.

State Contribution for Capital

The state revenue totals \$13.3 million in gaming revenue for new construction projects and an estimated \$15 million in reimbursements from state-approved capital projects.

Federal Revenue

Most federal grants require the Chicago Board of Education to provide supplemental educational services for specific purposes, especially children from low-income households, children from non-English speaking families, and for neglected and delinquent children from pre-k through 12th grade. These grants are dedicated to specific purposes and cannot supplant local programs. Medicaid reimbursement and Impact Aid are examples of two federal funding sources that do not have these restrictions.

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 \$225.4 million in Title I funding in FY2023. This includes an anticipated increase of \$8.5 million in the formula-based Title I grant from FY2022 to FY2023. The anticipated total grant award for FY2023 is \$287.4 million, which includes allowable carryover of \$37 million from the previous year and \$33.5 million from anticipated allocation adjustment from the state.
- **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 \$24.2 million in FY2023, which includes a carryover of \$10 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 FY2023 is \$2.2 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 \$27.7 million to be awarded for the FY2023 Title II-A grant, which includes a current award of \$18.4 million and an estimated \$9.3 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 \$10.2 million for FY2023, which includes allowable carryover of \$3 million 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 \$34.9 million to be awarded for the FY2023 Title IV-A grant, which includes a carryover of \$14 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 \$14.7 million to be awarded in FY2023, an increase of \$4.1 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 anticipated total grant award for FY2023 is \$213,093, which includes a decrease of \$16,274 from the prior year.

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 FY2023 totaling \$99.3 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 FY2023.
- **Part B Pre-K:** This grant offers both formula and competitive grants for special education programs for children ages three to five with disabilities. CPS is expected to stay level at \$1.3 million from the formula grant and \$489,250 from a competitive grant for FY2023.

Total FY2023 IDEA funding equals \$107.8 million, including small competitive grants and carryover from the pre-k grant in the previous year.

National School Lunch Program and 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 are now 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 \$188.8 million in federal reimbursements for FY2023. These revenues include:

- \$179.4 million for school lunches, breakfast, snacks, and donated foods
- \$7.4 million for CACFP
- \$1.0 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 and 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 FY2023 are projected to be \$35.4 million, subject to the level of health care services rendered in the upcoming school year. FY2023 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 FY2023 Perkins formula grant is anticipated to be \$7 million, which includes an estimated rollover of \$1.2 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 FY2023 Federal E-rate grant is anticipated to be \$5 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 will have received \$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 spent \$391 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 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 the remainder of its ESSER II funding in FY2022.

The final and most significant round of federal funding came in April 2021 with congressional approval of the American Rescue Plan, which includes a third round of ESSER funding (ESSER III) that will direct \$1.8 billion to CPS. This funding will be available into the fall of 2024 and, similar to ESSERs I and II, will provide funding necessary to combat the effects of the pandemic on learning loss and the social and emotional well-being of students, safely open schools, and replace lost revenues. In addition to the \$406 million of ESSER II funding supporting FY2022 expenses, CPS expects to spend \$217 million of ESSER III funding in FY2022. The FY2023 budget includes \$730 million of ESSER III funding to support investments in academic recovery and redesign, social and emotional learning supports, pandemic-related operational costs, and ongoing investments in schools and school-based staff. CPS anticipates finishing FY2023 with \$807 million remaining to support these investments in the FY2024 and FY2025 budgets.

The FY2023 budget's combined \$979 million of ESSER and other federal relief funding includes an additional \$249 million dollars in other federal and state grants that CPS has received or anticipates receiving in order to address specific needs arising from and exacerbated by the pandemic, as well as proportionate share allocations for charter schools. Other state grants include funding to address the digital divide, provide Early Childhood summer programming and expand SEL services. Other federal

grants, both direct and flow through, include funding for students in temporary living situations, diverse learners and technology investments. Federal dollars for technology investments represent the majority of these additional dollars and are highlighted below.

The District aims to strategically leverage various funding sources in order to maximize all available revenue, maintain an eye to sustainability, and remain responsive to evolving student, school, and district needs and priorities. As a result, plans included in the various grant applications may be amended throughout the course of grant periods, and reimbursement claims may include expenses that differ from initial plans.

Emergency Connectivity Fund

In October 2021, CPS was approved for \$83.5 million through the Emergency Connectivity Fund (ECF), a \$7 billion program authorized by the American Rescue Plan (ARP) that reimburses eligible schools and libraries for laptops, computers, WiFi hotspots, routers, modems, and broadband connections to meet the remote learning needs of students and staff who would otherwise lack access to devices and internet service sufficient to support remote learning. The approved CPS plan included 215,000 devices and mobile broadband provided by Chicago Connected partners. The FY2023 budget includes \$35 million in this ECF funding, which is available through June 30, 2023.

The Federal Communications Commission (FCC) opened a third filing window in the spring of 2022, and CPS applied for \$44 million in additional funding for two main priorities: 1) to ensure that the district maintains the 1:1 student-to-device ratio achieved as a result of the first award, by replacing lost or damaged devices and those approaching the end of their useful life, and 2) to continue to improve access to mobile broadband services, including for over 23,000 students at charter schools. With this, CPS will continue to minimize the digital equity gap beyond the need to engage in remote learning and to allow all students to access high-quality, digital curriculum content such as Skyline.

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

In FY2023, 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, flat to FY2022. Please review the Debt Management chapter for more information.

Pensions

The FY2023 Budget continues to build on Chicago Teachers Pension Fund (CTPF) funding stability that began in 2017, when the state of Illinois passed structural changes to how CPS was allowed to fund the CTPF pension. The structural changes provided a dedicated property tax pension levy and a commitment by the state to pay the employer's normal cost. This has greatly reduced the budgetary risk of funding the District's pension obligations through operating funds and put CPS on a path to pension funding stability. Though the majority of funding still comes from Chicago taxpayers, the FY2023 budget will represent the first time that teacher pension costs are fully covered by dedicated local and state pension revenue. This has reduced the District's diversion of funds eligible to support classrooms from an all-time high of \$676 million in FY2016.

CPS remains the only school district in the state with its own teachers' pension system that is separate from the statewide Teachers' Retirement System (TRS). Full-time salaried CPS teachers and other licensed teaching staff are part of the Chicago Teachers' Pension Fund (CTPF), which, until recently, has been funded entirely by Chicago taxpayers with little support 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 FY2023, the state will provide \$308.7 million for these costs.

In addition, beginning in FY2017, the state authorized a dedicated tax on Chicago property owners 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 toward covering CPS' statutory obligations to the CTPF. In FY2023, this tax is estimated to provide \$551.6 million in funding for teacher pensions.

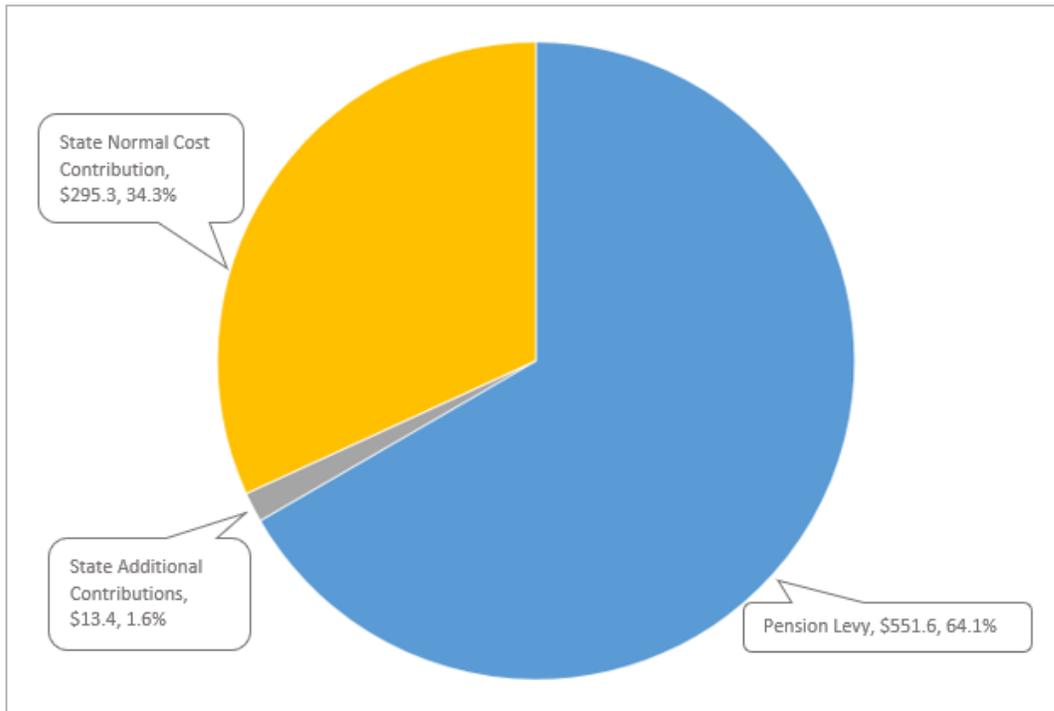
In FY2023, per the CTPF's 2021 actuarial report,² the total required employer contribution to the CTPF will be \$860.3 million. Of that number, the state will pay \$308.7 million (comprising the projected normal cost and 0.544 percent of the CTPF's total payroll, pursuant to Public Act 90-0655) and the pension property tax levy is projected to raise \$551.6 million.

In previous fiscal years, CPS has contributed additional operating revenue to fund the gap between funding provided through these two sources and the amount the Chicago Board of Education is contractually required to contribute. However, in FY2023 CTPF experienced a highly favorable market value of assets which contributed to a reduction in the funding gap. As such, CPS does not foresee a need to contribute additional operating revenues for FY2023.

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.

²https://www.ctpf.org/sites/files/2021-12/CTPF_Val_2021_FINALSend.pdf

Chart 1: Projected FY2023 Funding for Required CTPF Employer Contributions (\$ in Millions)



The funded ratio of the CTPF based on the actuarial value of assets increased to 47.48 percent as of June 30, 2021, up from 46.69 percent on June 30, 2020. A modest increase in the funded ratio occurred as a result of gains on investments despite changes to the actuarial assumptions used in CTPF’s valuation. Most notably, CTPF decreased the investment return assumption from 6.75 percent to 6.5 percent. The unfunded actuarial accrued liability (UAAL) grew by \$359 million to \$13.2 billion.

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

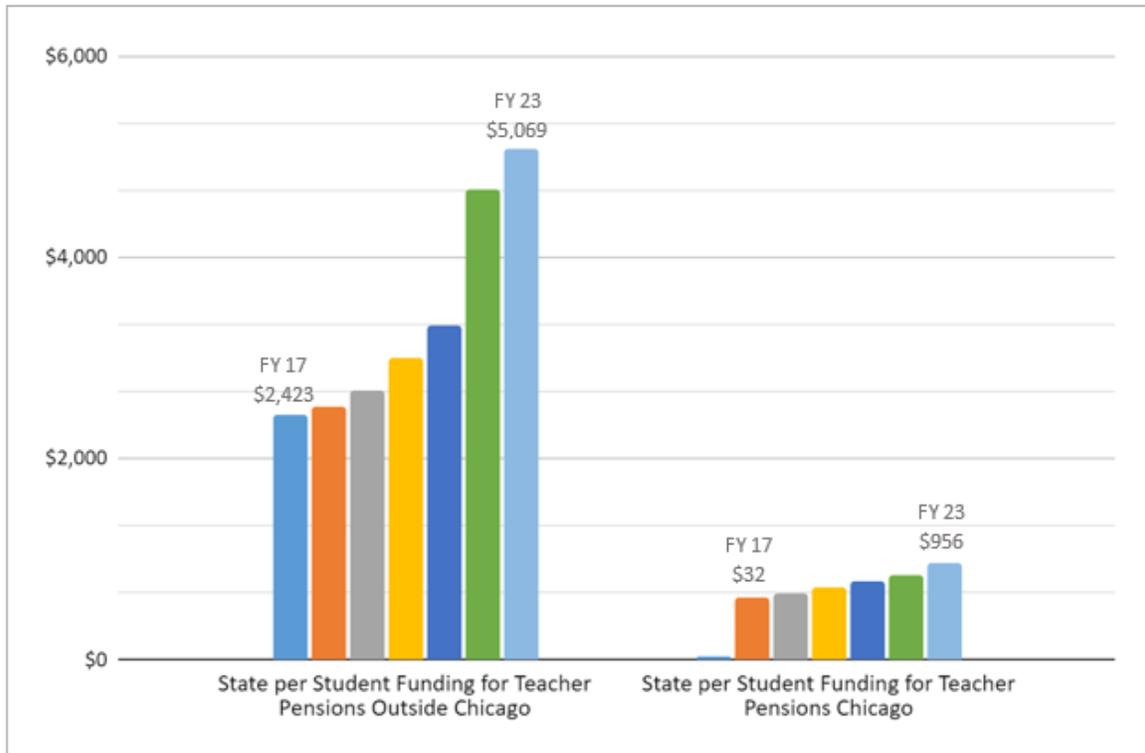
The passage of state education funding reform in 2017 began to address a pension system that unfairly penalized Chicagoans. Even though both the CTPF and TRS are governed by state statute, there has been a vast difference in the source of funding for both pension systems. The state of Illinois is projected to pay \$308.7 million in FY2023 for CTPF teacher pension costs, which represents 35.9 percent of the total employer contribution. In comparison, the state is projected to contribute \$5.89 billion toward the employer contribution to the TRS, which is nearly 95 percent of the total employer contribution.³

In FY2023, the state’s estimated contribution to TRS amounts to a pension contribution for downstate

³ https://www.trsil.org/sites/default/files/documents/2021Actuarial%20Valuation_Final.pdf, pg. 10

and suburban school districts of \$5,069 per student, while CPS only received \$956 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



CPS’ Pension Contribution Requirements as an Employer

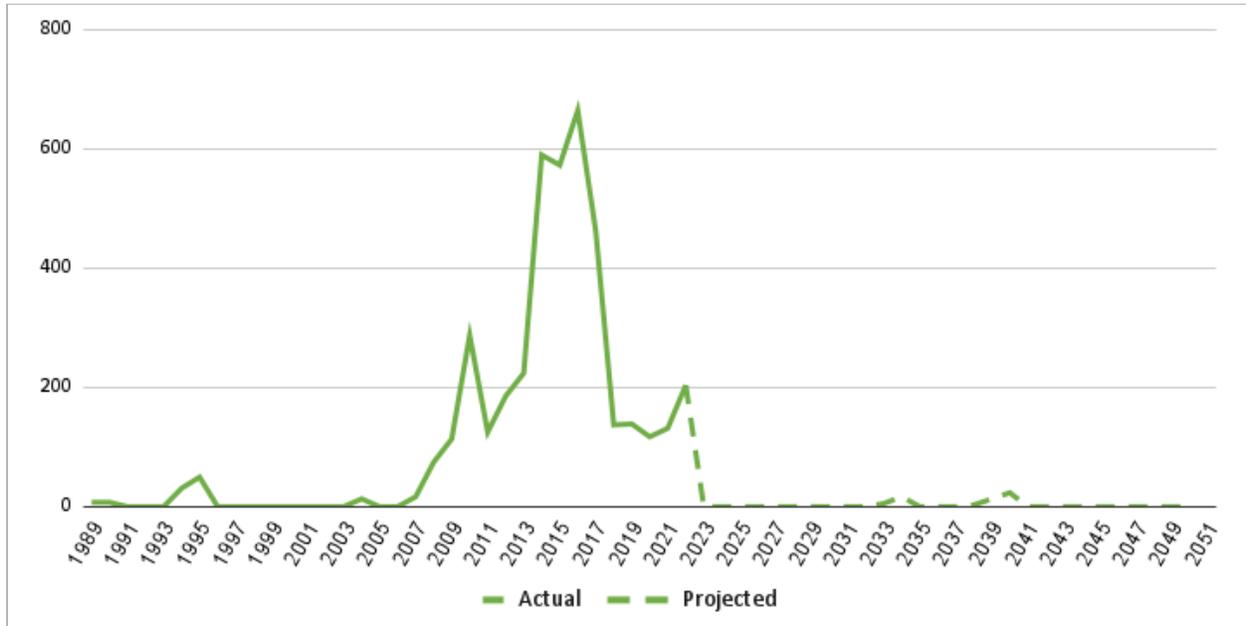
In FY2023, CPS is projected to contribute \$551.6 million for Chicago pensions out of its own resources, with the state picking up the other \$308.7 million. Of the \$308.7 million in state funding, \$295.3 million is for CTPF normal costs, and \$13.4 million is for “additional” state contributions. 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 CTPF’s total teacher payroll.

In FY2023, revenues from the pension levy, estimated at \$551.6 million, make up all of CPS’ contribution to the CTPF. The pension levy which began 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.

A combination of investment performance that exceeded the actuarial assumptions of the CTPF, and an increase in property values due to reassessments, means that FY2023 is the first year since the start of the pension levy where CPS is not obligated to divert additional operating funds to cover CTPF employer

contributions. Additionally, this performance change re-sets the ramp for the CTPF to reach its 90 percent funded rate by 2059, meaning that necessary contributions will continue to be lower than previously forecasted through at least 2032.

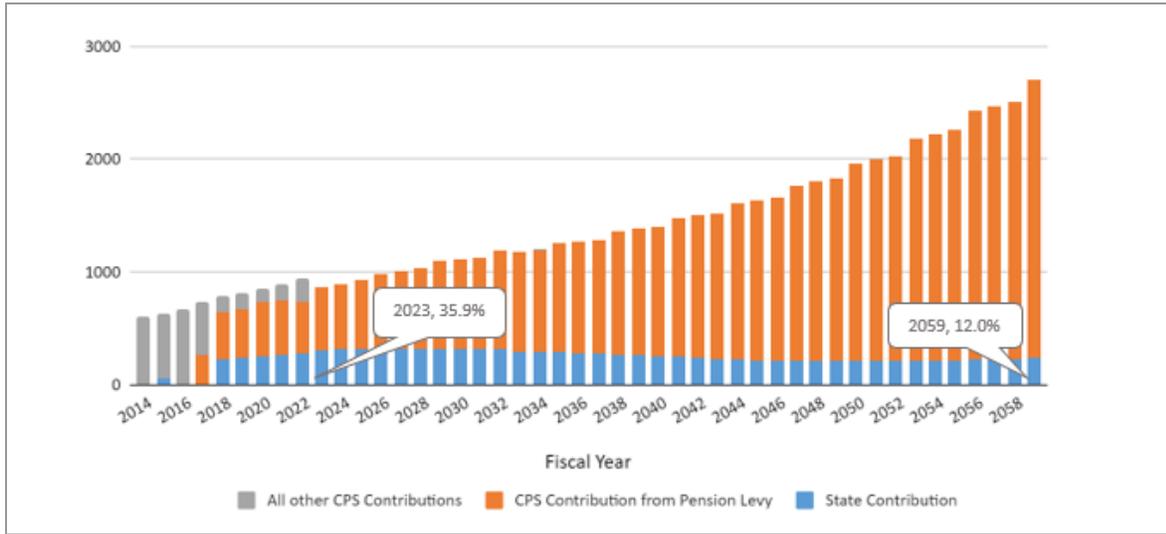
Chart 3: Diversions from Operating Revenues are Projected to Continue until 2041



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 FY2023, the state’s contribution is projected to make up 35.9 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. More discussion on the state’s EBF formula can be found in the Revenue chapter of the Budget Book.

Chart 4: The State Share of CTPF Costs will Shrink in Future Years (\$ in Millions)



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)

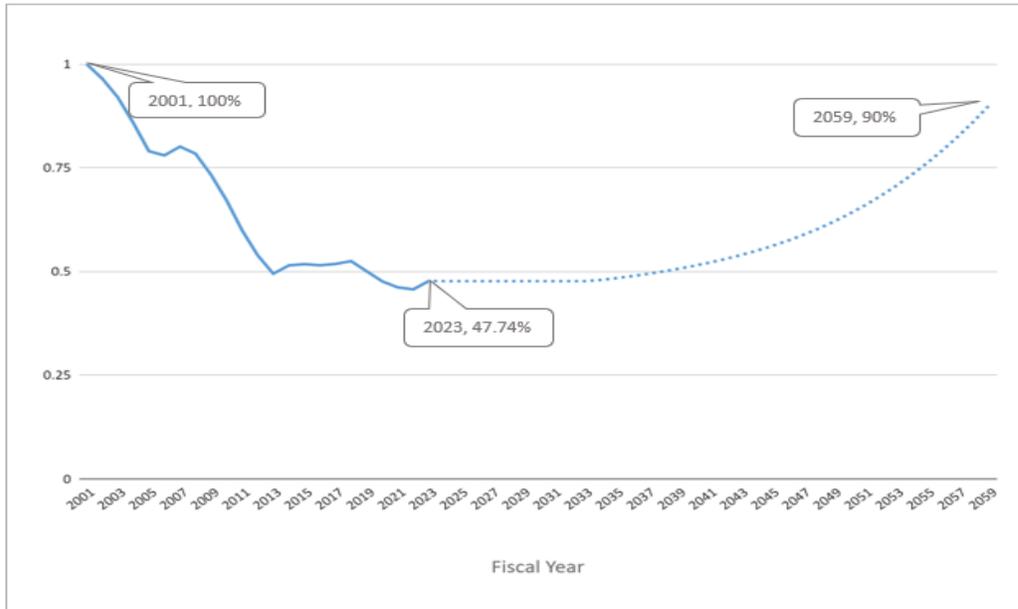
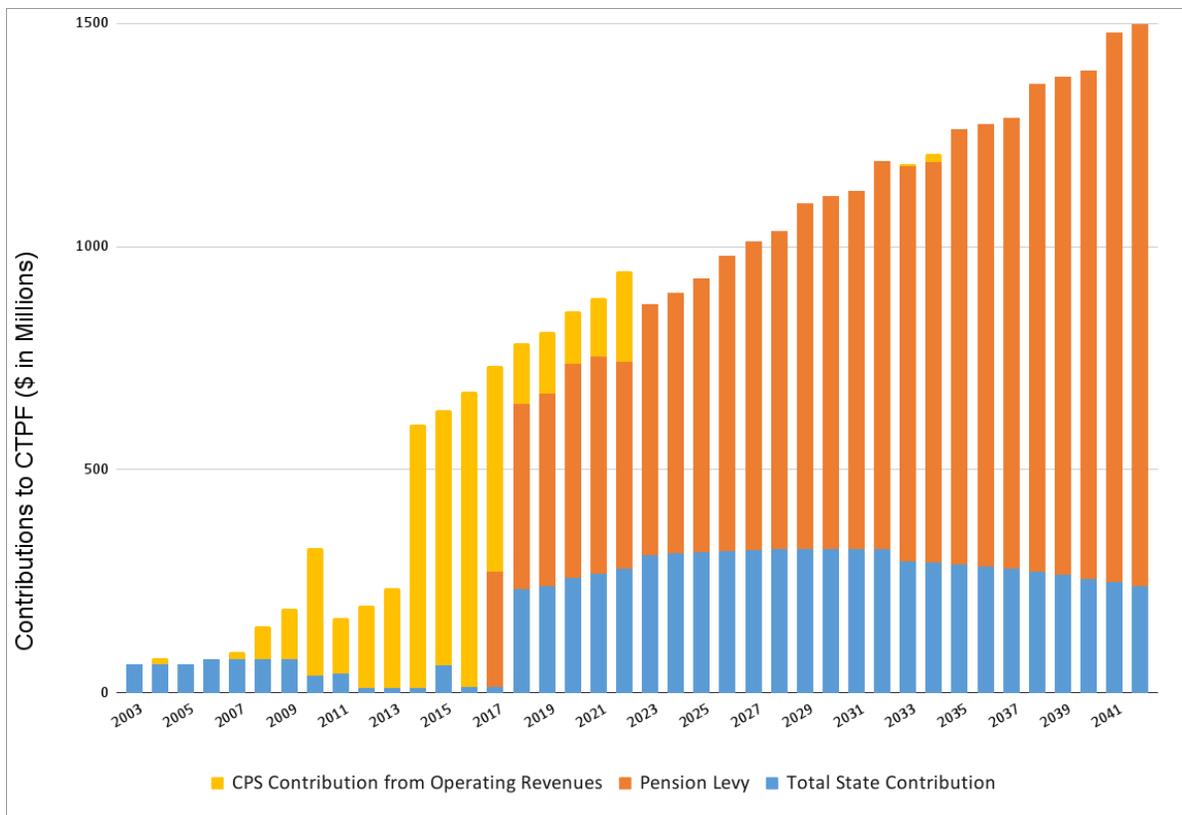


Chart 6: CPS Employer Pension Contributions Will Continue to Grow Every Year, With the Majority Covered by the Pension Levy



MEABF Contributions

Employees of CPS that do not participate in the CTPF, participate in the Municipal Employees' Annuity and Benefit Fund (MEABF). The MEABF is a City of Chicago pension annuity fund established to fund retirement for most civil servant employees of the City of Chicago. Non-teacher employees of CPS are also allowed to be part of the fund. Under current State Statutes, the Chicago Board of Education is not legally obligated to fund annual statutory requirements of the MEABF, however FY2023 marks the fourth year that CPS covered some of the costs associated with its non-teaching employees participating in the MEABF as part of an Inter-Governmental Agreement (IGA) with the City of Chicago. Prior to FY2020, the City of Chicago covered the entire cost of the MEABF employer contribution for both the City of Chicago and CPS. As part of the current IGA, Chicago Board of Education will pay approximately 66 percent of the estimated contribution requirement for CPS employees or \$175 million to the City in FY2023 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 \$4.6 billion in school budgets in FY2023. This is an increase from the \$4.4 billion budgeted for FY2022.

In FY2023, schools will receive funding directly into school-level budgets through a variety of enrollment and needs-based formulas. Funds allocated directly to schools in FY2023 reflect an increase of more than \$240 million year-over-year and are intended to ensure, for the first time, all schools can meet the following instructional and school design priorities:

- reasonable class sizes
- limited splits
- access to arts
- intervention supports
- local level priorities

The FY2023 budget builds on the District's approach in prior years by providing additional centrally-funded resources for schools. In addition to the \$4.6 billion in direct funding, centrally-budgeted resources will provide age-appropriate tech devices for every student as well as curriculum and teacher devices for all schools adopting the District's Skyline curriculum. Since these costs have traditionally been paid for out of direct allocations to schools, the centralization of this funding allows schools to invest more in local-level, school-specific priorities.

For funds allocated through the student based budget formula, the rate has been increased in FY2023 to align with the teacher salary increase in the CTU contract. The base SBB rate for FY2023 is \$4,973.50 per pupil, compared to \$4,665.35 in FY2022. The only District-managed schools that do not receive student based budgeting dollars are the ten specialty schools and four District-run options schools, which are discussed in later sections of this chapter, along with charter and contract schools that are also budgeted differently. For additional information on school funding formulas, please review Appendix B.

The District's approach to direct school funding also includes new investments over and above schools' student-based budgeting per-pupil allocations. The student based budget funding represents less than half of the funding that District schools will receive. In FY2023, CPS is increasing funding outside of the per pupil formula to improve equity in school resourcing, including investments in equity grants for small schools, additional District-funded FTE allocations, and increases in Supplemental Aid and Title I rates for low-income students.

Equity grants support small schools with declining enrollment to help schools meet their instructional priorities. The FY2023 equity grants provide \$50 million in school-based funding to support 238 elementary and high schools. CPS continues to prioritize funding for students from low-income households by increasing Supplemental Aid allocations from \$990 to \$1,025 per student and maintaining total school-based Title I funding despite declining enrollment across the District.

The following sections discuss funding for instructional priorities and additional funding received by schools.

Enrollment

Budget allocations for SY2022–23 that incorporate an enrollment metric are utilizing each school’s 20th day enrollment during SY2021–22. Funding schools based on prior year enrollment ensures that schools will not see a budget reduction in the fall, even if enrollment declines. As in previous years, schools will receive additional funding if their enrollment on the 20th day of the new school year exceeds their FY2022 budget baseline enrollment. This model allows schools to plan confidently for the year ahead without concern for potential budget reductions in fall, while also ensuring schools have sufficient resources to meet their priorities for their current students.

For more information on student demographics, including enrollment, please see Appendix A.

Table 1: FY2022 Enrollment by School Type

School Type	FY2022 20th Day Enrollment		
	Pre-K	K-12	Total
Traditional District-Run Schools	14,419	255,003	269,422
Charter Schools	-	53,656	53,656
Contract Schools	-	2,589	2,589
District Specialty Schools	1,011	1,266	2,277
District Options Schools	-	415	415
ALOP/SAFE	-	2,052	2,052
Total District Enrollment	15,430	314,981	330,411

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 635 schools in FY2023. Table 2 provides the school count by type.

Table 2: FY2023 Number of CPS Schools by School Type

School Type	Description	FY2022	FY2023
Traditional district schools	District-run schools funded through SBB	498	498
Charter schools	Public schools managed by independent operators and certified under state charter law	114	111
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	12
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
		636	635
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

The following table explains the change in school count between FY2022 and FY2023.

Table 3: School Openings and Closings Between FY2022 and FY2023

School Short Name	Description	Change
District Run Schools		
Cornelius Early Learning Center	Opened by Board Action	+1
Lincoln Park Early Learning Center	Opened by Board Action	+1
	Net Change in District Run Schools	+2
Charter and Contract Schools		
Chicago International Charter School (CICS) - Chicago Quest	Voluntary closure effective 7/1/21	-1
Youth Connection Charter School (YCCS) - Austin Career Education Center	Consolidate campus with YCCS - West Campus by Board Action	-1
YCCS - Jane Addams Campus	Consolidate campus with YCCS - Youth Connection Leadership Academy Campus by Board Action	-1
	Net Change in Charter and Contract Schools	-3
	Total Net Change in Schools	-1

SCHOOL BUDGET OVERVIEW

The FY2023 budget contains more than \$4.6 billion budgeted at school units. The following tables show fund and position allocations by school type and funding category.

Table 4: FY2023 Funding in School Budgets, by School Type and Department (\$ in Thousands)

School Type	SBB and Other Core Instruction*	Special Education	Bilingual	Early Childhood	Other Programmatic Funding	Title I	Supp. Aid	Operations	Total
District Run	\$1,757,189	\$824,421	\$40,640	\$207,767	\$209,256	\$145,347	\$207,020	\$168,806	\$3,560,446
Charter/Contract	\$399,132	\$105,682	\$0	\$0	\$202,078	\$53,575	\$49,336	\$86,493	\$896,296
ALOP	\$15,543	\$4,167	\$0	\$0	\$8,762	\$2,159	\$1,565	\$4,039	\$36,235
Specialty	\$4,336	\$51,330	\$1,197	\$12,911	\$9,543	\$1,008	\$1,556	\$1,521	\$83,402
District Options	\$1,840	\$5,602	\$229	\$0	\$4,690	\$12,076	\$382	\$377	\$25,198
SAFE	\$763	\$66	\$0	\$0	\$328	\$31	\$96	\$197	\$1,482
Total	\$2,178,804	\$991,269	\$42,066	\$220,678	\$434,657	\$214,196	\$259,955	\$261,433	\$4,603,056

*Includes SBB, equity grants, additional teacher positions allocated by opportunity index and school size, and Title II to support reduced class size and other school-specific allocations.

Table 5: FY2023 Positions in School Budgets, by School Type and Department (FTEs)

School Type	SBB and Other Core Instruction*	Special Education	Bilingual	Early Childhood	Other Programmatic Funding	Title I	Supp. Aid	Operations	Total
District Run	14,244.4	9,254.0	321.5	2,082.5	1,589.1	1,090.2	1,723.2	3,397.0	33,701.9
Charter/Contract	0.0	0.0	0.0	0.0	0.0	0.0	0.0	117.0**	117.0
ALOP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Specialty	30.0	627.5	10.0	126.0	59.0	4.0	3.5	28.0	888.0
District Options	12.0	45.4	1.5	0.0	32.0	82.5	0.0	7.0	180.4
SAFE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	14,286.4	9,926.9	333.0	2,208.5	1,680.1	1,176.7	1,726.7	3,549.0	34,887.3

*Includes SBB, equity grants, additional teacher positions allocated by opportunity index and school size, Instructional Support FTE, and Title II to support reduced class size, and other school-specific allocations.

****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.**

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 FY2023, please see Appendix B.

Table 6: Projected SBB and Non-SBB Tuition Funding at Charter and Contract Schools

	FY2023 Budget
Number of schools	111
Number of K-12 students (FY2022 20th day count)	56,191
SBB funding, in millions	\$396.8
Non-SBB funding, in millions	\$130.8
Total general education tuition payments, in millions	\$527.6

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 7: Projected SBB and Non-SBB Tuition Funding at ALOPs

	FY2023 Budget
Number of programs	8
Number of K-12 students (FY22 20th day count)	2,052
SBB funding, in millions	\$16.3
Non-SBB funding (operations), in millions	\$5.4
Total general education tuition payments, in millions	\$21.7

Specialty Schools

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

Specialty schools include:

- Five early childhood centers serving only pre-k students, including the two new centers at Lincoln Park and Cornelius, with Vick, Thomas, and Stock continuing to support students
- 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 only diverse learners (Northside Learning, Southside, Graham, and Vaughn).

In FY2023, specialty schools will receive \$13.9 million in funding for core instruction, which comes through both discretionary dollars and centrally funded positions, in addition to \$3.8 million for Supplemental Aid, Title I, and bilingual 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 and Education Coalition).

In FY2023, District options schools will receive a core allocation of \$6.5 million for teachers and administrative positions. In addition, the schools will receive \$12.7 million in Supplemental Aid, Title I, and bilingual allocations 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

Schools receive additional funding to meet specific student needs, including funding for diverse learners, bilingual students, early childhood students; program costs; and school operations. Please review 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 2022. Allocations may be updated during the year in response to changes in student 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 FY2023 budget contains \$41 million in supplemental funding for schools, which includes hiring 331 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 FY2023 and will provide 26 new free full-day preschool classrooms. 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 FY2023 budget contains \$336 million in funding for early childhood education, both in CPS and in community-based programs managed by the City of Chicago. This includes \$214 million allocated at 355 elementary schools and early learning centers for early childhood programs, including universal pre-k and child parent centers. 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 three and four, and are funded primarily from the state’s Early Childhood Block Grant, with most of the remainder coming from local funds. CPS also provides state grant funding to community-based providers for early childhood programs up to age five, 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 8.

Table 8: Board Funded Programs

	Positions (FTE)			Budget (\$ in Millions)		
	FY2022 Budget	FY2023 Budget	Change	FY2022 Budget	FY2023 Budget	Change

Academic Centers	1.0	1.0	0.0	\$0.1	\$0.1	\$0
Classical Schools	20.0	22.0	2.0	\$2.2	\$1.8	-\$0.4
Critical Language Initiative	30.0	30.0	0.0	\$3.2	\$ 3.2	\$0
Dual Language	19.5	39.5	20.0	\$2.3	\$ 4.8	\$2.5
International Baccalaureate	141.5	143.5	2.0	\$15.7	\$19.0	\$3.3
JROTC	149.0	144.0	-5.0	\$16.3	\$16.1	-\$0.2
Magnet Cluster Programs	113.0	118.0	5.0	\$12.2	\$15.3	\$3.1
Magnet Schools	159.4	159.4	0.0	\$17.7	\$21.2	\$3.5
Montessori Programs	49.0	49.0	0.0	\$3.5	\$4.1	\$0.6
Regional Gifted Centers	23.0	19.2	-3.8	\$2.9	\$2.5	-\$0.4
Regional Gifted Centers ELL	7.3	7.0	-0.3	\$0.8	\$0.9	\$0.1
Selective Enrollment HS	35.0	35.0	0.0	\$3.9	\$5.1	\$1.2
STEM* and STEAM Programs	97.0	96.0	-1.0	\$10.8	\$12.0	\$1.2
Totals	844.7	863.6	18.9	\$91.6	\$105.2	\$13.6

*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 FY2023, CPS increased the rate from \$990 to \$1,025 per student, providing \$260 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 qualifying CPS schools will receive \$214 million in Title I funding in FY2023.

Operational Expenses

Schools receive additional positions, services, and funding for various operational expenses. In FY2023, 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.
- **School Operational Support:** Full-time School Assistants have been provided to all schools with an enrollment above 650 students, and schools with fewer students will receive a part-time position to provide school-level operational and supervisory support.

Other operational expenses are managed centrally to ensure the most effective use of resources. 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 or 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). Private or nonpublic schools have also been entitled to a proportionate share of various grants related to federal COVID-19 relief. CPS must set aside a share of the federal funds it receives to make services available to eligible private or 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 an additional \$21 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. FY2023 amounts are projections; the final amounts will be determined after the District’s applications are approved by the Illinois State Board of Education.

Table 9: FY2023 Budget for Private School Programs

Federal Program	FY2022 Budget	FY2023 Budget
Title I (improving academic achievement of disadvantaged students)	\$20,869,256	\$22,539,578
Title IIA (teacher and principal training and recruiting)	\$2,550,224	\$2,344,325
Title III (Language instruction for ELs)	\$442,595	\$427,465
Title IVA (Student support and academic enrichment)	\$1,921,881	\$2,053,535
Individuals with Disabilities Education Act (IDEA)	\$1,941,702	\$2,841,420
Title I, Part D (Neglected)	\$556,918	\$699,972
Subtotal Prior to Covid Relief Funding	\$28,282,576	\$30,906,295

ARP IDEA (Flow Through)		\$474,308
ARP IDEA (Pre-School)		\$1,782
Total	\$28,282,576	\$31,382,385

Networks

District-run schools are organized into networks, which provide administrative support, strategic direction, and leadership development to the schools within the network. There are 17 networks to meet the unique needs of both elementary and high schools. Schools are geographically organized into one of the 13 elementary or 4 high-school networks. Beginning in the FY2022 school year, CPS began transitioning schools previously managed by the Academy for Urban School Leadership (AUSL) into the District-managed network structure. Schools formerly in the AUSL network are transitioning into their geographic network over a three-year period, with 16 schools in FY2022, nine in FY2023 and the remaining six in FY2024.

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 Plans, 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. 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 Supports 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. In FY2023, 71 principals are anticipated to retain ISP status.

Table 10: FY2023 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 FY2023, 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 11: FY2023 Network Budgets

Network	Personnel	Non-Personnel	FY2023 Budget
1	\$2,154,723	\$110,000	\$2,264,723
2	\$1,728,603	\$110,000	\$1,838,603
3	\$1,949,403	\$110,000	\$2,059,403
4	\$2,154,358	\$110,000	\$2,264,358
5	\$1,872,527	\$110,000	\$1,982,527
6	\$1,827,469	\$110,000	\$1,937,469
7	\$1,631,019	\$110,000	\$1,741,019
8	\$1,703,498	\$110,000	\$1,813,498
9	\$1,754,723	\$110,000	\$1,864,723
10	\$1,955,462	\$110,000	\$2,065,462
11	\$2,211,466	\$110,000	\$2,321,466
12	\$1,831,219	\$110,000	\$1,941,219
13	\$1,910,171	\$110,000	\$2,020,171
14	\$1,415,269	\$110,000	\$1,525,269

15	\$1,412,083	\$110,000	\$1,522,083
16	\$1,568,407	\$110,000	\$1,678,407
17	\$1,402,770	\$110,000	\$1,512,770
Total	\$30,483,170	\$1,870,000	\$32,353,170

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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 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

2021 Actual Expenses are categorized by funding source (as are all other columns) to inform readers of the amount spent by the department during FY2021.

The **2022 Approved Budget** reflects the original budget for each department at the beginning of FY2022. 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 **2022 Ending Budget** reflects those changes.

In addition to reporting the final department budget, **2022 Projected Expenditures** reflect an estimate of the year-end spending for each department at the time of budget preparation.

The **2023 Proposed Budget** represents the amount allocated to the department for the fiscal year starting July 1, 2022 and ending June 30, 2023.

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

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

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 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

2022 Budgeted Positions reflects the original number of full-time equivalent (FTE) positions for each department at the beginning of FY2022.

2022 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.

2023 Proposed Positions represents the number of FTE positions allocated to the department for the fiscal year starting July 1, 2022 and ending June 30, 2023.

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

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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 1,217,135	\$ 1,378,906	\$ 1,378,066	\$ 1,378,546	\$ 1,552,584
Total Department	\$ 1,217,135	\$ 1,378,906	\$ 1,378,066	\$ 1,378,546	\$ 1,552,584

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	9.0	9.0	9.0
Total Department	9.0	9.0	9.0

MAJOR ACCOMPLISHMENTS in FY2022

- Reestablished in-person Board meetings with hybrid public participation.
- Broadened outreach to stakeholders through targeted engagement driven by Board and Committee priorities.

KEY BUDGET INITIATIVES for FY2023

- Develop timeline and appropriate tools to smoothly transition to the 2024 21-member hybrid school Board.
- Increase productivity by transitioning to a more effective Board documents management system.
- Pilot alternative briefing methods to increase transparency and efficiency.

Chief Education Office

MISSION

Under the direction of Bogdana Chkoumbova, the District's Chief Education Officer (CEdO), the Chief Education Office established the Instructional Core Vision for the District and ensures that students flourish, teachers thrive, and principals lead a focused and effective continuous improvement agenda. This focus includes recommitting to CPS Vision for Academic Progress including High-Quality Rigorous Instruction, Talented and Empowered Educators, and Wellness and Supportive Learning Communities. The Chief Education Office shares accountability with schools for achieving excellence and supports school leaders in their unwavering commitment to prepare all CPS students for success in college, career, and civic life.

MAJOR PROGRAMS

The Chief Education Office encompasses seven CPS teams:

- **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 (DPQ).
- **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, ensuring that these students are fully supported within the least restrictive environment.
- **The Office of Language and Cultural Education (OLCE)** provides native language instruction, helps students develop English language skills, and promotes high-quality world language instruction that is 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 civic 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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 949,497	\$ 1,169,429	\$ 1,435,979	\$ 1,100,000	\$ 1,021,601
Other Grant Funds	\$ -	\$ -	\$ 54,362	\$ 40,000	\$ -
ESSER Funds	\$ -	\$ -	\$ 136,000	\$ 60,000	\$ 146,231
Total Department	\$ 949,497	\$ 1,169,429	\$ 1,626,341	\$ 1,200,000	\$ 1,167,832

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	5.0	5.4	6.0
Other Grant Funds	0.0	0.6	0.0
ESSER Funds	0.0	1.0	1.0
Total Department	5.0	7.0	7.0

KEY BUDGET INITIATIVES for FY2023

- Complete the universal pre-k expansion plan in 11 remaining community areas so that all four-year-olds in Chicago will have access to high-quality, full-day preschool.
- Continue the development of Skyline - the District's digital, standards-aligned, culturally-responsive online curriculum. Planned developments include courses in health education, physical education, Spanish language arts, visual arts, and music.
- Expand professional learning opportunities in order to ensure that all teachers who have adopted Skyline have access to a comprehensive, year-long set of intentionally balanced and vertically aligned centralized and school-based supports.
- Invest in robust academic programs to help students learn and thrive, including expanding summer credit recovery opportunities and making Advanced Placement courses available to more students.
- Support a tiered investment model to increase school-based teacher collaboration and coaching including providing professional development for all schools to create additional time for Instructional Leadership Teams (ILTs), providing staff-proportional funding at 152 schools to create coverage and collaboration time as well as personalized support for building high quality distributed leadership models, and hiring 184 full time school-based Lead Coaches to provide instructional coaching based on school priorities.
- Manage a districtwide universal professional development plan to support schools in implementing learning cycles around the instructional core including monthly school leader learning, six ILT Institutes, three Teacher Leader Summits, and modules and materials for team-based instructional core work.
- Hire additional staff members in key student support positions, such as social workers, special

education case managers, nurses, and school-based interventionists.

- Increase funding to support English Learners, students who are refugees, and students who are new to the United States. Continue supporting teachers who are earning ESL and bilingual endorsements.
- Continue to increase opportunities for earning early college credits and Work-Based Learning for students.

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 by steering innovations that improve academic outcomes and maintaining 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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 1,282,755	\$ 1,502,953	\$ 1,527,998	\$ 1,521,778	\$ 1,449,153
Total Department	\$ 1,282,755	\$ 1,502,953	\$ 1,527,998	\$ 1,521,778	\$ 1,449,153

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	8.0	8.0	8.0
Total Department	8.0	8.0	8.0

KEY BUDGET INITIATIVES for FY2023

- Spearhead the creation of a new three-year Blueprint that recommits to strategies related to academic progress, operational excellence, and integrity and lays out a clear process to reimagine education in partnership with our communities.
- Expand access to high-quality academic programs and continue to align resources to equitably serve students across the District and enhance educational outcomes based on need.
- Adopt strategies that eliminate inefficiencies, streamline operations, and reduce non-classroom costs, as well as promote policies and initiatives that maximize classroom resources.
- Improve academic quality at all schools through investments in school leadership, high-quality curricula, and real-time data to improve classroom instruction.
- Execute robust, high-impact strategies relating to teacher and employee appreciation that strengthen the connections between schools and Central Office and ensure that all CPS staff members feel valued and supported.
- Foster increased trust in the District through improved transparency and communication with staff, families, and community partners.

- Continue to support cycles of Continuous Improvement across Central and Network Offices to align goals, create clear performance indicators, and ensure all District work benefits schools and students directly.
- Continue to foster a school-centered mindset for Central Office staff that is oriented toward high-quality customer service.

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 supporting students.

MAJOR PROGRAMS

- Oversee and coordinate all of the District’s operations including:
 - Facilities and Capital Planning
 - Information Technology Services
 - Intergovernmental Affairs
 - Family and Community Engagement
 - Nutrition Support Services
 - Procurement and Business Diversity
 - Safety and Security
 - Transportation

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

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 384,887	\$ 500,481	\$ 500,481	\$ 450,000	\$ 483,039
Total Department	\$ 384,887	\$ 500,481	\$ 500,481	\$ 450,000	\$ 483,039

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	2.0	2.0	2.0
Total Department	2.0	2.0	2.0

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

- Connect and facilitate 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.
- Advance the District’s mission and vision by using funding for CPS academic and wellness areas such as early childhood, computer science, leadership development, teacher recruitment and retainment initiatives, literacy, civics, college access, and violence-prevention.
- Leads philanthropic efforts for the Chicago Roadmap, Healing Centered Project, Violence Prevention, the CFF Compassion Fund and School Partnership Program, and other strategic campaigns and initiatives.
- Pursues resources and partnerships to provide support directly to the schools, students and families that need them most.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 642,524	\$ 1,343,212	\$ 718,260	\$ 751,655	\$ 756,215
Total Department	\$ 642,524	\$ 1,343,212	\$ 718,260	\$ 751,655	\$ 756,215

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	11.0	7.0	7.0
Total Department	11.0	7.0	7.0

MAJOR ACCOMPLISHMENTS in FY2022

- Secured \$19.6 million in federal, state, and philanthropic funding to date in FY2022.
- **Comprehensive Safety:** Partnered with the District’s Office of Safety and Security, University of City Urban Labs, City of Chicago, and other partners to expand the Choose to Change (C2C) program, which offers youth intensive mentoring and group-based, trauma-informed therapy. To date, CFF has raised over \$4 million in philanthropic dollars to support violence prevention initiatives.
- **Chicago Families Forward Fund:** Partnered with the Mayor’s Office, the Office of Student Support and Engagement, and numerous additional CPS departments to develop and fund the

Chicago Families Forward Fund. Through this partnership, just under 12,000 students in temporary living situations received a \$500 payment for emergency financial assistance.

- **Compassion Fund:** In response to the COVID-19 pandemic and ongoing recovery and unfinished learning efforts, CFF mobilized the Compassion Fund to direct resources to help CPS communities and families, bringing practical support and encouragement to schools, students and families across Chicago. CFF has raised \$300,000 in 2022 to date for resources such as technology, school supplies, meals, and clothes.
- **Chicago Roadmap:** Sustained the 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 new partners within the Chicago community and also to nationwide philanthropic and education advocacy stakeholders. The total raised for the Chicago Roadmap in 2022 is \$1.75 million.
- Matched partner interest and funding in key CPS areas including financial education, scholarships, educator training, leadership development, evaluation, and STEM, totaling \$6 million in 2022.

KEY BUDGET INITIATIVES for FY2023

- Lead the five-year, \$37.5 million fundraising campaign for the Chicago Roadmap in close collaboration with City Colleges of Chicago Foundation (CCCF), as well as CPS and CCC colleagues, to equitably increase student outcomes in college enrollment, college degree attainment, and employment.
- Continue to provide critical resources to schools, students, and families facing adverse circumstances, and promote safe, supportive, and equitable learning environments through the Compassion Fund.
- Establish mutually-beneficial partnerships connecting a dedicated partner with an individual CPS school. These relationships include a financial commitment from the partner to help fund innovative programs and principals' priority initiatives for their specific school communities.
- Partner with the CPS Office of Safety and Security, Office of Social and Emotional Learning, and Chicago Beyond to steward \$4.5 million in funding and raise additional philanthropic support for the Healing-Centered Framework, a transformative roadmap and collection of resources for CPS to proactively and responsively meet the wellness needs of its students.
- Continue to support, raise philanthropic funds, and steward in-kind partnerships for CPS academic and wellness priorities, including scholarships and the Dream Fund, leadership development, talent recruitment and retainment, financial education, literacy, early childhood, computer science, and the arts.

Communications Office

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 district wide initiatives and activities. The department provides proactive and crisis communication support to all departments, networks, and schools in situations involving media, digital platforms, and stakeholder communications.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 1,441,268	\$ 1,672,144	\$ 1,669,144	\$ 1,436,371	\$ 2,411,524
ESSER Funds	\$ -	\$ -	\$ 6,800	\$ 6,800	\$ -
Total Department	\$ 1,441,268	\$ 1,672,144	\$ 1,675,944	\$ 1,443,171	\$ 2,411,524

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	15.0	16.0	20.0
Total Department	15.0	16.0	20.0

MAJOR ACCOMPLISHMENTS in FY2022

- Delivered critical information to families, staff, and partners on the district’s continued response to the COVID-19 pandemic and the return to full in-person learning in the fall of 2021.
- Provided communications support throughout the leadership transition from CEO Janice Jackson, to Interim CEO Jose Torres, to Pedro Martinez, the District’s current CEO, and his leadership team.
- Through regular press conferences, Facebook Live events, direct emails, and social media campaigns, Communications partnered with the Chicago Department of Public Health (CDPH) to provide families, staff, and partners with timely, transparent information on the status of COVID-19 in CPS schools.
- Partnered with the CPS Office of Student Health and WellNess (OSHW) to communicate the availability of in school COVID-19 testing and vaccination events in and beyond the District.
- Partnered with the Office of Language and Cultural Education (OLCE) to expand translation services in order 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.
- Sent weekly letters to staff, parents and guardians, and community members so that all stakeholders would have transparent, clear, and timely updates on what was happening in the District.
- From June 2021 through May 2022, provided 162 community letters and communications supports to school leaders following instances of staff being removed from schools due to misconduct allegations.
- Grew CPS' social media accounts (Facebook, Instagram, and Twitter, YouTube) to more than 220,000 followers across all channels, an increase of more than 13% YoY.
- Facebook followers total nearly 92,000 an increase of 3.8% over FY21, and more than 1M views on posted videos, and over 14M impressions overall
- Twitter followers totaled more than 89,500 —a 13 percent increase over FY21, and more than 314,000 views of our video content, and nearly 11M overall impressions
- Instagram increased nearly 12%, to 28,500 followers, and left almost 2M impressions
- YouTube garnered nearly 450,000 video views
- Created more than 100 blog stories, resulting in more than 240,000 page views on the CPS blog during FY22.
- Performed critical media relations functions in FY22, including:
 - Wrote and distributed more than 85 press releases and media advisories
 - Arranged more than 100 interviews with district leaders and representatives
 - Responded to 950 unique inquiries from the media
 - Highlighted positive achievements in school communities and district initiatives resulting in approximately 105 news clips

KEY BUDGET INITIATIVES for FY2023

- 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.
- Provide ongoing revisions to the district's blueprint and strategically align communications messaging and campaign activities to amplify the district's priorities.

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 (WBL). 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 their highest level.

MAJOR PROGRAMS

- **Career and Technical Education (CTE):** Engages students in advanced, career-focused curriculum; dual credit and industry certification opportunities; and WBL 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):** Established in the 2012–13 school year as a way to connect K–12 education with post-secondary education and industry partners and create pathways for students to develop the technical and readiness skills necessary to take on science, technology, engineering, and math (STEM) careers.
- **Early College STEAM Schools:** Established last school year as a way to create more transdisciplinary opportunities for students across the subjects of science technology, engineering, arts, and math (STEAM), especially by incorporating the arts into mastery demonstration and career opportunities.
- **Early College:** Provides educational options for students to gain college credit, experiences, and rigor while in high school. This work includes ECSS, dual credit, dual enrollment, transitional math and English, and CTE articulation agreements. Early college participation reduces the time and cost of attaining 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 pathways like health science, information technology, construction, and manufacturing. Transitional math and English courses have been expanded to assist students who are not yet college-ready in taking remedial courses in high school as opposed to once they get to college.
- **K–12 Computer Science:** Provides students with access to rigorous, relevant computer science courses and facilitates the development of high-quality computer science learning environments that incubate innovative thinkers, creativity, and collaboration. K–12 computer science content spans from introductory computational thinking courses to Advanced Placement (AP), artificial intelligence (AI), and robotics courses. WBL opportunities and competitions allow students to better understand the application of the content.
- **Work-based Learning (WBL):** Provides students the opportunity to connect classroom instruction to the world of work and future career opportunities. Includes experiential learning along a continuum starting with career awareness activities like career fairs and guest speakers

to career development experiences like professional certification programs, cooperative education, internships, and youth apprenticeships.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 1,319,919	\$ 3,680,452	\$ 3,452,694	\$ 1,898,982	\$ 4,249,898
Title Funds	\$ -	\$ 444,142	\$ 444,142	\$ 355,314	\$ 427,560
Other Grant Funds	\$ 6,748,357	\$ 14,945,258	\$ 13,720,089	\$ 8,506,455	\$ 14,670,679
ESSER Funds	\$ -	\$ 73,115	\$ 2,340,871	\$ 936,348	\$ 233,374
Total Department	\$ 8,068,276	\$ 19,142,967	\$ 19,957,796	\$ 11,697,099	\$ 19,581,511
Budgeted at Schools	\$ 136,540	\$ 136,540	\$ 136,540	\$ 136,540	\$ 136,540
Grand Total	\$ 8,204,816	\$ 19,279,507	\$ 20,094,336	\$ 11,833,639	\$ 19,718,051

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	13.6	13.6	16.6
Title Funds	2.5	2.5	2.5
Other Grant Funds	55.9	60.9	57.9
ESSER Funds	0.0	0.0	2.0
Total Department	72.0	77.0	79.0
Budgeted at Schools	1.0	1.0	1.0
Grand Total	73.0	78.0	80.0

MAJOR ACCOMPLISHMENTS in FY2022

- Piloted the Model Pathways in Health Sciences program in eight schools. Model Pathways in CIS, Manufacturing, and Construction (carpentry and welding) will begin in SY23 with 17 schools. Model Pathways are streamlined programs of study that allow students to earn dual credit while participating in work-based learning along a continuum.
- On track to have over 8,500 dual credit enrollments in SY22, which represents a growth of over 2,000 enrollments from SY21 and over 1,000 enrollments from SY20. Coursework was offered at 11 new schools and nine schools doubled their enrollments from SY21. One school, Hubbard High School, tripled its enrollments with over 500 enrollments this year. Charter and Options schools saw an over 50 percent increase in enrollments in SY22.
- Early College STE(A)M schools engaged students in 57 learning activities, including 26 enrichment activities that allowed students to practice their skills and 31 WBL activities. The number of students who participated: 3173 total (unduplicated), 5493 total (duplicated), 2403 in enrichment, and 3090 in WBL.

- 92 percent of the 2021 graduating high school class completed the computer science graduation requirement. Within District-run schools, close to 99 percent of the 2021 graduating class fulfilled the computer science requirement.
- The class of 2022 is on track to fulfill the computer science graduation requirement, with only seven percent of high school seniors who still need a full computer science credit.
- Expanded the course AP Computer Science Principles to be offered in 27 high schools.

KEY BUDGET INITIATIVES for FY2023

Early College Strategic Expansion:

- Collaborate with high schools and City Colleges of Chicago to strategically increase dual credit and model pathway opportunities and meet the following goals:
 - 650 students in the class of 2023 and 800 students in the class of 2024 will earn fifteen or more college credits.
 - 100 high schools will offer dual credit courses during SY24.
 - 6,000 students in the class of 2024 will have earned college credit.
 - Class of 2024 students will have enrolled in over 15,000 early college courses.
 - 1,500 students in the class of 2025 will earn fifteen or more college credits.
 - 95 high schools will offer dual credit courses during SY23.
 - 5,700 students in the class of 2023 will have earned early college credit.

WBL Expansion:

- Increase high-skill, high-wage, and in-demand WBL opportunities for students to meet the following goals:
 - 85 percent of CTE concentrators in the class of 2023 will have participated in a collection of WBL opportunities as defined by the WBL continuum.
 - 90 percent of CTE concentrators in the class of 2024 will have participated in a collection of WBL opportunities as defined by the WBL continuum.
- Expand WBL for Options students by providing site visits, guest speakers, and internships to 50 students.
- Increase youth apprenticeship partners by identifying all strategic partnerships that align with our Model Pathways and reaffirming their commitment to the WBL Continuum, culminating in youth apprenticeships. We will engage new partners through connections with the Mayor’s Office, CPS and Children’s First Fund.
- Roll out WBL continuum and toolkit in all ECSS by providing quarterly professional development to administrators, counselors, teachers, and program specialists.

CTE Expansion and Program Quality:

- Provide holistic support to CTE programs, including teacher professional development and coaching, curriculum development, marketing and recruitment, course sequencing, and many other supports directed to meet the following goals:
 - 95 percent of SY23 CTE course enrollees will earn a passing grade.
 - 5,500 class of 2023 students will graduate with a CTE pathway concentration.
 - 2,000 students in the class of 2024 who are concentrating in a CTE pathway will have earned a certification of tangible economic value.

- Pilot model pathways in health science, manufacturing, information technology/computer science, and construction in 25 CTE programs, accelerating entrance into high-skill technical coursework that accelerates students towards economically viable careers.

Advanced and Accelerated Computer Science Coursework:

- Build a strong feeder pattern in middle school by providing career fairs, enrichment opportunities, and summer camps that prepare rising freshmen who are interested in computer science and high-wage, high-skill, and in-demand CTE pathways.
- Pilot offering Exploring Computer Science coursework in eighth grade instead of high school.
- Increase teacher preparation in AP Computer Science instruction to offer AP Computer Science I and AP Computer Science II in high school.

Data Alignment System

- Create a comprehensive asset map for all ECCE programs, including CTE, Early College STEM Schools, Computer Science, and Early College.
- Track progress toward high quality-programming as measured by national standards.
- Inform resource allocation within an equity framework.

Equity Office

MISSION

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

MAJOR PROGRAMS

- **Office of Equity Professional Learning:** Facilitates virtual professional learning that provides a high-level overview of the CPS Equity Framework for the District’s staff and partner organizations. Provides schools and CPS leadership with connections to liberatory thinking - the re-imagining of one’s assumptions and beliefs about others and their capabilities - and multiple opportunities to develop culturally-responsive education and diversity partnerships.
- **School Board Policy Revision Process:** since launching the process in SY19, we require each owner of a Board Policy or Rule to complete an equity review process centered around the CPS Equity Framework and comprehensive community engagement.
- **Equity Change Management Tools:** Produces tools to operationalize our equity lens including the Inclusive Partnership 2.0 tool, the Naming or Renaming Request Form, the Opportunity Index Rubric Workbook, the *CPS Equity Framework Companion Guide*, *High Impact Change Ideas*, and *CPS Guidelines on How to Apply an Equity Lens to Data*.
- **Equity Integration:** Collaborates 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:** Manages 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:** Maintains the District’s quantitative mapping tool to align teams, offices, and departments around one source of data to defining resource equity.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 1,190,754	\$ 1,708,211	\$ 1,689,475	\$ 1,159,959	\$ 1,796,513
Title Funds	\$ 8,321	\$ 25,363	\$ 25,363	\$ 2,400	\$ 25,363
School Generated Funds	\$ 27,053	\$ 107,271	\$ 107,271	\$ 92,607	\$ -
Total Department	\$ 1,226,128	\$ 1,840,845	\$ 1,822,109	\$ 1,254,966	\$ 1,821,875

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	8.0	8.0	9.0
School Generated Funds	1.0	1.0	0.0
Total Department	9.0	9.0	9.0

MAJOR ACCOMPLISHMENTS in FY2022

- Connected 39 schools with multiple liberatory thinking partnership opportunities based on the unique needs of each school.
- Continued our partnership with Pacific Educational Group (PEG), an organization committed to achieving racial equity in the United States and beyond.
 - In SY21, PEG facilitated professional learning to more than 1,000 CPS staff, focusing on Courageous Conversation - a protocol for engaging, sustaining, and deepening effective interracial dialogue.
 - In SY22, we continued our partnership with PEG through the [Certified Practitioner](#) professional learning program with 11 CPS staff. This opportunity was offered to teachers, school leaders, network teams, central office staff, and senior leadership.
- Modeled the intersection of co-design, equitable education policy making, and healing and trust building in identified District priorities through various continuous improvement initiatives, including a Black, Indigenous, and people of color (BIPOC) town hall series, a listening campaign, and a student design lab.
- Engaged in Building Equitable Learning Environments (BELE), which was hosted by the National Equity Project (NEP) Midwest Network with teams from Networks 7, 15, and 16, and Bogan, Prosser, York Alternative, Al Raby, and Social Justice high schools, with the goal of identifying equity challenges, testing change ideas, elevating student voice, and documenting key takeaways from each team's equity journey.
- Designed and implemented 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 within the District.
 - As of March 8th, 2022, 62 percent (18 of 29) GEM Cohort 1 leaders have ascended to new levels of leadership within CPS, such as principal and network chief. 13 of 28 GEM Cohort 2 leaders have been promoted. In total, 54 percent (31 of 57) cohort 1 and cohort 2 fellows who engaged in the program are now influencing CPS through new leadership roles.
- Increased the visibility and impact of the GEM Alumni Network, including supporting and monitoring the implementation of GEM capstone change ideas.
- Externally launched the CPS Opportunity Index through a dashboard on the CPS Equity website.
- Collaborated with District offices to examine and review policies through an equity lens while also requiring community engagement.
- Launched a network of schools that will conduct Racial Equity Impact Assessments in

partnership with their school communities and Chicago United for Equity.

- Inclusively partnered with students, families, educators, and community members through empathy interviews, community meetings, and focus groups to document and apply best practices around several policies and procedures (e.g., accountability redesign).
- Finalized two Board Policies pending approval - i.e., Naming or Renaming of Schools, Mascots and CPS Spaces and the Culturally Responsive Education and Diversity Policy, which is focused on continuous improvement in competency attainment in the areas of cultural responsiveness, anti-racism, anti-bias, and diversity.
- Continued to socialize the internal guidelines on *How to Apply an Equity Lens to Data* to impact data projects, conversations, and processes within CPS.
- Migrated the CPS Equity Toolkit to cps.edu in collaboration with the ITS Web Services Team.
- Performed routine maintenance of the CPS Equity Toolkit, including the policy webpage, which supports recruitment for codesign opportunities and publicizes the revision of two Board policies that promote equity and prioritize culturally-responsive education and anti-racism.
- Developed a draft Inclusive Partnerships 2.0 tool to deepen the inclusive partnerships practices of CPS stakeholders.

KEY BUDGET INITIATIVES for FY2023

- In SY23, we will continue our partnership through the Pacific Educational Group (PEG) through the [DELT](#) and [LEADS](#) seminar series, which is specifically designed for network teams and school based staff. We will also continue to recruit and select CPS staff from every level of the organization for participation in the [Certified Practitioner](#) Program.
- We will continue to provide connections to multiple liberatory thinking and culturally responsive education and diversity partnership opportunities to schools and CPS leaders.
- Implement and monitor two equity Board Policies and related working groups focused on continuous improvement in competency attainment in the areas of cultural responsiveness, anti-racism, anti-bias, and diversity.
- Support policy and system owners in professional learning and consultation, including documenting findings.
- Design supports for Schools, Offices and Departments to lead Inclusive Partnerships, including equity auditing and planning cycles focused on continuous improvement in the attainment of the Culturally Responsive Education and Diversity Policy and Framework.
- Lead Cohort 4 of the GEM Fellowship as well as continuing alumni support and the GEM Mentor Collaborative to ensure we progress toward the 5 Year Vision goal.
- Create and evaluate student-facing equity leadership opportunities, including raising awareness and creating plans of action through initiatives facilitated by a program manager.
- Sustain a second cohort of schools that will conduct Racial Equity Impact Assessments in partnership with their school communities.
- Complete validation of the CPS Opportunity Index and creation of a public dashboard on the CPS Office of Equity website.
- Provide schools, offices, and department leaders with individualized equity grants to support the implementation of cultural responsiveness and anti-racism strategies.
- Perform routine maintenance of the CPS Equity Toolkit and collaborate with ITS Web Services to create community discussion forums for Great Expectations Mentoring (GEM) Alumni.

Facility Operations and Maintenance

MISSION

The mission of Facility Operations and Maintenance is to invest in schools' physical assets (i.e. buildings, sites, and equipment) to ensure children have safe and quality learning environments and make students and staff proud of their schools so that they can concentrate on education. Our goals are to achieve an optimal standard of physical condition for each school through renovations and improve learning through educational enhancements by using innovative design, planning, and construction techniques.

MAJOR PROGRAMS

Capital Planning

- Respond to critical facility needs and manage interior renovations, including bathroom renovations.
- Lead the District's modular refurbishment program.
- Make accessibility improvements.
- Manage programmatic initiatives (STEM, STEAM, IB, Magnet, CTE, etc.), including overcrowding relief.
- Carry out site improvements.

Asset Management

- **Operations:** Support school-based staff with the day-to-day physical operation of their buildings, while strategically addressing deferred operational maintenance projects.
- **Energy and Sustainability:** Conserve, protect, and sustain resources to provide healthy and high-performing facilities that meet or exceed energy efficiency standards, bring real-world energy sustainability challenges and solutions into the classroom, and encourage community engagement to address climate change. Save utility costs while increasing operation and maintenance efficiencies.
- **Environmental Health and Safety:** Address environmental conditions and concerns in a timely manner to provide a safe learning environment for all CPS students, staff, parents, and visitors.
- **Contracts and Finance:** Hold vendors accountable to ensure financial integrity, contractual and regulatory compliance, and equitable service throughout the District. Integrate with all the other major Facility Operations and Maintenance programs to ensure financial responsibility and compliance.
- **Staffing:** Strategically staff and support the Department of Operations. Follow and track each employee throughout their tenure with the department, from recruiting and onboarding to evaluations, incentives, and resignation. Serve as a source of direct support for employees and allow the department to identify improvement opportunities.

Warehouse and Distribution Services

- **Personal Protective Equipment (PPE) Management:** Fulfill and distribute orders for PPE to help ensure the safety of students and staff.
- **District-wide Distributions:** Partner with all CPS departments and external governmental agencies to efficiently allocate customized bulk shipments to schools as requested.
- **Furniture ReUse Project:** Facilitate the collection and recycling of unused equipment, furniture, educational materials, and other assets for District schools and administrative offices. Reduce waste and repurpose and recycle surplus furniture from schools and administrative offices to promote clutter-free learning environments and save costs for the District.

- **Warehouse Rentals:** Manage a lending library that provides timely assistance by loaning folding tables and chairs for CPS-sponsored events.
- **Oversized Loads:** Assist schools and departments with transporting select oversized items like 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.
- **External Partnerships:** Collaborate with various corporate donors and manage in-kind donations of gently used office furniture that increases the inventory of the Furniture ReUse Project.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 401,460,168	\$ 446,258,591	\$ 448,118,759	\$ 477,390,027	\$ 490,994,013
Other Grant Funds	\$ 440,907	\$ 2,064,595	\$ 3,333,464	\$ 3,333,464	\$ 3,730,179
ESSER Funds	\$ 24,633,490	\$ -	\$ 22,044,148	\$ 22,044,148	\$ -
Total Department	\$ 426,534,566	\$ 448,323,187	\$ 473,496,371	\$ 502,767,639	\$ 494,724,193

Note: FY22 increases related to costs for snow removal and procurement of cleaning supplies and consumables. FY22 and FY23 increases related to rising costs for custodial and engineering services.

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	1,322.0	1,337.0	1,322.0
Total Department	1,322.0	1,337.0	1,322.0

MAJOR ACCOMPLISHMENTS in FY2022

Capital Planning

- Utilized the District’s Equity Index to prioritize investments and resources for the schools with the greatest need. To advance the District’s commitment to prioritizing equitable access to high-quality learning environments, the Equity Index was central to the development of the FY22 Capital Plan.
- Increased transparency and community outreach during the FY2022 capital budget planning process. Partnered with the CPS Office of Family and Community Engagement and the CPS Office of Equity to conduct five public meetings and evaluate over 800 survey responses to gather community input during the development of the \$711 million capital plan, which included \$100 million in federal ESSER funding.
- Delivered over \$300 million in capital improvements at over 400 campuses across the District despite COVID-19-related supply chain, logistical, and staffing constraints. These projects included critical facility improvements such as roofing, masonry, mechanical, and fire alarm projects; programmatic investments including science labs, pre-k classrooms, IB/STEM spaces; site improvements including playgrounds, turfs, and driver’s education lots; accessibility

improvements; interior renovations including bathroom renovations; and athletic facilities including swimming pools and stadium renovations.

- Invested \$20 million and partnered with the Mayor's Office for People with Disabilities to increase Americans with Disabilities Act accessibility in over 30 schools as part of a five-year \$100 million program to ensure all CPS buildings have first-floor accessibility.
- Continued to collaborate extensively with the CPS Department of Procurement and the CPS Office of Business Diversity to expand involvement of certified minority-owned and woman-owned business enterprises (M/WBE) in the capital program across several vendor pools. Added a new pool of general construction contractors (under \$1.5 million) to encourage growth of small and M/WBE businesses as primary vendors.
- Initiated a new round of biennial facility condition assessments in summer 2021 with a focus on life cycle analysis after the conclusion of the initial round of assessments in early 2021 to serve as a basis for short-term and long-term capital planning.

Asset Management

- Transitioned away from the integrated facilities management model to a new model structure that gives the District more control and financial and operational transparency.
- Revived the Oracle enterprise asset management (EAM) work order system and integrated it with a new computerized maintenance management system (CMMS). This update ties all repair and supply purchase orders to the asset, which allows for better operational management and capital planning.
- Increased operational efficiency by increasing in-house repairs to at least 40 percent of the repair budget and strategically tackling deferred operational maintenance to become more proactive rather than reactive.

Warehouse and Distribution Services

- Received and distributed over \$13,000,000 of PPE to students and staff.
- Generated over \$100,000 in recycling efforts to help the District's commitment to reduce landfill waste.
- Supported the Chicago Connected initiative in partnership with the CPS Department of Information and Technology Services and the CPS Students in Temporary Living Situations Department. Provided transportation services for devices (i.e. Chromebooks and iPads) and audio-visual kits to schools and other partners.
- Removed surplus furniture from more than 100 schools which allowed them to comply with social distancing guidelines.
- Hosted three well-attended furniture events that assisted more than 94 sites (schools and departments) with upgrading their learning and working environments with repurposed furniture, which saved the District more than \$150,000 through the Furniture ReUse program.
- Received and distributed more than 6 million face coverings through 31 donation partners.

Real Estate

- Reconciled, prepared, and submitted the 2022 Board of Education Annual Affidavit to the Assessor's Office to secure real estate tax exemptions for almost 2500 parcels.
- Secured aldermanic approval for extensions of Grants of Privileges over the public ways for over 50 schools.
- Performed site selection and lease negotiations for over eight new universal pre-k sites and moved forward with four locations.

- Negotiated cost savings of over \$7.5 million for the former St. Cornelius Rectory/School by converting the deal from lease to purchase.

KEY BUDGET INITIATIVES for FY2023

Capital Planning

- Invest in critical facility needs with a concurrent focus on programmatic investments and a portfolio-based approach.
- Develop strategies to optimize the building portfolio through the Reimagining Schools initiative, which will take a deeper dive into aligning the education and facility needs at the District-wide portfolio level.
- Expand the M/WBE vendor building capacity initiative to include training sessions focusing on construction management and business development needs.
- Utilize a new pool of general construction contractors to encourage growth of small and M/WBE business as primary vendors.
- Extend the Space to Grow initiative, which is a site improvement program in coordination with the Department of Water Management (DWM) and Metropolitan Water Reclamation Department (MWRD).

Asset Management

- Continue increasing operational efficiency to work toward being more proactive than reactive.
- Continue to make progress on the District's Climate Action Plan, including the CPS Goes Solar! goal to achieve 100 percent renewable energy by 2025, increase utility efficiency, and reduce utility consumption.
- Improve asset data quality to achieve data integrity and help with strategic planning.

Warehouse and Distribution Services

- Implement the lean warehousing holistic approach, which means improving inventory management, standardizing processes, and upgrading technology. This goal will add value, reduce redundancy, and eliminate waste.
- Upgrade commercial fleet vehicles to newer models that offer improved vehicle technology, reduced vehicle maintenance costs, and better fuel efficiency.
- Upgrade heavy equipment (i.e. forklift and electric end-control walkie/rider pallet truck) to newer, modern technology to increase operational efficiency.
- Extend the Warehouse Rentals' lending library initiative by investing in additional tables, chairs, podiums, and portable stages for CPS events, such as graduation ceremonies and college fairs.
- Address Occupational Safety and Health Administration standards and safety deficiencies by purchasing the appropriate signage, floor stripping, and loading dock stripping.

Real Estate

- Work toward purchasing properties that the District currently leases to reallocate funds normally used for rent, taxes, and common area maintenance (CAM) to schools and students.
- Start an online rental 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

- **Advancing District Initiatives:** FACE has two team members who directly support District initiatives. In partnership with the department's Chief, content leaders and policy owners can receive direct consultation and garner support in engaging the broader public with their initiatives.
- **Marketing and Communications:** FACE leverages digital and social platforms to engage students and families around CPS policy and highlight the amazing work our families and partners are doing to support student learning.
- **Back-to-School Campaign:** FACE uses an aggressive grassroots approach, including regional Back-to-School Bashes, to build awareness around the first day of the school year and ensure students and families have the information, resources, and supplies they need to start the school year strong.
- **COVID-19 Response:** Face maintains ongoing partnerships with community based organizations (CBOs) to support family outreach, enrollment, and back-to-school campaigns in response to the growing enrollment crisis created in part by the COVID-19 pandemic.
- **Tracking Title I Compliance:** The FACE team ensures fidelity among CPS, State, and Federal grants,, tracks and supports compliance and spending, trains parent leaders, and offers parent engagement support to schools.
- **Management of the Parent Board of Governors:** Honoring federal mandates of "meaningful consultation" the Parent Board of Governors (PBG) is made up of parents representing various demographics of CPS Title I schools. The PBG is leveraged to advise on policy, programming, and District priorities that directly impact parents.
- **Engaging Faith Leaders:** The Office of Faith-Based Initiatives (OFBI) works directly with families, schools, and communities to cultivate learning experiences for parents and partners as well as garner support for District Initiatives. The OFBI is responsible for identifying potential partners to offer out-of-school-time support via Safe Haven. Currently, the program has 42 Safe Haven sites in key areas of the city. At scale, FACE hopes to have 60+ sites.
- **Engaging Parents, Caregivers, Community and School Leaders:** FACE Specialists serve as the bridge between CPS, key priorities, and our stakeholders. This involves building a base of informed and engaged parents by region. These parents often help drive turnout for critical events such as the Annual Regional Analysis (ARA) meetings, budget meetings, and more.
- **Network Collaboratives:** FACE Specialists conduct monthly parent collaborative meetings by region where parents and partners receive critical District updates and are able to build community.
- **Supporting Local School Councils (LSCs):** The LSC Relations team oversees and facilitates the operations of 500+ local school councils, training 6,000 members, providing technical assistance at the school-level, conducting bi-annual LSC Elections, and supporting LSCs in carrying out their responsibilities of local school governance.
 - **LSC Elections and Training:** LSC elections take place every other year. The Office of Local

School Council Relations (OLSCR) is responsible for the execution of more than 500 elections. This year, FACE has set an ambitious goal to recruit 8,200 candidates across our 509 CPS schools with LSCs.

- Once LSC members are elected, OLSCR ensures that they receive training in critical areas such as principal selection/evaluation and budget.
- **LSC Advisory Board (LSCAB):** The LSCAB serves as a group to engage with on District policies. During the 2021-22 school year, the LSCAB reviewed and offered feedback on more than 30 District-wide policies.
- **Processing Volunteers:** FACE's Volunteer Programs unit oversees the Level 1 and 2 background check process for individuals, corporations, and partners seeking volunteer clearance. In FY2023, FACE will revisit the Volunteer Policy to include a more robust training for the District's Level 1 volunteers.
- **Parent Programming:** Each elementary network has a Parent University site. These sites allow FACE to seek partners, both internal and external, to offer families programs that help them support both their students' learning and their own. Some programs include ESL, GED, ASPEN, SEL, and trainings in technology. Parent University sites also offer curated sessions to meet parent demand, including nationally renown programs like Northstar and global certificate programs like Coursera.
- **Building Through Community: By partnering with** Community Action Councils (CACs), FACE is able to build a direct line to critical partners in the community. The team works with eight CACs in priority communities, each of which creates connection points between District policies (school quality ratings, budget, High School Strategy, etc.) and priorities within the community.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 5,152,040	\$ 8,706,957	\$ 8,601,889	\$ 6,824,661	\$ 7,282,799
Title Funds	\$ 1,020,996	\$ 1,405,820	\$ 1,405,820	\$ 1,022,556	\$ 1,442,931
Other Grant Funds	\$ 293,700	\$ -	\$ 1,600,000	\$ 433,801	\$ 1,000,000
ESSER Funds	\$ -	\$ -	\$ 2,055,000	\$ 801,718	\$ -
School Generated Funds	\$ -	\$ -	\$ 29,000	\$ 10,000	\$ -
Total Department	\$ 6,466,737	\$ 10,112,778	\$ 13,691,709	\$ 9,092,736	\$ 9,725,730

Note: In FY22, FACE received \$1.6M from the City of Chicago and \$2M in ESSER funding to support community engagement and after-school programs.

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	43.0	42.0	40.0
Title Funds	12.0	12.0	13.0
Total Department	55.0	54.0	53.0

MAJOR ACCOMPLISHMENTS in FY2022

District-wide Initiatives

- **Back to School Events, Outreach and Canvassing:**
 - Supporting 40 back to school events across the city, 10 of which were our Back to School Bashes
 - 63,000+ families engaged
 - 40,000 backpacks with school supplies distributed
 - 20,000 flyers distributed
 - 4,000 yards signs distributed
 - 17,000+ outreach calls made to families
 - Partnered with 30 Faith-Based institutions
 - Priority canvassing areas included 300 high traffic areas on Chicago's West and South sides such as grocery stores, laundromats, barber shops, CTA stops, libraries and gas stations
- **Reopening Focus Groups, Community Information Sessions, and Town Halls:**
 - Hosted 32 virtual focus groups, 4 in-person community informationals and 3 Reopening Town Halls with **1,600+** LSC, CAC, and PAC members, families of medically fragile children, faith leaders and school leaders
 - More opportunities (town halls, focus groups, quarterly surveys) for families and school leaders to weigh in on planning.
 - Communication sent to school leaders in advance to give them time to mobilize and support students and families in their transition to in-person learning.
- **Setting up a Call Center for the following projects:**
 - **Transportation Shortages:** The FACE team conducted **2,453** transportation calls from September 2021 - December 2021 to explain the situation to families and advise them of their options.
 - **Contact Tracing:** The Parent University team collaborated with OSHW to make calls to families impacted by COVID-19 quarantine requirements and ensure they understood the CPS health and safety guidelines.
 - **North River / Aspira Co-Location:** On December 13, 2021, the FACE team began supporting the Portfolio Management Team with ensuring parents from North River Elementary School were not only notified of the January 2022 community meetings, but that additional feedback and recommendations were captured regarding the North River Co-location Proposal. A total of **226** calls were made, resulting in **77** successful connections.
 - **School-Specific Corrective Action (SSCA) Remedy:** A cross-collaborative outreach effort of 66 FACE and ODLSS callers began on January 26, 2022 with a first round of calls to 4,310 families eligible for an SSCA remedy. The goal was to target families who had NOT filed a claim. A total of **3,517** calls were made by the end of February 2022, resulting in **873** successful connections. Two subsequent rounds of calls were made in the spring of 2022
- **5-11 Year Old Vaccination Plan:** FACE collaborated with Marketing, Communications, and the Office of Student Health and WellNess (OSHW) to develop a year-long COVID-19 outreach

campaign designed to promote all of the District's COVID response mechanisms under one centrally-branded initiative.

- **Adaptive Pause Support:** When schools elected to take an adaptive pause during the 2021-22 school year due to COVID conditions, FACE stepped in to offer those communities a parent town hall to help families understand the impact on their children.
- **8th - 9th Grade Transition Focus Groups:** The FACE team supported the Innovation and Incubation (I&I) team with gathering parent feedback regarding their GoCPS experience, and facilitated /recruited for two focus groups (1 in Spanish) with 8th grade parents.
- **Overall Engagement Efforts: Through engagement efforts facilitated by the FACE team, more than 100,000 CPS stakeholders participated in District-wide initiatives between July - December 2021.**

FACE-led Initiatives

The FACE team explores creative ways to reach families and elevate diverse perspectives in an effort to promote continued student learning and maintain connections with families in an effective, informed, and sensitive manner.

- **Social Media and Communications:** We have increased our online audience by 27 percent since the summer of 2021.
- **Network Collaborative Meetings:** Since September of 2021, FACE specialists have hosted **22** cluster meetings among four collaboratives, engaging more than **1,400** parents and community members around District updates and Title I training. Additionally, **30** community partners also presented to stakeholder audiences over a six-month period.
- **Network Strategic Supports:** FACE Specialists work directly with Network Chiefs and school leaders to drive stakeholder engagement in each network to support local school needs. During the 2021-22 school year, the team provided logistical, recruitment, and operational supports for principal training on Elevated Framework, high school fairs, mediating parent issues at the network and school level, providing monthly FACE and District updates at the network principal meetings and within the network newsletters, manage social media sites for network office, host coat drives and facilitate back-to-school events, and additional one-off parent/community engagement support at the network and school level.
- **Title I Supports:**
 - The Title I team works with FACE specialists to support our Title I stakeholders by developing training and compliance tools, templates and processes that are user-friendly and accessible for school leaders to meet key compliance deadlines, and Organizational meetings and expenditure progress.
 - **PBG Management:** Though operating remotely, the PBG has been an instrumental voice in contributing to parent-centered expenditure guidance and a paperless compliance process for FY22. They have served as parent consultants to various departments including Student Protections, Safety and Security, and Equity. The PBG held **4** listening sessions at the beginning of the 2021-22 school year to both introduce themselves and learn of challenges faced by PAC leaders.
- **F2F Programming:** The FACE2Face (F2F) programming series has offered **363** virtual and in-person programming sessions for parents through Parent University sites to ensure that CPS

families and partners receive the appropriate information and resources to support student learning. FACE has hosted a total of **12** Ask the Expert sessions, **12** Health and Wellness sessions, **28** Academic Support sessions, **15** Technology sessions, **5** Leadership sessions, and **13** Continuing Education sessions through the online F2F platform, garnering **1,806** YouTube views and **2,619** participants.

- In partnership with the City of Chicago and Kids First Chicago, FACE integrated NorthStar and Coursera to the F2F menu to provide Chicago Connected parents with access to more than 5,000 online courses in various languages.
- In-person learning opportunities conducted across thirteen (13) Parent University sites include programs ranging from social-emotional learning, art therapy, Parent Cafe, Urban Farming, entrepreneurship, literacy, early learning, financial literacy, and college and career supports for parents.
- **Faith-Based Partner meetings / projects:** A total of **12** meetings were held by OFBI in an effort to connect CPS with our faith-based community around topics like facilities updates, SQRP, the Healing-Centered Framework, and COVID-19 health protocols. The OFBI team also increased its partnership network, and more than **18,000** CPS students are now being served via social service support from these partners. Additionally, more than **400** families were fed through OFBI's food distribution partnerships during the 2021-22 school year.
 - **Safe Haven Expansion:** FACE currently maintains **47** Safe Haven sites, **30 of which** are currently operational due to COVID safety measures. Additional sites were added in the Englewood, Little Village, and Roseland communities during the 2021-22 school year and FACE is looking to expand to 60 sites that include Latinx partners and communities. A new RFQ was launched on January 31, 2022.
 - **Adopt-a-School:** In 2021, this initiative was aligned with OST for official CPS no-cost agreements that include **10** partners and more than **5,000** students served.
 - **Crisis Support:** A total of **54** crisis alerts were managed and triaged with the appropriate supports given to the families. Additionally, the annual Legacy of Love luncheon reconvened in person in 2021 to honor the lives of CPS students who passed away the previous year.
- **CAC Supports:** Since July of 2021, there have been more than **79** CAC meetings with over **3471** participants across the eight CACs. This includes regular monthly meetings, executive committee meetings, all-CAC chair meetings, and special events (e.g. principal breakfasts, community vaccination events, Black History celebration, etc). Key CPS departments that have presented include Portfolio, Equity, Access and Enrollment, Early Childhood, Teaching and Learning, and Health and Wellness, along with additional subject-matter experts. FACE is looking to expand the number of CACs to the city's north and southwest sides.
 - **CAC Budget / Strategic Plans:** During the 2021-22 school year, FACE created a Google Form for CACs to submit SMART goals that prioritize spending on critical projects in their school communities, including advocating for new schools, increasing quality programming in existing schools, rethinking how to provide support to schools in their area that are underutilized,, and providing professional development to community-based organizations. FACE increased our fiscal commitment to CACs from \$6,000 to \$10,000 for each CAC to support the implementation of these projects.

- **LSC Supports:** To fill a growing need, the LSC team now operates with 13 full-time LSC Specialists and 2 additional part-time staff who provide technical support and assistance to **509** LSCs. Below are critical success factors:
 - **LSC Elections:** Early in 2022, CPS kicked off the 33rd LSC election cycle. Building on the District’s vision of equity and community partnership, we set an ambitious goal to recruit **8,200** LSC candidates across our 509 CPS schools with LSCs.
 - There were a total of **6,242** candidate seats to fill across the District in 2022.
 - The 2022 election was hosted in schools on April 20 and 21 and all voting was done in person.
 - FACE allocated **\$1,100,000** to run the 2022 LSC Elections. Given the increase in pay rates for judges and a decrease in printer costs without mail-in ballots, CPS anticipates these figures will remain somewhat stable for years to come, barring any significant changes to the LSC election format.
 - **Monthly Virtual LSCAB meetings:** Seven LSCAB meetings were held during the 2021-22 school year to discuss proposed policies and policy changes. These meetings included a total of **595** participants.
 - **Monthly LSC Engagement Session Meetings:** During the 2021-22 school year, the OLSCR began hosting monthly meetings to connect, inform, collaborate, and engage LSC members/stakeholders on pertinent OLSCR business and District updates. These sessions averaged **175** attendees per session on a monthly basis and included a range of stakeholders across 17 networks citywide. Each meeting included a subject-matter expert to do a deep dive into concerns expressed by stakeholders.
- **Processing Volunteers:** The FACE team plays a critical role in the volunteer management system that includes vetting and approving all Level 1 and 2 volunteer applications, interns, student researchers, and University supervisors. Roughly **86 percent** of eligible volunteers were approved (**16,449** applications) during the 2021-22 school year.
 - **Wells Fargo Coat Drive:** FACE partnered with Wells Fargo to distribute **3,500** coats to under-resourced students.
- **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.
 - 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.
 - Hired a Senior Project Manager to help advance District initiatives and map out stakeholder engagement.

KEY BUDGET INITIATIVES for FY2023

- **Neighborhood Plans:** As part of the District’s ongoing work to collaborate with partners and stakeholders, we will work cross-functionally with OPM and Data and Demographics to present critical neighborhood data to interested groups and support them with developing locally sourced and sustainable solutions to offer all students a great education.
- **Parent Leadership Council:** Earlier this year, CEO Martinez made a commitment to create a parent council to help inform the District’s decisions. Our team has developed a proposal to solve for this critical need and build a representative council of parents from across the District. The Council will help the District in decision making around policies and procedures, initiatives, funding, and advocacy, and will receive ongoing training and development from subject matter experts, the District’s adult programs team, and content experts.
- **CAC Expansion:** We are currently exploring options to expand the number of CACs from 9 to 12-15 on the city’s north and southwest sides. This will ensure greater equity of voice and representation from all CPS communities. By increasing the number of CACs, specifically in Latinx communities, CPS will be able to tap into local resources that will help inform our planning and policies while building collaborative partnerships with influential community leaders.
- **Back to School Engagement:** 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. This summer, we are looking to conduct 13 Network Bashes to create a personalized experience for families closer to their neighborhoods.

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. This office also produces timely, relevant, and accurate financial reporting to provide assurance that key financial performance indicators are met and that 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 internal and external financial statements and other regulatory reporting; implements new Government Accounting Standards Board (GASB); implements new accounting and 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 the Office of Internal Audit and Advisory Services and performs internal audits for employee reimbursements; updates CPS' policies and procedures; develops and monitors key performance indicators for the Office of Finance; tests the controls of procedures and processes in the Office of the 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 more than 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 processing or reporting 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:** Issues bonds and manages 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:** Manages and analyzes the Board's operating cash position throughout the year in order to secure lines of credit to maintain a healthy liquidity position.
 - **Investment Funds:** Invests 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 Grants Management (OBGM):** Supports strategic utilization of all resources, aligning them to the District's mission and priorities, to increase student achievement
 - **Coordination:** Coordinates with other departments to make necessary adjustments or initiate budget amendments in the event that projected revenues or expenses change.
 - **School Support:** Supports the alignment of school budgets 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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 28,341,715	\$ 38,526,322	\$ 40,711,768	\$ 38,526,322	\$ 46,337,661
Title Funds	\$ 3,548,276	\$ 34,746,045	\$ 6,988,170	\$ 35,275,342	\$ 33,600,937
Other Grant Funds	\$ 159,239	\$ 3,705,629	\$ 600,605	\$ 4,970,476	\$ 3,660,867
ESSER Funds	\$ 92,852	\$ 1,794,144	\$ 289,803	\$ -	\$ 1,440,675
Total Department	\$ 32,142,082	\$ 78,772,140	\$ 48,590,347	\$ 78,772,140	\$ 85,040,140

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	184.0	184.0	185.0
Title Funds	27.0	29.0	29.0
Other Grant Funds	1.0	1.0	1.0
Total Department	212.0	214.0	215.0

MAJOR ACCOMPLISHMENTS in FY2022

- Completed the FY2021 Annual Financial Audit with clean audit opinion and no financial statement material weaknesses or significant deficiencies. Issued the Annual Comprehensive Financial Report and Popular Annual Financial Report earlier than in prior years.
- Received Government Finance Officers Association and Association of School Business Officials Certificates of Achievement for Excellence in Financial Reporting for the District's Annual Comprehensive Financial Report. The District also received an Award for Outstanding Achievement in Popular Annual Financial Reporting.
- Completed District-wide asset and instructional materials inventory audit with over 99 percent compliance.
- Published an updated Internal Accounts manual in cooperation with the Office of Family and Community Engagement and the Office of Internal Audit and Advisory Services.
- Started Gap Analysis for systemwide ERP Cloud solutions.
- Launched a pilot to fulfill the commitment to the CTU contract to find suppliers that teachers, counselors, clinicians, and speech-language paraeducators could purchase supplies from using prepaid accounts of up to \$250 per year.
- Increased vendor enrollment for the P-Card program, reducing transaction costs and increasing rebates.
- Created training videos, job aides, and process documentation for a streamlined decentralization of timekeeping functions to school clerks in compliance with the CTU collective bargaining agreement.
- Partnered with Ricoh to digitize all historical payroll records from microfiche or microfilm.

- Addressed and cleared over/underpayment and underpayment analysis of the Supplemental Pay System (SPS).
- Secured rated upgrades from KBRA, Fitch, and Moody's for general obligation bonds and from KBRA for Capital Improvement Tax bonds. All outlooks are stable.
- Nearly all investments, 97 percent, were completed with brokers from minority-owned or women-owned business enterprises (MWBE).
- Projected to end the year with no outstanding Tax Anticipation Notes, a reduction of \$244 million from FY22.
- Developed a budget informed by stakeholder feedback that provided schools equitable funding, guaranteeing that all schools have the resources to support reasonable class sizes, access to arts and other special programming, intervention support, and funding for other local-level priorities.

KEY BUDGET INITIATIVES for FY2023

- Implement Account Reconciliation Cloud software to continuously improve our operational efficiency and accuracy.
- Implement Robotic AI technology to improve the overall efficiency and accuracy of work across the Office of the Controller.
- Implement updates to the Oracle Grants, Gifts, and Donations module to provide a more thorough system of record-keeping.
- Develop and implement new school internal accounts monthly reconciliations process to reconcile to the general ledger.
- Create a new school internal accounts support model to provide a more robust training and support program for school financial staff.
- Create, improve, and expand training offerings to support all areas of school operations, including reimbursements, procurement, internal accounts, and payroll.
- Onboard three to four high-volume vendors for electronic data interchange invoicing submission.
- Roll out a District-wide CTU marketplace along with new procedures for CTU reimbursements.
- Continue system improvements toward more accurate and timely processing of payroll for 48,000+ employees.
- Re-examine the current insurance lines of coverage as they relate to the operational risks of CPS in order to rationalize their adequacy or make recommendations for solutions to prevent additional liability.
- 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.
- Continue to work with various Central Office departments to align FY23 budget monitoring with continuous improvement planning.
- Further improve the transparency and accessibility of the budgetary process by continuing community and stakeholder engagement.

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:

- Supports more than 450,000 devices (such as desktops, laptops, Chromebooks, and iPads) across the District.
- Runs and maintains core District information and technology systems that are used by more than 30,000 staff every day, including those working in Aspen, finance, and human resources.
- Provides a robust data and telephone network across more than 591 locations consisting of more than 35,000 pieces of network equipment, 2,350 mobile phones, and 12,000 hotspots.
- Responds to more than 150,000 requests for support annually, managing and supporting 2,500 servers and 20,000 pieces of network equipment (e.g., network switches and wireless access points).

MAJOR PROGRAMS

- **Chicago Connected:** ITS runs the largest no-cost internet program in the country, which currently serves more than 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 more than 30 community-based organizations.
- **Wide Area Network Improvement:** ITS is continuing to manage 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.
- **Device Centralization:** With technology playing a much larger role in instruction, it is critical for students to have equitable access to mobile devices. The goal of the District’s centralized device management plan is to provide equal access to student mobile technology and device support at every school. Device centralization benefits schools by removing the burden of budgeting for student mobile technology and associated maintenance costs.
- **Web Caching:** ITS has worked to implement a two-tiered web caching solution that will enhance the end user experience for Skyline applications and reduce the overall bandwidth requirements. The solution includes a local caching appliance at every school as well as centralized caching in front of CPS’ Internet connections.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 112,215,252	\$ 87,378,739	\$ 97,875,133	\$ 96,647,415	\$ 96,349,966
Title Funds	\$ 158,793	\$ -	\$ -	\$ -	\$ -

Other Grant Funds	\$ 8,127	\$ -	\$ 1,826,776	\$ 950,968	\$ 835,248
ESSER Funds	\$ 17,652,775	\$ 13,489,687	\$ 134,845,764	\$ 113,899,996	\$ -
School Generated Funds	\$ 228,123	\$ -	\$ 40,706	\$ -	\$ -
Lunchroom Fund	\$ 3,000	\$ -	\$ -	\$ -	\$ -
Total Department	\$ 130,266,071	\$ 100,868,426	\$ 234,588,379	\$ 211,498,379	\$ 97,185,214

Note: In FY22, ITS received an additional \$121M in federal funds to support various operational and programmatic initiatives, including device purchases for students and teachers supported by the FCC Emergency Connectivity Fund..

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	145.0	145.0	145.0
Total Department	145.0	145.0	145.0

MAJOR ACCOMPLISHMENTS in FY2022

- Deployed 40,000 devices to bring all schools up to 1:1 student to device ratio and ensure schools/classrooms could flip to remote learning as needed during COVID surges.
- Provided more than 15,000 new windows laptops to teachers to replace old or underperforming devices.
- Adopted new District processes for onboarding and public reporting of EdTech software subject to the Student Online Privacy and Protection Act. This was part of a larger effort to continue to improve the District's information security measures.
- On track to complete the first year of the Wide Area Network Improvement Project, establishing the foundational infrastructure and providing the first 80 schools with up to a 40x increase in bandwidth.
- Upgraded bandwidth for all high schools, providing a 2x increase in bandwidth and the ability to further scale up if needed.
- Integrated the CPS identity platform with OneRoster in order to ease the authentication process for students and staff into the curriculum applications utilized for the Skyline initiative.

KEY BUDGET INITIATIVES for FY2023

- 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 many areas.
- Begin efforts to move our Enterprise Resource Planning (ERP) system to the cloud in order to take advantage of additional features and functionality that can enhance and provide efficiencies to our current business processes. Work this fiscal year will focus on analyzing our existing system and determining scope for an ERP cloud RFP.
- Parents and guardians interact with many systems and applications, for example GoCPS and Parent Portal, but the District does not have an authoritative system for tracking guardian

identity. ITS will work to create a single centralized and accurate repository of guardian identities that can be used with integrated applications. This will reduce security risks and duplicate accounts. Guardians will benefit with a single-sign-on experience.

Innovation and Incubation

MISSION

The Office of Innovation and Incubation (I&I) manages a portfolio of 114 charter schools, 9 contract schools, 8 Alternative Learning Opportunity Programs (ALOPs), and one Safe School—educating more than 55,000 students. In addition to ensuring that all schools in its portfolio are held 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. 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 led 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 transparent and available to inform data-driven decisions at the District and school levels. Generates annual performance reports ("scorecards") around school financial and operational performance for all schools in the I&I portfolio. Provides additional support 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 and school leaders to provide data updates and facilitate training on compliance- and academic-related issues throughout a school’s contract term. Ensures charter boards have the resources and information to make high-quality decisions for their schools. Responds to all parent inquiries and concerns directed to the central office and supports continuous improvement at all contract schools and charter schools in remediation.

- **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 an annual Memorandum of Understanding (MOU) for each campus.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 2,008,292	\$ 3,182,125	\$ 3,338,625	\$ 3,004,762	\$ 3,495,167
Other Grant Funds	\$ 501,146	\$ 604,980	\$ 596,553	\$ 536,898	\$ 439,349
Total Department	\$ 2,509,438	\$ 3,787,105	\$ 3,935,178	\$ 3,541,660	\$ 3,934,966

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	16.4	21.5	19.5
Other Grant Funds	7.6	3.5	3.5
Total Department	24.0	25.0	23.0

MAJOR ACCOMPLISHMENTS in FY2022

- Renewed 11 charter and contract schools using significantly improved operational methods and evaluation criteria that better reflect the District’s equity values and highlight experiences that students are having in their schools. In addition, I&I developed a stronger system of community stakeholder engagement as part of the renewal process to highlight community-based achievements and the community impact of schools for consideration during renewal.
- Supported the establishment of a new Virtual Academy as a fully remote learning option to enable CPS students with medical vulnerabilities to attend school during the COVID-19 pandemic.
- Developed a robust system of support for all co-located school Principals, including monthly communications, an annual summit, and written guidelines to aid school staff in maximizing resources and minimizing operational complexities in the interest of students. In addition, increased collaboration between Principals sharing facilities resulted in the execution of 15 MOUs (Memorandum of Understanding) between 32 schools.

- 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. More than 300 students across Options schools participated in FY2022.
- Executed a re-engagement strategy for charter, contract, and ALOP schools and programs to ensure that schools had resources, training, and tools to successfully re-engage students and focus on their most vulnerable student populations. Facilitated and monitored school staff and community group contact with more than 15,000 students, including over 3,000 home visits during the summer months to encourage and support fall attendance.
- Adopted an equity-based transfer policy for students transferring into Options schools. This policy expanded best practices and increased support for schools by creating a student-centered approach to providing equitable support before, during, and after transitioning into an Options School. This is reflected in data comparing SY22 to SY19 (last SY of all in-person learning) that shows a significant decrease in the average number of days students are inactive during the transition period into Options Schools (from 10.07 to 4.83 days). Through executing this new policy, 97% of students transferring into Options schools remained active in SY22, up from 87% in SY19 over the same time span.
- Achieved the highest year-to-date percentage (45%) in the history of students graduating from Options schools who are eligible to receive state and federal aid for postsecondary education. This percentage doubled compared to past years due to instituting a system of regular monthly postsecondary leadership team meetings for counselors and postsecondary staff at Options Schools and Programs to elevate best practices around Financial Aid completion, school visits to provide Financial Aid completion support, and the inclusion of Options Schools and Programs in all District financial aid training.
- Significantly improved the academic remediation process and performance of five charter in academic warning; moving from three to five schools providing substantial evidence of implementing continuous improvement strategies and structures to improve student outcomes.
- Supported the third 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.
 - Education Works: Student internship and job opportunities with community partners intended to increase student engagement and attendance.

KEY BUDGET INITIATIVES for FY2023

- In 2023, CPS will conduct a student-centered and transparent renewal process for 18 school networks, consisting of over 30 school campuses. As in previous years, a major focus for this

upcoming year will be ensuring our evaluation assesses student equity and experience, including discipline practices and diverse learner and English learner compliance.

- Over the past year, Innovation and Incubation has prioritized support for co-located schools by collecting feedback on draft guidelines that will provide clarity for Principals sharing campuses. This upcoming year, we are planning to publish the guidelines and continue to partner internally to increase support for colocated schools related to shared resources that benefit all students.
- Beginning with the school year 2023, Aspira Haugan and North River will share a school building. Innovation and Incubation will collaborate with Principals and the school community to ensure a smooth transition to the new campus for students and focus on creating a culture and climate that is welcoming for students and staff.
- Based on feedback from stakeholders, I&I is partnering with the Chicago Public Education Fund to form professional learning communities to provide space for charter and contract schools to discuss and implement proven approaches to special education compliance and the implementation of restorative practices.

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, including 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, D.C., and partners with the City of Chicago, the Illinois state legislature, and other entities to secure financial opportunities to advance the District’s 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 congresswomen, 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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 785,306	\$ 1,408,729	\$ 1,406,929	\$ 762,939	\$ 1,393,232
Total Department	\$ 785,306	\$ 1,408,729	\$ 1,406,929	\$ 762,939	\$ 1,393,232

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	8.0	8.0	8.0
Total Department	8.0	8.0	8.0

MAJOR ACCOMPLISHMENTS in FY2022

- Successfully received approval for 31 CPS proposed Tax Increment Financing (TIF) projects from the TIF Investment Committee (TIC). This is the highest-ever number of approved projects in a fiscal year and contributed to setting a 2021 annual record of 50 TIC approved projects.
- Successfully secured \$35,328,415 in Tax Increment Financing (TIF) funding for CPS capital projects. This is the highest-ever amount of secured funds in a fiscal year and has contributed to setting a 2021 record of \$101,080,215 in TIF funds secured.
- Successfully received City Council Intergovernmental Agreement passage between The Board of Education and The City of Chicago for 14 TIC approved projects. This is a fiscal year record and has contributed to a 2021 annual record of 21 IGAs passed through City Council.

- Successfully executed 19 Tax Increment Financing (TIF) Intergovernmental Agreements between The Board of Education and The City of Chicago. In the 2021, calendar year, a record was set for 7 IGAs executed. On March 2, 2022, we surpassed that record with 12 executed IGAs.
- Successfully received Aldermanic support for 6 proposed pre-k sites: 2 sites are anticipated to open in the fall of 2022 and 4 will open in the fall of 2023.
- Helped to secure approval of federal appropriation earmarks for the Legacy Refresh project, which will impact 30 schools for a total of \$2.495 million.
- Received \$83 million through the Emergency Connectivity Fund (via the FCC) to cover future technology device spending.
- Continued to advocate for increased Title I, Title II, and IDEA Part B funding in the federal budget
- Was able to ensure the passage of the trailer language in [PA 102-691](#) to ensure that the report on the District's finances is ready by October 1, 2022 rather than 2025. Extended mayoral control for another 2 years to 2027.
- Advocated for and negotiated [PA 102-0677](#) - LSC empowerment legislation that ensures an elementary student seat on LSCs, allows schools on long-term probation to be more involved in school decisions, transitions 15 schools from Alt. LSCs to Traditional LSCs, makes the staff LSC member process more transparent, and empowers student voice regarding the student representative on an LSC.
- Advocated for and negotiated, [PA 102-0456](#) - legislation that removes the mandate on CPS to refer students and families for criminal prosecution and petty fines for chronic truancy. The law now allows for connection with state and local services to address the root causes of truancy.
- Passage of [HB 4690 in Spring 2022](#) - legislation to restart paused teacher dismissal hearings for egregious offenders.
- Advocated for and secured an additional \$350 million investment into the state's Evidence-Based Funding formula (EBF) for K-12 funding.

KEY BUDGET INITIATIVES for FY2023

- Continue to collaborate with school communities, local officials, and agencies to secure additional capital funding for school-based projects.
- Continue to collaborate with the Office of Early Childhood Education to provide universal pre-k opportunities to neighborhoods in need.
- Create opportunities for Aldermen to connect with their schools and students.
- Extend the U.S. Department of Agriculture's (USDA) child nutrition waiver authority into 2023; these waivers have made it possible for school meal programs to continue to offer healthy and accessible meals for children despite the disruptions caused by the pandemic.
- Prioritize CTE program needs in future Congressionally directed spending earmark opportunities.
- Advocate for increased Title I, Title II, and IDEA Part B funding in the federal budget.
- Advocate for school infrastructure and look for funding opportunities through Congressional and/or agency grant programs.
- Support long-term COVID-19 mitigation efforts as needed.
- Combat federal policies, guidelines, and proposed requirements that limit funding.
- Unlock previously appropriated Capital Development Board funds for the South Loop/Chinatown/Bridgeport areas, Cleveland Elementary School, and Hancock College Prep.

- Advocate to the General Assembly to pass additional trailer legislation related to the Elected School Board after the release of the City of Chicago financial report.
- Design and pass a legislative agenda that includes the District's capital needs and provides/maintains the flexibility CPS needs to best serve students.

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:

- Assess organizational risks in order to develop internal audit plans and risk management strategies.
- Evaluate the effectiveness of the District's internal controls and business practices to meet its operational and financial goals.
- Determine if controls comply with applicable laws, regulations, ordinances, Board rules, ethics policies, contracts, grants, and administrative policies and procedures.
- Assist departments, schools, and program management teams in integrating innovative business practices and strategies to improve organizational efficiency and effectiveness with minimal risk.
- Inform the Board and CPS leadership on audit results and any process improvements needed to achieve compliance and operational effectiveness.

MAJOR PROGRAMS

- **School Audits:** Help school administrators achieve operational, financial, compliance, and strategic objectives by assessing and 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 a 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 District-wide activities designed to identify 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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 1,571,707	\$ 2,441,576	\$ 2,503,130	\$ 1,531,958	\$ 2,448,262
Total Department	\$ 1,571,707	\$ 2,441,576	\$ 2,503,130	\$ 1,531,958	\$ 2,448,262

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	14.0	14.0	14.0
Total Department	14.0	14.0	14.0

MAJOR ACCOMPLISHMENTS in FY2022

- Further developed our new Continuous Monitoring Audit Program (CMAP) that facilitates increased oversight and coverage. Through CMAP procedures, IAAS is able to perform risk-based testing across all District schools leveraging data analytics and reporting that yield more targeted sample selections and detailed testing. This allows the team to increase engagement with schools.
- Partnered with the District to provide robust school reopening support services by conducting a record-high 30 principal transition review audits requested by school administrators.
- Completed several Central Office integrated audits and consultative reviews including of the Community Schools Initiative, AP financial controls, vendor management and COVID relief funds.
- Created the District's first-ever cross-functional risk committee to support the District's Five-Year Vision and led risk assessment refresh discussions that informed the committee's areas of focus.

KEY BUDGET INITIATIVES for FY2023

- Provide additional training opportunities for school administrators to strengthen their compliance with key school-level controls.
- Expand CMAP with additional procedures, including financial and operational controls, through enhanced data analytics. Overall, the program will expand from approximately 11 to 20 key controls.
- Continue to conduct Central Office audits with an emphasis on providing consultative reviews in areas where internal controls have not been fully developed or documented.
- 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 risks and opportunities and prepare the District's response.

Law Department

MISSION

Providing high-quality legal representation that is consistent with the District's vision, mission, and values, the Law Department assists the Chicago Board of Education, its Executive Officers, School Principals, teachers, and staff in complying with laws and regulations, thereby minimizing legal risks for the benefit of students, staff, and the public at large.

MAJOR PROGRAMS

- **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 (DCFS) and law enforcement agencies, and investigates allegations of employee misconduct not otherwise addressed by the Office of the Inspector General (OIG), the Office of Student Protections (OSP), or the Office of Local School Council Relations (OLSCR).
- **Labor and Discipline:** Brings employee discipline and dismissal matters before administrative agencies, including the Illinois State Board of Education (ISBE), presents the Board's position in labor disputes in grievance arbitration and unfair labor practice proceedings, and represents the Board in wage claims and Occupational Health and Safety Administration (OSHA) complaints filed with the Illinois Department of Labor (IDOL).
- **Labor Relations:** Leads all collective bargaining with six bargaining units and conducts administrative hearings on disciplinary charges and contractual grievances on behalf of the Chief Executive Officer.
- **Litigation:**
 - **Employment and Civil Rights:** Represents the Board and its employees 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.
- **School Law:** Provides legal guidance to staff on a wide range of legal and policy issues affecting schools, including student records and privacy, the student code of conduct, student enrollment and transfers, school accountability, Local School Council issues, legislative review, charter school matters, and educational initiatives.
- **Special Education Law:** Advises and represents 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 that is protected by the act and other exempted information, and transmitting documents to requestors.

- **Policy, Ethics, Records Management and Former Student Records:**
 - **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:** 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.
 - **Records Management:** Manages the District’s compliance with the Local Records Act, Illinois School Student Records Act, related regulations, and the Local Records Commission of Cook County, including the maintenance, storage, retention, and destruction of records.
 - **Former Student Records:** Manages the District’s compliance with transcripts requests, education verifications, and disability verifications.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 13,190,146	\$ 15,725,738	\$ 18,501,520	\$ 17,684,625	\$ 17,455,492
Other Grant Funds	\$ 68,452	\$ 74,929	\$ 74,929	\$ 74,929	\$ 76,874
School Generated Funds	\$ -	\$ -	\$ 20	\$ -	\$ -
Total Department	\$ 13,258,598	\$ 15,800,667	\$ 18,576,469	\$ 17,759,554	\$ 17,532,366

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	100.0	100.0	97.0
Other Grant Funds	1.0	1.0	1.0
Total Department	101.0	101.0	98.0

MAJOR ACCOMPLISHMENTS in FY2022

The Law Department is organized into eight practice areas and functional units: (1) Transactions, (2) Litigation, (3) Labor Relations, (4) School Law, (5) Labor Arbitration and Employee Discipline, (6) Investigations, (7) Policies, Ethics, and Records, and (8) the Freedom of Information Office. Together, the practice areas and units closed out 4,223 matters between July 1, 2021 and March 10, 2022. Those matters encompassed everything from the routine to the extremely complex and difficult. In addition to addressing a number of legal cases brought against the Board, the Department provides extensive counseling and training to the Board, executive staff, principals, assistant principals, and administrators. Some highlights are as follows:

- **Freedom of Information:**

- Partnered with all departments to respond to 833 FOIA requests from stakeholders and media representatives from July 1, 2021 to March 10, 2022.
- **Investigations:**
 - Facilitated 104 Office of Inspector General (OIG) referrals from July 1, 2021 to January 28, 2022.
 - Monitored 5,706 Aspen incidents resulting in 355 incidents that were triaged and assigned.
 - Executed 65 employee pullouts as a result of Law Investigations triage.
 - Reviewed and preserved 71 video evidence files equating to more than 100 hours of footage.
- **Labor and Discipline:**
 - Managed, advised, and presented charges in approximately 550 employee discipline cases.
 - Successfully represented the Board in Case No. 20 CH 04928, which is a class action complaint brought by the Chicago Teachers Union (CTU) and individual teachers seeking pay for teachers who were suspended for serious misconduct during the COVID-19 pandemic.
 - Represented the Board in approximately 90 labor arbitration matters against the Chicago Teachers Union (CTU), SEIU Local 73, and UniteHere Local 1 and in 10 unfair labor practice cases before the Illinois Educational Labor Relations Board.
 - Resolved eight Occupational Safety and Health Administration (OSHA) complaints in which allegations were made that unsafe conditions existed in a workplace.
- **Labor Relations:**
 - After bargaining for more than six months, successfully negotiated an Agreement with the Chicago Teachers Union (CTU) on COVID-19 topics. The Agreement concluded an illegal 5-day work stoppage - the second COVID-19 related illegal work stoppage in two years - and allowed students to return to in-person instruction across the District.
 - Negotiated collective bargaining agreements with UNITEHERE Local 1 and SEIU Local 1, ensuring that the Board's Nutrition Support Services (NSS) unit has a successor contract through SY2025 and will continue providing meals to students across the District for the next four years.
- **Litigation:**
 - Obtained the following positive results for the Board of Education in cases in litigation, as follows:
 - Federal District court awarded summary judgment for the Board in Case No. 17-cv-9300, in which a former employee challenged her dismissal.
 - In Case No. 21-1359, the Seventh Circuit Court of Appeals upheld summary judgment for the Board and against a former employee.
 - In Case No. 20-cv-07672, a federal District court dismissed a former employee's claims against the Board with prejudice.
 - In Case No. 21-1525, the Seventh Circuit Court of Appeals affirmed the dismissal with prejudice of an action which sought to invalidate dues authorization

procedures in the agreement between the Board and the CTU. The U.S. Supreme Court later denied a petition for writ of certiorari.

- In Case No. 20 CH 03582, the Circuit Court of Cook County dismissed with prejudice a challenge to the Board's "do-not-hire" procedures.
- The Circuit Court of Cook County dismissed on the pleadings claims for damages resulting from alleged personal injuries.
- The unit resolved several matters in litigation in which students sought compensation for alleged personal injuries occurring in schools.
- The unit resolved 129 litigated workers compensation cases between July 1, 2021 and March 10, 2022.

- **School Law:**

- Legal Compliance Training and Counseling for Administrators
 - Organized and led a 5-day virtual conference for more than 1,100 administrators related to relevant legal topics.
 - Developed a series of monthly professional development opportunities for administrators and school staff related to relevant legal topics, including special education, enrollment & transfer of students, First Amendment concerns in schools, and school records management.
 - Provided continued legal guidance to Central Office departments and schools on COVID-19 related matters such as contact tracing, quarantine periods, vaccinations, and school reopenings.
 - Provided legal guidance on legislative bills and assisted with drafting legislation to support CPS endeavors surrounding teacher endorsements, truancy, student victims, and expectant parents.
 - Provided legal guidance and assistance in developing guidance on the Student Online Privacy Protection Act (SOPPA) Policy.
 - Advised and provided support to the departments of Attendance and Truancy and Teaching and Learning for the creation of the TASSEL program to serve students at risk of dropping out.
 - Supported the Office of Diverse Learner Supports and Services (ODLSS) in the planning for recovery service meetings for students receiving special education services.
 - Continued to support ODLSS in the implementation of Student Specific Corrective Action (SSCA) by meeting regularly with representatives from ISBE and stakeholders across the city and gathering feedback; contracted a claims administrator to manage the claims administration process; opened the SSCA claims window to allow families to submit claims for remedies; organized a parent outreach effort consisting of emails, letters, robo calls, social media, webinars/town halls, live phone calls, direct principal outreach, and reference materials on the SSCA website; and updating the SSCA Procedures.
- Successfully defended the Board in three Family Educational Rights and Privacy Act (FERPA) complaints filed with the U.S. Department of Education's Student Privacy Policy Office.

- Held a public hearing on behalf of the Chief Executive Officer (CEO) regarding the proposed co-location of North River Elementary and ASPIRA-Haugan Middle School (District school and charter school).
- **Transactions:** Negotiated, drafted and/or reviewed more than 500 contracts for the District and helped bring more technology resources, social and emotional learning services, out of school time services, and other needed products to schools throughout the District.
- **Policy and Procedures:**
 - Monitored the District's need for graduation waivers and entered 320 graduation requirement waivers for graduating students in FY2022.
 - Records Management
 - Disposed of approximately 1,000 boxes of records currently at offsite storage, resulting in an annual savings of \$1,200 on offsite storage costs for these boxes.
 - Disposed of an additional 11,750 pounds of eligible records from schools and departments in accordance with the Local Records Act and Board policy.
 - Reviewed and processed 2,500 boxes of records from schools and departments for disposal and for offsite storage to ensure compliance with Illinois law and Board policy.
 - Recovered from a 4-month delay of former student record requests.
 - Homeschooling:
 - Advised a record-breaking number of families and all stakeholders on homeschooling and enrollment and withdrawal matters.
 - Received and documented homeschooling paperwork for 578 students for SY21-22.

KEY BUDGET INITIATIVES for FY2023

- Partner and collaborate with multiple CPS internal stakeholders (Law, NSS, School Quality Measurement, and Equity Office) to review employee disciplinary practices and processes to consider process improvements and equitable changes.
- Partner with Talent to provide clear, consistent and comprehensive fitness for duty guidelines to reduce District liability and create safer environments for students and staff.
- Partner with the Internal Audit Department in ongoing risk management and risk mitigation efforts.
- 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.

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:
 - Pre-K Application Campaign
 - Local School Council Elections Campaign
 - COVID-19 Healthcare 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:
 - Virtual Academy Launch
 - STEM Magnet School Marketing Campaigns
 - English Language Learner School Marketing Campaigns

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 546,023	\$ 2,358,089	\$ 1,869,972	\$ 1,707,274	\$ 2,670,316
Other Grant Funds	\$ -	\$ -	\$ 21,190	\$ 19,071	\$ -
ESSER Funds	\$ -	\$ -	\$ 2,261,200	\$ 2,035,080	\$ -
Total Department	\$ 546,023	\$ 2,358,089	\$ 4,179,362	\$ 3,761,425	\$ 2,670,316

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	7.0	6.0	9.0
Total Department	7.0	6.0	9.0

MAJOR ACCOMPLISHMENTS in FY2022

- Completed the redesign and re-launch of the GoCPS informational and search site.
- Managed a successful GoCPS marketing campaign that drove 95+ percent participation among CPS-based 8th grade applicants to high school.
- Completed the redesign and re-launch of the Chicago Early Learning informational and search site.
- Launched the first structurally integrated GoCPS/Chicago Early Learning application campaign.
- Designed, built, and launched the new CPS employee intranet site and decommissioned the CPS Knowledge Center.
- Designed, built, and launched the new CPS Policy site.
- Designed, built, and launched the new Annual Regional Analysis site.
- Managed the two-year cycle, citywide Local School Council election campaign.
- Created and launched the new brand identity system for Chicago Public League and CPS SCORE.

KEY BUDGET INITIATIVES for FY2023

- Design, build and launch the new CPS principal portal website.
- Expand the functionality and usability of the GoCPS/CEL school search functions.
- Launch the first year-round, integrated Learn. Plan. Succeed marketing campaign.
- Expand departmental support to 15 additional schools.
- Launch the first year-round, integrated marketing and learning campaign for the CPS procurement Office.
- Adjust the COVID-19 healthcare campaign to support the District/city's evolving response to the pandemic.

Nutrition Support Services

MISSION

The Department of Nutrition Support Services (NSS) provides all CPS students access to healthy meals every day free of charge. By exceeding the United States Department of Agriculture (USDA) nutrition standards for sodium and whole grain targets for school meals, these meals support the District's mission of providing supportive learning 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 NSS to offer all meals free of charge to all students.
 - **National School Lunch Program (NSLP):** A federally assisted meal program that provides nutritionally balanced lunches to children each school day.
 - **School Breakfast Program (SBP):** Provides states with cash assistance for non-profit breakfast programs in schools and residential child care institutions.
- **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 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:** This program works with American agricultural producers to purchase domestic agricultural products that support the District's existing nutrition programs.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 37,362	\$ -	\$ 2,950	\$ 2,950	\$ -
Other Grant Funds	\$ 698,926	\$ 1,898,800	\$ 2,672,848	\$ -	\$ 2,598,338
ESSER Funds	\$ 31,000,828	\$ -	\$ 1,642,022	\$ 3,304,645	\$ -
Lunchroom Funds	\$ 41,582,225	\$ 144,435,396	\$ 143,168,617	\$ 94,000,000	\$ 125,354,889
Total Department	\$ 73,319,340	\$ 146,334,196	\$ 147,486,437	\$ 97,307,595	\$ 127,953,227
Budgeted at Schools	\$ 6,733,477	\$ 93,903,365	\$ 76,176,064	\$ 76,176,064	\$ 100,974,631
Grand Total	\$ 80,052,817	\$ 240,237,561	\$ 223,662,501	\$ 173,483,659	\$ 228,927,858

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
Lunchroom Funds	345.0	346.0	345.0
Total Department	345.0	346.0	345.0
Budgeted at Schools	2,400.0	2,255.0	2,413.0
Grand Total	2,745.0	2,601.0	2,758.0

MAJOR ACCOMPLISHMENTS in FY2022

- Supported the District's COVID-19 response by delivering over 4,500 meals for students who had to quarantine and meals for students enrolled in the Virtual Academy. Additionally, over 12,000 meals were served during winter and spring break.
- Worked closely with the Department of Capital Planning and Construction to determine new kitchen design and equipment standards and include a food court concept for new school construction.
- Introduced Halal menu options at five elementary schools and two high schools, and made Kosher meal options available upon request, to support schools with high populations of students with religious-based dietary restrictions.
- In response to student feedback, piloted a scratch cooking program at a CPS high school to enhance its meal offerings.

KEY BUDGET INITIATIVES for FY2023

- Expand the scratch cooking pilot program to five more schools. Schools will be identified by having a strong manager and support staff, full cooking equipment, ample storage space, and a desire to elevate the meal program where food is made fresh instead of pre-made.
- Expand the Halal program to five more schools to support more students with religious-based dietary restrictions. Schools will be selected based on feedback from principals, students, and parents regarding offering Halal options.
- Reorganize the Central Office team to support an additional food service vendor. A menu support team will be created to ensure menus meet USDA and ISBE requirements and respond to student feedback about the meal program. The special programs team will be expanded to ensure regulatory compliance is followed and managed to better support principals. Finally, an IT systems analyst position will be added to support effective management of the IT portfolio that tracks meal accountability, meal production, and product inventory.
- Adjust staffing levels at 20 schools based on operational needs by ensuring foundational positions are in place to support the meal program and deliver better quality food and services for students.
- Reinstigate the STAR Program to improve employee morale by recognizing employees who have gone above and beyond their normal job duties. More than 450 employees have received certificates through this program since August 2021.

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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 5,870,336	\$ 5,238,553	\$ 5,604,284	\$ 5,043,856	\$ 4,858,145
Other Grant Funds	\$ -	\$ -	\$ 23,8322	\$ 23,832	\$ 53,236
ESSER Funds	\$ -	\$ -	\$ 686,805	\$ 618,125	\$ -
Total Department	\$ 5,870,336	\$ 5,238,553	\$ 6,317,570	\$ 5,685,813	\$ 4,911,381

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	17.0	18.0	14.0
Total Department	17.0	18.0	14.0

MAJOR ACCOMPLISHMENTS in FY2022

- Collaborated with the Office of Teaching and Learning for the first universal administration of the High School Admissions Test for all 8th graders. Last year, about 12,000 students took the selective enrollment exam and this year almost 27,000 eighth graders took the High School Admissions Test.
- Launched a new application platform for GoCPS with our vendor, SchoolMint.

- Continued the initiative to ensure that 14% of the incoming seats at Selective Enrollment High Schools are allocated to diverse learners.
- Created a new application for early entrance and acceleration through ServiceNow to provide easier access for interested applicants. Streamlined the acceleration application to make the process easier for principals.

KEY BUDGET INITIATIVES for FY2023

- Continue to develop GoCPS 2.0 with a vendor partner, SchoolMint, over the next year 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 streamlined process for Round 2 that enables families to access waitlists directly and choose programs.

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 procurement processes, OBD helps the District improve supplier equity.

MAJOR PROGRAMS

- Ensure 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 suppliers within CPS' procurement activities.
- Monitor and enforce contract compliance through the B2GNow management tool, which monitors prime supplier payments and validates corresponding subcontracting payouts.
- Oversee outreach programs to better involve diverse vendors through community engagement.
- Build a more sustainable supply chain of qualified vendors by reducing barriers for growth and helping develop MWBEs.
- Manage process to capture, track, and evaluate supplier performance based on contractual key performance indicators (KPIs).

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 676,939	\$ 1,104,168	\$ 1,104,168	\$ 856,000	\$ 1,064,198
Total Department	\$ 676,939	\$ 1,104,168	\$ 1,104,168	\$ 856,000	\$ 1,064,198

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	9.0	9.0	9.0
Total Department	9.0	9.0	9.0

MAJOR ACCOMPLISHMENTS in FY2022

- Saw a four percent increase in MWBE participation with an absolute dollar increase of \$17.2M.
- Helped 77 diverse vendors obtain contracts in FY21 as a result of enhanced outreach conducted during the year to increase community awareness and drive greater participation of MWBEs responding to solicitations.
- Launched a MWBE Capacity Building Initiative in partnership with the Department of Capital Planning and Construction aimed at identifying and reducing barriers to MWBE growth.

KEY BUDGET INITIATIVES for FY2023

- Conduct and implement recommendations from a disparity study to better support diverse small businesses.
- Integrate e-builder with B2GNow to automate the Department of Capital Planning and Construction'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.
- Implement a new process to enable tracking, reporting, and management of contractual KPIs by June 2023.
- Review current Board rules, supplier onboarding processes, and terms and conditions of doing business with CPS to identify inherent barriers and increase access to procurement opportunities for small, diverse vendors.

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 post-secondary credentials and enter into fulfilling, family-sustaining careers. OCCS works to ensure that all students develop critical post-secondary competencies, including academic and financial readiness for post-secondary life, career awareness and alignment, and foundational skills. Ultimately, every CPS senior will leverage these competencies to develop a concrete, personalized post-secondary 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, and OSSE). 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 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 Chicago Roadmap.

OCCS oversees and coordinates all Chicago Roadmap-related programmatic strategy and execution across all stakeholders on behalf of CPS. Our key goals, aligned with the CPS high school strategy, include:

2025 Goal	2019 Progress	2020 Progress	2021 Progress*
35% of CPS students will earn at least one early college credit at CCC	17%	19%	15%
1500 students will earn 15 credits at CCC by the end of high school	327 students	350 students	235

30% of CPS graduates will enroll directly in CCC after high school	21%	16%	N/A
80% of CPS graduates who enroll directly in CCC will persist from the fall to spring semester	75%	74%	TBD
CPS grads eligible for college-level math upon entering CCC	41%	57%	61%
CPS grads eligible for college-level English upon entering CCC	35%	39%	45%

*Progress impacted due to COVID-19

Competency-Based Education (CBE): 11 schools across the District participate in an [ISBE-sanctioned pilot](#) of CBE at CPS. CBE is a progressive educational paradigm that centers on 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, grade promotion, and graduation.

CBE will focus on two major priorities in fiscal and school years 2022–23: (1) SEL Integration and Adaptive Competencies; (2) Summer Extended Learning. These represent continuing priorities from previous years. Both priorities will feature increased scale in 2022–23 versus the prior year; detailed below in *Key Budget Initiatives for FY2023*.

The following schools participate in some components 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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 588,779	\$ 1,273,329	\$ 1,273,329	\$ 560,265	\$ 1,687,613
Title Funds	\$ -	\$ -	\$ -	\$ -	\$ 114,000
Other Grant Funds	\$ 143,602	\$ 242,665	\$ 261,894	\$ 188,564	\$ 255,954
ESSER Funds	\$ -	\$ -	\$ 534,000	\$ 320,400	\$ 397,411
Total Department	\$ 732,381	\$ 1,515,994	\$ 2,069,223	\$ 1,069,228	\$ 2,454,978

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	4.0	5.0	6.0

Other Grant Funds	2.0	2.0	4.0
Total Department	6.0	7.0	10.0

MAJOR ACCOMPLISHMENTS in FY2022

Chicago Roadmap

- Placed navigators in 12 Options schools. Prior to the Roadmap, navigators (CCC employees who serve as post-secondary advisors for CPS students) did not work with students in Options schools.
- Expanded transitional math courses from 50 to 70 high schools.
- Expanded transitional English courses from 13 to 24 high schools.
- Launched the first Youth Apprenticeship program, with 23 students placed with employer job sites. Established an Honors Youth Apprenticeship Course at CPS.
- Established a student consent form and process for sharing transcript data with CCC, which allows for better course placement and student support at CCC.
- Presented at the Grantmakers for Education Annual Conference about the Chicago Roadmap.
- Identified and recruited pilot schools for new Model Pathway programs: Manufacturing, Technology, and Construction.

Competency-Based Education

- **SEL Integration**
 - Partnered with EdSystems and Karin Hess to train 18 teachers to create performance-based assessments that assess students' mastery of academic and SEL skills/adaptive competencies.
 - After launching the tool in SY21, CBE and American Institutes for Research began developing the second iteration of the Key Adaptive Competencies Student Reflection Tool, which will provide more access to our dynamic student populations.
- **Extended Learning**
 - Increased the combined passing rates of nearly 40 courses across three schools from 88 percent at the end of the school year to 94 percent by the end of July through summer mastery programming.
 - Increased the number of schools offering summer acceleration courses from four in SY21 to six in SY22. Offered 10 summer acceleration courses that helped 150 out of 160 (94 percent) enrolled students achieve mastery and earn credit.
 - Launched the first official recruitment cycle for CBE summer dual enrollment programming. Partnered with three CBE high schools to enroll 26 students who received college credit through the program.

KEY BUDGET INITIATIVES for FY2023

Chicago Roadmap

- **Evaluation**
 - Focus on streamlining and improving operations for all key initiatives within all five domains, including conducting an external evaluation of our programs, processes, and

approaches.

- **Improve and Scale Model Pathway Programs**
 - Assess the Healthcare Model Pathway, increase work-based learning opportunities for students, and expand the program to additional schools.
 - Begin full implementation of five additional Model Pathways: Computer Science, IT, Web Development, Manufacturing, and Construction.
- **Expand Early College Offerings**
 - Continue to upskill and train teachers to become qualified dual credit teachers.
 - Expand strategic recruitment and support of students entering early college programs.
- **Expand Work-Based Learning (WBL) Opportunities to Middle School Grades**
 - With the approval to hire additional WBL managers, begin to train middle school teachers on the WBL continuum and provide WBL opportunities to select middle schools.

Competency-Based Education

- **SEL Integration**
 - Continue to assist teachers, SEL leads, and school administrators in integrating SEL in their classrooms and schools by training and coaching 26 teachers to develop and launch performance-based assessments as well as providing 26 SEL leads with ongoing SEL integration support.
 - Continue to iterate the SEL evaluation tool to monitor the progression of students' and teachers' key adaptive competency skills.
- **Summer Extended Learning**
 - Maintain summer mastery and summer acceleration activities. Leverage schools' interest to strategically expand acceleration offerings and provide students with early college and career credentials.
 - Expand school capacity to support program operations.
 - Increase dual enrollment opportunities for students.
- **CBE Instructional Support**
 - Expand school supports and increase emphasis on improving teacher instructional practices. Add an academic specialist to support high school leaders from all content areas with planning, implementing, and assessing whether their instruction, curriculum, and assessment are effective, grade-appropriate, robust, engaging, rigorous, and offer student choice.

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, which are key contributors to success in school, career, and civic life. OLCE aims to achieve this mission of high-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 70,000 CPS students whose primary language is one other than English. Major EL programs include:
 - **Transitional Bilingual Education (TBE):** ELs participating in TBE programs receive ESL instruction 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 United States and the EL's (or their parents') native land.
 - **Transitional Program of Instruction (TPI):** ELs participating in TPI programs receive ESL instruction, core subject instruction in English, and instruction in the history and culture of the United States 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 students developing proficiency in both languages. Dual language programs begin at the preschool and kindergarten levels and provide a route for students to earn the CPS Pathways to the 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 234 schools serving over 96,000 students.
 - **Critical Language Initiative (CLI):** 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, general education development and ESL courses, and ensuring

parental involvement in school-based Bilingual Advisory Councils and the citywide Chicago Multilingual Parent Council.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 4,324,395	\$ 8,723,997	\$ 5,015,860	\$ 5,010,039	\$ 7,381,294
Title Funds	\$ 252,459	\$ 2,259,077	\$ 1,246,190	\$ 359,077	\$ 255,765
Other Grant Funds	\$ 1,894,552	\$ 5,683,258	\$ 3,565,271	\$ 3,049,929	\$ 5,465,338
ESSER Funds	\$ -	\$ -	\$ 481,000	\$ 38,740	\$ -
Total Department	\$ 6,471,406	\$ 14,666,332	\$ 10,308,321	\$ 8,457,785	\$ 13,102,397
Budgeted at Schools	\$ 38,976,180	\$ 36,497,945	\$ 40,221,660	\$ 39,645,878	\$ 41,062,972
Grand Total	\$ 45,447,586	\$ 51,164,277	\$ 50,529,981	\$ 48,103,663	\$ 54,165,369

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	28.0	28.0	28.0
Title Funds	2.0	2.0	2.0
Other Grant Funds	10.0	10.0	10.0
Total Department	40.0	40.0	40.0
Budgeted at Schools	283.5	290.5	331.5
Grand Total	323.5	330.5	371.5

MAJOR ACCOMPLISHMENTS in FY2022

- 1,565 high school seniors from 84 participating high schools studying 13 different languages received the State Seal of Biliteracy and 745 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 implemented a dual language program, bringing the District’s total dual language schools to 43.
- Led multiple citywide Multilingual Parent Council meetings attended by an average of 300 parents.
- Led multiple Bilingual Advisory Committee meetings attended by an average of 150 parents.

KEY BUDGET INITIATIVES for FY2023

- Increase funding for school-based supplemental positions in TBE and TPI programs. Provide supplemental positions to schools enrolling more than 100 ELs in FY23 (previously only for schools with 150 or more ELs). All schools enrolling one to 19 ELs will receive a \$450 per pupil allocation for supplemental bilingual program investments.
- Increase dual language coordinator positions from half-time to full-time for schools planning and implementing dual language programs.
- Increase funding to Bilingual Advisory Councils by 25 percent (from \$1,000 to \$1,250) in FY23. 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 and bilingual/ESL, world language, and general education teachers for all schools with TBE and TPI programs.
- Provide summer school enrichment programs for ELs in grades 1–11.
- Continue to provide ESL after-school tutoring programs to schools that enrolled 50 or more ELs in FY22.
- Provide more than \$450,000 in supplemental instructional support to students who are refugees or new to the United States. This will support students by providing endorsed ESL teachers to schools that enroll refugees and newcomers, including ESL credit attainment for high schools.

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.
 - ODLSS ensures that special education services are provided to all students with an Individualized Education Program (IEP) 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 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.
 - Assistive technology itinerant staff support students aged 3–21 who require services or devices as noted in the student's 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 Illinois Division 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.
- **Instructional Quality:** Supports CPS educators so they can provide high-quality instruction that meets the needs of every student's IEP.
 - Assigns a special education administrator (SEA) to provide instructional guidance for each network. Offers professional development to all special education teachers and general education teachers on best practices regarding inclusionary instruction and quality indicators for cluster programs, with a goal of providing professional

development in each network and on an ongoing basis to support positive academic outcomes for diverse learners.

- Provides evidence-based behavior consultation and support to educators. The Specialized Behavioral Support + Strategy (SBSS) team assists staff, students, and families in providing appropriate educational, behavioral, environmental, and social skills support to students with disabilities who are experiencing challenging behavior in the school setting. SBSS works to build capacity within and across networks, schools, programs, and teams with the implementation of evidence-based interventions derived from the principles of Applied Behavior Analysis (ABA) through professional learning and direct modeling and coaching.
- **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.
 - District representatives (DRs) 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 the District's internal procedures. 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-run, charter, contract, and non-public schools to determine the appropriate learning environment for each student and to support IEP decisions for students with disabilities.
 - Behavior analysts build the District's capacity to provide and monitor evidence-based behavioral strategies for students with disabilities, including autism, that exhibit behavioral needs.
 - Key administrators and attorneys 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 RSPs to schools so that every child is provided with the services outlined in their IEP. Focuses heavily on data analytics to make informed decisions around instruction, resource allocations, and student progress; 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, including progress-monitoring and evaluating professional development effectiveness for central office, networks, and schools.
 - A DR or SEA facilitates professional development with intentional and strategic goals and objectives for each network.
 - Provides ongoing support and feedback to ensure that the implementation of professional development is effective and promotes systemic change in instruction.
 - Develop ODLSS professional development opportunities in collaboration with other CPS departments, including the Office of Teaching and Learning and the Office of Language

and Cultural Education, in order to provide the most comprehensive professional learning opportunities for CPS staff.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 257,593,516	\$ 329,897,871	\$ 309,279,503	\$ 331,591,201	\$ 377,494,771
Other Grant Funds	\$ 28,731,943	\$ 23,136,180	\$ 35,563,216	\$ 23,125,549	\$ 23,062,810
Total Department	\$ 286,325,459	\$ 353,034,051	\$ 344,842,719	\$ 354,716,750	\$ 400,557,581
Budgeted at Schools	\$ 778,703,255	\$ 813,197,559	\$ 793,062,028	\$ 853,425,626	\$ 878,317,970
Grand Total	\$ 1,065,028,714	\$ 1,166,231,610	\$ 1,137,904,747	\$ 1,208,142,376	\$ 1,278,875,551

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	2,085.4	2,088.4	2,301.4
Other Grant Funds	130.1	129.1	129.1
Total Department	2,217.0	2,217.5	2,430.5
Budgeted at Schools	9,250.4	9,566.9	9,892.9
Grand Total	11,465.9	11,784.4	12,323.4

MAJOR ACCOMPLISHMENTS in FY2022

- Developed a strategic plan for the expansion of the Wilson Reading System (WRS), which is a tier 3 structured literacy program that directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.
 - Funded WRS training for diverse learner teachers to bring the total from 44 teachers trained to over 450 teachers trained. Provided ongoing support to teachers throughout the year.
 - Provided funding for WRS certification for an additional 20 diverse learner teachers.
 - Purchased WRS materials for all teachers who participated in training.
 - Developed a WRS Professional Learning Community (PLC) for continuous improvement and monitoring.
 - Partnered with the CPS Literacy Department on Three Phase Implementation for Structured Literacy across the district.
- Expanded N2Y: Unique supplemental curriculum for learning to EVERY low incident cluster classroom.
 - Curriculum was expanded from 300 to 590 classrooms in one year.
 - Increase from 0 to 11 specialized professional development opportunities
- Provided funding to ensure that special education classroom assistants, bus aides, and necessary personnel are CPR/first aid certified.

- Increased from 0 to currently over 1000
- Implemented the following policy updates and/or initiatives:
 - Wrote new behavior, restraint, and timeout policy to ensure all students are able to access the least restrictive environment by increasing the use of positive behavior interventions and supports in all schools.
 - Increased Selective Enrollment High School Seat Offerings
 - SEHS increased the number of students with disabilities offered by 30%.
- The following Corrective Actions Indicators from ISBE have been closed:
 - Indicator 1: Graduation; Indicator 11: Child Find; Indicator 12: Part C to Part B Transition Secondary Outcomes
- SSCA Corrective Action: Currently over 58% of parents have successfully filed a claim.
- Increased Safety Care Training offerings for school-based staff (administrators, teachers, related service providers, SECAs, and security officers) to maintain the safety and dignity of all students and staff through evidence-based behavior prevention and de-escalation practices.

KEY BUDGET INITIATIVES for FY2023

- 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 43 social workers
 - Hire an additional 56.5 FTE special education case managers

Office of Early Childhood Education

MISSION

The mission of the Office of Early Childhood Education (OECE) is to provide all children and their families access to high-quality, equitable early learning experiences leading to success in elementary school and beyond.

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 entry for the District. Provide high-quality, half-day preschool programs for primarily at-risk children aged 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.
- **Community Partnership Programs — Community-Based Preschool for All and Prevention Initiative (birth–five years old):** Partner with the City of Chicago Department of Family and Support Services (DFSS) to provide funding and oversight to community-based organizations serving approximately 11,000 children. Programming includes center-based programs for infants to preschool age students , as well as home visiting programs for prenatal to three years old. This work aims to meet 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.
 - Launch a unified technology platform for family-friendly early learning application and enrollment.

Types of Early Childhood Preschool Programs	Number of Seats
Half-day (HD) General Education Chicago Early Learning (CEL)	4,132
Full-day (FD) General Education CEL	14,592
HD Special Education	1,668
FD Special Education	948
CPCs* (Represents a combination of HD and FD General Education and Special Education above)	1,780

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 2,794,897	\$ 446,868	\$ 446,868	\$ 428,993	\$ 2,119,571
Title Funds	\$ 31,206	\$ 31,349	\$ 31,349	\$ 31,349	\$ 30,966
Other Grant Funds	\$ 72,156,902	\$ 97,860,300	\$ 97,505,487	\$ 63,378,567	\$ 97,596,600
ESSER Funds	\$ 1,749,252	\$ 4,492,442	\$ 7,479,644	\$ 6,731,680	\$ 10,433,461
Total Department	\$ 76,732,257	\$ 102,830,959	\$ 105,463,348	\$ 70,570,588	\$ 110,180,598
Budgeted at Schools	\$ 137,478,100	\$ 211,399,280	\$ 174,017,036	\$ 147,914,481	\$ 225,587,643
Grand Total	\$ 214,210,357	\$ 314,230,239	\$ 279,480,384	\$ 218,485,069	\$ 335,768,241

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	2.5	2.5	2.5
Title Funds	0.3	0.3	0.3
Other Grant Funds	35.3	36.3	34.3
Total Department	38.1	39.0	37.0
Budgeted at Schools	2,275.5	2,312.0	2,252.0
Total Department	2,313.6	2,351.0	2,289.0

MAJOR ACCOMPLISHMENTS in FY2022

- Executed a comprehensive outreach, marketing, and recruitment strategy for SY22 that partially recovered the drop in student enrollment that occurred during the pandemic, increasing 20th day enrollment by approximately 4,000 students compared to SY21.
- Implemented a new, family-friendly early childhood application on the GoCPS platform with key policy changes to promote same-school transitions and improve parent/guardian experience.
- Expanded universal pre-k to an additional 53 classrooms across 27 schools to provide high-quality, full-day preschool for four-year-olds, establishing four as the age of entry into the District in the majority of Chicago communities.
- Refined our priority model to be inclusive of supports for school leaders and teachers across instruction and family engagement. Over 120 schools had an opportunity to receive support from our team, resulting in 2150 support visits to date.

KEY BUDGET INITIATIVES for FY2023

- Continue to sub-grant a portion of the Illinois Early Childhood Block Grant to DFSS to support Community-Based Preschool for All and Prevention Initiative, ensuring administrative alignment on funding, and prioritize recruiting children prenatal to five years old.

- Execute a district-wide curriculum transition to the cloud-based digital Creative Curriculum, in alignment with Skyline. Classrooms will receive a final set of the most current curriculum as a part of this transition.
- Complete the universal pre-k expansion plan in the remaining 11 community areas. Partner with the CPS Capital team to secure 52 additional full-day classroom spaces for launch in the fall of 2023.
- 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.
- Partner with the CPS Talent Office to expand the cohort program for licensed early childhood educators to add an Early Childhood Special Education endorsement to their license and serve an additional 275 teachers.
- Increase the number of full-day blended classrooms by thirty percent, from 122 in FY22 to a total of 159 in FY23.
- Increase the stipend for full-day general education and blended classrooms to support teacher and teacher assistant prep and break periods. Schools will receive \$12,000 per full-day preschool classroom up to the number of kindergarten classrooms that were at the school in FY22, and \$25,000 per full-day preschool classroom that exceeds the number of kindergarten classrooms that were at the school in FY22.
- Enhance the Skyline curriculum resources available for pre-k in alignment with the district's focus on the instructional core and early literacy. Provide professional development and guidance for educators and school leaders to support use of these tools.

Office of Network Supports

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 toward achieving the District's Five-Year Vision and subsequent Blueprint.

MAJOR PROGRAMS

- **Elementary and High School Networks:** Coaches, develops, and supports network chiefs, deputy chiefs, and 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.
- **JROTC:** Offers the largest JROTC program in the country, both in number of cadets and total programs. Offers 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 eighth graders who are ready for algebra, but enrolled in a school that does not currently offer algebra.
- **Tiered Support Model (TSM):** Aims to provide differentiated supports to schools. 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):** 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):** Collaborates 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):** 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, selection, succession, and transitions.
- **Options Schools:** A newly formed network of 38 high schools serving students all over the city. The Options Network consists of schools with multiple governing models (District-run, contract, charter, and Alternative Learning Opportunity Programs).

BUDGET SUMMARY

Office of Network Support

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 3,107,195	\$ 4,124,797	\$ 4,939,866	\$ 4,721,943	\$ 4,528,475
Title Funds	\$ 766,992	\$ 896,877	\$ 896,877	\$ 732,648	\$ 893,436
Other Grant Funds	\$ -	\$ 1,350	\$ -	\$ -	\$ -
ESSER Funds	\$ -	\$ -	\$ 481,289	\$ -	\$ -
Total Department	\$ 3,874,187	\$ 5,023,023	\$ 6,318,041	\$ 5,454,591	\$ 5,421,912

Geographic Networks

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 8,183,686	\$ 11,108,972	\$ 11,341,846	\$ 11,197,584	\$ 12,604,063
Title Funds	\$ 8,150,210	\$ 8,667,303	\$ 9,207,303	\$ 9,204,657	\$ 9,446,148
Other Grant Funds	\$ 2,939,382	\$ 2,756,062	\$ 2,753,062	\$ 2,648,212	\$ 2,938,081
ESSER Funds	\$ -	\$ -	\$ -	\$ -	\$ 5,494,880
Total Department	\$ 19,273,278	\$ 22,532,337	\$ 23,302,211	\$ 23,050,453	\$ 30,483,172

JROTC

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 1,495,789	\$ 1,939,714	\$ 1,755,660	\$ 1,976,896	\$ 2,047,866
Other Grant Funds	\$ 6,592	\$ 1,151,950	\$ 910,546	\$ 219,975	\$ 642,911
Total Department	\$ 1,502,381	\$ 3,091,664	\$ 2,666,206	\$ 2,196,871	\$ 2,690,777
Budgeted at Schools	\$ 12,933,327	\$ 16,323,546	\$ 14,930,929	\$ 16,576,566	\$ 16,058,071
Grand Total	\$ 14,435,708	\$ 19,415,210	\$ 17,597,135	\$ 18,773,437	\$ 18,748,848

Principal Quality

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 1,207,998	\$ 1,604,128	\$ 1,603,4052	\$ 2,319,145	\$ 2,179,309
Title Funds	\$ 3,349,944	\$ 3,835,532	\$ 3,835,532	\$ 3,705,783	\$ 4,379,879
Other Grant Funds	\$ 910,718	\$ 861,245	\$ 1,454,893	\$ 339,259	\$ 1,209,587
ESSER Funds	\$ -	\$ -	\$ 275,3081	\$ -	\$ 500,308
Total Department	\$ 5,468,661	\$ 6,300,905	\$ 7,169,138	\$ 6,364,187	\$ 8,269,083

POSITION SUMMARY

Office of Network Supports

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	24.0	27.0	27.0
Title Funds	6.0	6.0	6.0
Total Department	30.0	33.0	33.0

Geographic Networks

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	61.0	60.0	73.0
Title Funds	63.0	67.0	68.0
Other Grant Funds	25.0	26.0	10.0
ESSER Funds	0.0	0.0	61.0*
Total Department	149.0	153.0	212.0

*61 additional positions are Instructional Support Leaders as part of the district priority investments in instructional core.

JROTC

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	10.0	10.0	10.0
Other Grant Funds	3.2	3.2	3.2
Total Department	13.2	13.2	13.2
Budgeted at Schools	149.0	147.0	144.0
Grand Total	162.2	160.2	157.2

Principal Quality

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	5.0	5.0	5.0
Title Funds	32.0	33.0	33.0
Total Department	37.0	38.0	38.0

MAJOR ACCOMPLISHMENTS in FY2022

Network Support

- Added deputy chiefs for all elementary and high school networks.

- Empowered network leaders to build implementation plans with related milestones and timeline for progress monitoring.
- Piloted the Learning Sciences Rigor Walk tool in each network to conduct instructional observations and capture consistent, reliable data.
- Empowered instructional support leaders through a monthly professional learning community.

JROTC

- Provided professional development to JROTC instructors, such as new instructor training and beginning-, middle-, and end-of-year conferences, in order to foster better programs and instruction.
- Offered leadership and growth opportunities for cadets, such as command and staff school, citywide drill, robotics, sports challenge, the recognition and commissioning ceremony of the 44 cadet programs, the Raider Challenge, parades, service learning, archery, staff rides, drill, orienteering and color guard competitions.
- Introduced new ideas and funding for leadership and growth opportunities for cadets, such as robot support and drone procurements.
- Continued to fund the City Corps Staff cadets and the associated tasks they accomplish.
- Recognized the excellence of instructors and cadets with Instructor of the Year awards and Cadet of the Year awards.
- Made visits to schools to ensure compliance of regulatory guidelines.
- Informed principals and network chiefs of the accomplishments of the JROTC program.
- Fielded robots and archery equipment to programs with robotics and archery teams.
- Collaborated with the CPS Department of Information and Technology Services (ITS) to develop outcome data and enrollment reports for 44 JROTC programs
- Developed recruitment and marketing strategies and artifacts that yielded an increase in the number/percentage of completed GoCPS applications to JROTC programs.
- Developed and published the JROTC Golden Bugle student newsletter with JROTC student leaders.
- Submitted a proposal for the After School Matters (ASM) Marketing and Journalism Internship, and hired student interns once the proposal was accepted.
- Conducted scaled-down local JROTC Cadet Leadership Challenges labs to provide leadership opportunities to the cadets.
- Hosted a scaled-down Citywide Drill Competition.
- Conducted National Archery in the Schools Program (NASP) certification classes for new instructors and programs receiving archery equipment.
- Co-sponsored a first time VEX Robot Nationals Team to Dallas, Texas.

Principal Quality

- Awarded \$250,000 start-up grant from Crown Family to initiate work on new priorities, specifically competency redesign, diversifying the school leadership pipeline, and succession planning.

- Awarded \$320,000 for FY22 from the Illinois State Board of Education (ISBE) for the Principal Mentoring grant proposal that will increase support for our new principals. This grant is renewable for three years.
- Supported the learning and mentorship needs of 70 new principals, and extended the program to support 11 second-year principals with ongoing mentorship.
- Completed a program evaluation, conducted by UChicago and UNC researchers, for Chicago Leadership Collaborative that indicates principals who have been resident principals are more effective in the principal role; data will be used to inform the next RFP.
- Redesigned and differentiated the Aspiring Assistant Principals Institute to meet the needs of three tiers of teacher leaders, serving 51 aspiring school leaders in the early stages of the pipeline.
- Completed call for proposals, selected consultants, and initiated efforts to redesign the principal competencies, on pace for roll out at the end of June.
- Reorganized department and increased FTE to better support our ability to fulfill the DPQ mission, specifically to expand the scope of impact DPQ has in school leader professional development and school leader engagement/voice.
- Created and ran Network Advisory Group structure to support Central Office collaboration with school leaders. Conducted Principal Advisory Council elections, with the first meeting in April.

KEY BUDGET INITIATIVES for FY2023

Network Support

- Build a robust professional learning plan for network leaders.
- Equip network and school teams to implement continuous improvement data cycles through the Instructional Leadership Teams.
- Identify best leadership practices and develop a toolkit for network leaders.
- Standardize sustainable practices and procedures across networks.
- Hire qualified staff for the Options Schools Network.
- Implement the High School Strategy.
- Hiring 61 Instructional Support Leaders at the network level to provide instructional content, early literacy, and MTSS-Assessment support as part of the instructional core priority.

JROTC

- Grow professional development opportunities for instructors to include a drill, color guard, robotics, and drone coaching classes. Continue offering professional development at the beginning, middle, and end of the year. Refine the new instructor training to be more relevant to the field.
- Continue all aspects of the JROTC co-curricular calendar to ensure leadership and service training and commitment.
- Continue to fund projects and events for City Corps Staff.
- Expand the competition and leadership aspects of the JROTC program by offering additional schools the opportunity to participate in robotics and archery competitions at the state and national levels.
- Expand service learning opportunities in the JROTC program.

- Establish and maintain a nine-person instructor council to serve as the representative body and the voice of instructors in the JROTC program. They will share best instructional practices, suggest program improvements, assist in the development of the observation forms used by our JROTC department instructional team, and develop instructor awards programs.
- Purchase recruitment items for instructors and cadets.
- Ensure the maintenance of the robotics and archery programs with proper equipment.
- Refine data analytics for JROTC program through ITS reporting.
- Execute the JROTC program code in Aspen to better track student outcomes.
- Add one Cyber JROTC program.

Principal Quality

- **Chicago Leadership Collaborative:** Fund the program, which includes an increase for already-approved salary raises for resident principals, for another one-year renewal while using program evaluation data, received in spring 2022, to design a new scope for a three-year RFP that starts in summer 2023. This ensures we maintain our pipeline while simultaneously planning to strengthen it.
- **New Principals Institute:** Launch a new, comprehensive model of principal mentorship, inspired by our grant proposal with ISBE, that will require additional principal mentors. We are also anticipating an increase in the number of new principals who will need to be supported. As such, additional funding for mentoring stipends is needed.
- **Administrators-in-Charge:** This past year, a raise was approved for AICs. This exacerbated the under-funding of buckets that had already not been budgeted well in planning. To improve efficiency and plan based on historical data, these buckets should be fully funded from the beginning.
- **Expanding Departmental Scope:** DPQ gained and redefined many new positions in FY22 in order to expand the scope of our work, particularly in offering more professional development and more engagement opportunities for school leaders. As such, we have aspirations for offering more professional development next year, which will require additional funds for vendor support.

Office of School Counseling and Postsecondary Advising

MISSION

To ensure that Pre-K–12 postsecondary teams (school counselors and coaches) implement comprehensive, student-centered, and data-informed practices to positively impact the academic, social-emotional, and postsecondary outcomes of all students in the District.

MAJOR PROGRAMS

- **CPS Success Bound, a College and Career Competency Curriculum (C4):** Design and update Skyline college and career readiness curriculum that drives the District’s mission to champion post-secondary 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 post-secondary plan.
- **Learn.Plan.Succeed. (LPS) and Financial Aid Graduation Requirements:** Generate structures and systems to support students successfully completing the post-secondary graduation requirements through mechanisms of data reporting, training, tools of support, advising, and direct service.
- **Comprehensive Training and Supports:** Implement comprehensive school counseling professional development programs that are aligned to key performance indicators intended to ensure that school counselors across the District address the academic, social-emotional, and post-secondary needs of students.
- **College and Career Readiness Direct Service:** Provide network-level support to schools to build a college-going culture, increase career exposure, and to drive student-centered post-secondary awareness, readiness, access, and success through Freshmen Connection, Post-secondary Leadership Teams (PLTs), Professional Learning Communities for PLTs and seminar teachers, and collective impact visits.
- **Alumni Success Initiative:** Implement systems and funding to provide alumni support from graduation through the fall of graduates’ second post-secondary year through extended day pay for high school-based alumni coordinators, campus-based near-peer transitional youth leaders, and management of emergency funding.
- **Scholarship Support:** Expand financial supports for students beyond state, federal, and institutional funding 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 post-secondary interventions that close opportunity gaps, including school-based mentoring, Coalition of Advocates for Undocumented Students’ Education, Young Men/Women of Color Summits, and the DREAM High Series.
- **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 by serving 500 students a year with two full-time staff and four academic tutors.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 3,107,115	\$ 5,279,933	\$ 5,260,883	\$ 4,847,636	\$ 5,821,480
Title Funds	\$ 798,131	\$ 1,456,931	\$ 1,456,931	\$ 1,706,930	\$ 4,131,778
Other Grant Funds	\$ 1,764,864	\$ 1,110,307	\$ 1,558,897	\$ 1,706,930	\$ 1,165,773
ESSER Funds	\$ 299,725	\$ 3,411,395	\$ 7,383,816	\$ 6,011,892	\$ 625,904
Total Department	\$ 5,969,835	\$ 11,258,566	\$ 15,660,527	\$ 14,273,388	\$ 11,744,935

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	30.2	29.0	30.0
Title Funds	6.2	5.8	5.8
Other Grant Funds	17.7	9.5	5.5
ESSER Funds	0.0	2.8	8.8
Total Department	54.1	47.0	50.1

MAJOR ACCOMPLISHMENTS in FY2022

- Drove the District in nationally unprecedented growth on FAFSA completion, reaching 91.7 percent with expected family contribution and nearly six percent growth year over year.
- Successfully supported all schools in year two of the Learn.Plan.Succeed. graduation requirement leading to 97.5 percent completion rate for all schools.
- Led the District in scholarship application completion, resulting in the class of 2021 being offered more than \$1 billion in scholarships.
- Secured \$1 million in funding from Crown Family Philanthropy to support an alumni emergency fund that provided more than \$700 thousand to the classes of 2020 and 2021 to support persistence in their post-secondary education.
- Expanded the school-based mentoring program from 15 schools in SY21 to 54 schools in SY22 with the goal of providing targeted and robust mentorship to priority population students.
- Launched full year Alumni Success Initiative which allowed 107 high schools to provide multi-tiered support to the class of 2021 throughout their first year of post-secondary education.
- Advocated for and successfully created 64 new school counselor positions at 64 schools in SY22. The new positions were awarded based on the opportunity index, leading to a decrease in the school counselor to student ratio from 1:382 to 1:348.
- Coached five new schools to earn the national honor of becoming a Recognized ASCA Model Program (RAMP) through the American School Counselor Association (ASCA).
- Awarded the Power of Hope award from the National Post-secondary Strategy Institute in partnership with the Reach Higher Campaign for achievements in post-secondary advising that centers the role of school counselors.

- Piloted the CPS Success Bound curriculum (C4) for grades 11 and 12 at 14 high schools and made the curriculum available District-wide starting in January of 2022 through Skyline.
- Submitted four Upward Bound TRIO grants that would serve two schools each (eight schools total) through an additional FTE and robust post-secondary support, including summer programming for students.
- Engaged with philanthropically funded consultants to leverage our partnerships with 35 institutions of higher education (IHE), through our College Compact initiative to create a report on Promising Practices for IHEs to support CPS alumni persistence and success.
- Collaborated with the CPS Early College and Career Education team and the Mayor’s Office to co-lead the city’s first Skilled Trades Fair which hosted nearly 3,000 students at the McCormick Center for exposure to the trades.
- Funded professional learning for 100 percent of OSCP team members on equity in post-secondary and sponsored 79 percent of citywide OSCP team members to attend a state or national conference.
- Added a layer of support for school counselors by creating eight School Counselor District Lead positions, which provide extended day pay to elite full-time counselors so that they may create innovative tools for the District and provide targeted mentorship to their caseload of schools.

KEY BUDGET INITIATIVES for FY2023

- Pilot the CPS Success Bound (C4) curriculum for grades 9 and 10 at nine schools at minimum and ensure the full year’s curriculum is available District-wide by the start of the second semester.
- Expand and improve the school-based mentoring program to an additional four schools with increased structures for implementation and accountability.
- Provide the cleanest operationalization and tracking of Freshman Connection in its history with an intention of increasing student engagement by at least 10 percent over last summer.
- Codify the Alumni Success Initiative into a comprehensive structure that benefits an even greater number of schools and graduates. Grow from serving 107 schools to at least 115 schools and increase alumni closeout rates by five percent.
- Increase the percent of students who successfully fulfill the Learn.Plan.Succeed. graduation requirement with “Preferred Evidence” by four percent.
- Support the onboarding of an additional 53 school counselor positions that have been approved for FY2023 by CEEdO to ensure successful implementation and continue to decrease the school counselor to student ratio.
- Coach an additional 10–12 schools in earning the national RAMP designation, as this evidences exemplary school counseling programming to drive student achievement.

Office of 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 a multi-tiered system of supports (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-engaged 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 and integrate Illinois SEL Learning Standards into academic core content for all students.
- **SEL/Behavioral Interventions:** Provide training, coaching, and direct service to support schools in building an MTSS 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 supportive learning climates, positive relationships, and healing-centered practices in accordance with the CPS 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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 2,370,742	\$ 4,296,643	\$ 4,245,343	\$ 2,801,926	\$ 4,066,066
Title Funds	\$ 2,169,391	\$ 9,033,367	\$ 10,875,246	\$ 8,047,682	\$ 8,893,980
Other Grant Funds	\$ 3,793,220	\$ 70,556	\$ 499,624	\$ 299,774	\$ 356,810
ESSER Funds	\$ -	\$ 416,440	\$ 18,583,183	\$ 5,574,955	\$ 1,151,447
Total Department	\$ 8,333,353	\$ 13,817,006	\$ 34,203,396	\$ 16,724,338	\$ 14,468,299

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	14.3	14.3	16.4
Title Funds	24.7	24.7	25.6

Other Grant Funds	1.0	1.0	1.0
Total Department	40.0	40.0	43.0

MAJOR ACCOMPLISHMENTS in FY2022

- Awarded an \$857K Social Emotional Learning and Trauma Response grant to implement a comprehensive plan to address the safety and well-being needs of students and staff.
- Awarded a \$635K Community Partnership grant to increase the level of SEL and mental health interventions provided to students and families identified as needing additional support in eight schools in the Garfield Park community.
- Awarded a \$571K Cities Mentoring subward grant to expand the Cities Mentoring Program to 12 additional elementary schools and build the capacity of three university partners to support future program expansion and implementation.
- Expanded access to evidence-based SEL curriculum, community-building activities, and the Classroom Meeting Handbook for all District elementary schools to support the enhancement of classroom community and the teaching of explicit SEL skills to students in grades pre-k–8.
- Launched an expansion of universal mindfulness training and materials for teachers to implement school-wide mindfulness techniques with students at 85 schools and provided 45 schools with on-going implementation support and material replacement.
- Launched five cohorts of the Alternative to School Exclusion (ASE) program, formerly known as SMART program, supporting 88 students with comprehensive SEL skill development as an alternative to suspension and expulsion.
- Launched a Behavioral Health Team (BHT) professional learning community with 383 BHT team members/ leads engaging in shared learning and sharing of best practices.
- Expanded the implementation of professional learning communities for high school and elementary school discipline leaders, with 188 discipline leaders from 150 schools engaging in shared learning and sharing best practices on topics like due process, responding to allegations of bullying, and restorative practices with parents and caregivers.
- Expanded restorative practices coaching and training support to schools through the Restorative Practices Affiliate Series, Peer Conference Training and Coaching, and the pilot of network-based coaches to support teachers and staff with enhancing the use of restorative approaches to student conflict.
- Expanded school-level mental health and mentoring partnerships to targeted schools and piloted regional mental health partnerships for schools to make direct referrals for behavioral/mental health supports.
- Provided continued consultation and implementation support to 34 schools that are implementing the program model school-wide or (re)launched a Conscious Discipline Action Team.

KEY BUDGET INITIATIVES for FY2023

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. All elementary schools will be equipped

with a TIER I SEL curriculum with bullying prevention lessons for all classrooms in pre-k through eighth grade and will receive access to implementation support.

- Expand pilot student skill assessment in conjunction with Tier I curriculum implementation to all 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.
- Continue to support schools implementing universal mindfulness activities through the Calm Classroom program model and expand program training and materials along with implementation support to additional schools.

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.
 - Implement Supporting Transition Resilience in Newcomer Groups (STRONG) with 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.
- Enhance BHT implementation support by expanding the existing District-wide BHT professional learning community to additional schools, providing coaching to targeted schools, monitoring team implementation, and releasing comprehensive BHT guidance.
- Expand partnerships with community-based organizations and vendors to provide school-level and regional mental health services for students.
- Continued implementation and expansion of ASE as an alternative to expulsion.
- Expand available SEL strategies, tiered interventions, and skill assessment tools with corresponding guidance in Branching Minds.

Healing and Supportive School Communities

- Implement a comprehensive support model for school-level Climate and Culture Teams that includes a professional learning community for team leads, coaching support for targeted schools, monitoring of team effectiveness, and releasing a revised Supportive Schools Guide and implementation tools and resources.
- Enhance supportive discipline professional development model consisting of professional learning community, trainings, and consultations for staff supporting student discipline.
- Expand restorative practices training, coaching, and consultation towards the implementation of the whole school safety initiatives within the Healing-Centered Project. Select schools will receive trauma-engaged, school-based restorative practices coaching and facilitation support for school-based leads.

- Continue training for teacher leaders to serve as peer coaches for healing-centered instructional practices and expand implementation of Restorative Practices Affiliate Series for teacher leaders.
- Expand implementation support for 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.
- Enhance implementation support to schools currently implementing school-wide Conscious Discipline and expand program model and implementation support to additional schools.
- Enhance Classroom Meetings Handbook to include ready-to-use weekly lesson plans for elementary school teachers.
- Launch a redesigned Supportive Schools Certification process following comprehensive stakeholder review.

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:** 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, which requires technical assistance and data analysis through staffing, software, materials, and training.
- **Health Promotion:** Provide subject matter expertise, professional development, and the resources necessary to ensure District curriculum and policies advance equity and improve access to high-quality health information on the topics of nutrition, fitness, mental and sexual health services, sexual health education, and LGBTQ+ student and staff support.
- **Social Services Integration and Innovation for Health Equity (formerly the 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 students are connected to health care and social services systems and create conditions under which students may receive the right care at the right place and 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 them the right care at the place and time so that they are prepared to learn and their needs are met in a timely way—before health needs 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 health promotion and disease 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 the resources they need to thrive where they learn, live, work, and play.
- **COVID-19 Response:** Lead the District’s public health response to the COVID-19 pandemic through robust, customized illness investigation and contact tracing; COVID-19 surveillance and screening; encouraging and providing vaccinations; conducting epidemiologic analysis; and producing public health guidance and communications designed to mitigate transmission in schools and flatten the pandemic curve. Serve as the District’s principal liaison to the universe of relevant public health authorities, including the Chicago Department of Public Health (CDPH).

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 11,702,963	\$ 12,782,212	\$ 51,568,082	\$ 48,735,681	\$ 11,968,645
Other Grant Funds	\$ 1,775,068	\$ 2,601,318	\$ 3,208,314	\$ 2,213,624	\$ 2,852,018
ESSER Funds	\$ 671,476	\$ -	\$ 62,416,869	\$ 61,474,550	\$ 3,390,518
Total Department	\$ 14,149,507	\$ 15,383,531	\$ 117,193,264	\$ 112,423,855	\$ 18,211,181

Note: FY2023 total department budget only reflects core department costs. COVID related expenses for school-based activities are budgeted centrally and allocated as needed throughout the fiscal year.

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	123.5	124.0	124.0
Other Grant Funds	20.5	19.0	17.0
ESSER Funds	0.0	26.0	28.0
Total Department	144.0	169.0	169.0

MAJOR ACCOMPLISHMENTS in FY2022

- **Health Information Team**
 - Administered 2021 Youth Risk Behavior Survey (YRBS) in the fall of 2021 to high school and middle school students. The YRBS is a national survey conducted by the Centers for Disease Control and Prevention (CDC) that monitors six categories of health-related behaviors such as use of alcohol, tobacco, and other drugs, dietary behaviors, physical activity, and sexual behaviors. The data collected by this survey informs OSHW policies, programs, and services.
 - Supported data evaluation to inform COVID-19 response and public reporting.
- **Health Promotion Team**
 - Continued strategic implementation of the Whole School, Whole Community, Whole Child (WSCC) Framework from the Centers for Disease Control and Prevention (CDC) through the Whole Child Advisory Council and convergence with other Central Office initiatives, including the Healing Centered Project and Healthy CPS. Represented CPS on the Illinois State Board of Education (ISBE) Whole Child Task Force. Administered the Healthy CPS Survey for the first time since SY20.
 - Conducted extensive research and stakeholder engagement that informed the District's new *Comprehensive Mental Health and Suicide Prevention Policy*, which was unanimously adopted by the Chicago Board of Education in March 2022. Additional policy achievements include the adoption of a new *Automated External Defibrillator Policy* and an updated *Local School Wellness Policy for Students* that reflects recent changes to state law regarding physical activity in grades k–5.

- Increased capacity to support District-wide health and safety training efforts by hiring and onboarding an OSHW training specialist. Trained (via Safe Schools): **43,105** staff on chronic conditions management, **46,108** staff on back-to-school health protocols, **40,389** staff on second quarter health protocols, **11,767** staff on personal protective equipment and bloodborne pathogens, and **44,564** staff on suicide prevention and awareness.
- Partnered with the OST team to co-lead a Request For Quote (RFQ) process to onboard 90 new strategic source vendors and expand the network of community partners to support schools with health and wellness programming. Finalized OSHW's first no-cost service agreement to ensure alignment with CPS procurement policies. Established the Whole Child Partner Network and hosted two partner summits, each with approximately 100 attendees, including CPS staff and partner organizations.
- Executed on deliverables of the CDC Division of Adolescent and School Health (DASH) Sexual Health grant (\$1.2 million over five years) and secured carryover funding. This resource advanced our work to:
 - Support LGBTQ+ students and staff:
 - Updated the first mandatory, District-wide web-based training on supporting transgender, non-binary, and gender non-conforming students (**41,365** staff trained).
 - Increased Gender and Sexuality Alliances (GSAs) in the District by **32 percent** (from 155 to 205 GSAs in elementary and high schools).
 - Continued the District's first GSA Leadership Committee composed of 15 GSA sponsors across the city.
 - Hosted the District's second annual GSA Summit in May 2021, reaching **100** staff and **160** students.
 - Hosted three GSA advisory trainings, reaching **70** staff.
 - Partnered with the Department of Information and Technology Services on the *Affirmed Name Project* to update CPS systems to display affirmed names and gender markers for students and staff.
 - Offer robust sexual health education:
 - **1,317** pre-k educators and **550** k–12 educators have been trained to deliver sexual health education, for a current total of **3,952** staff members trained—a 62 percent increase from SY21.
 - Provided a new Sexual Health Education Supplemental Trainings Series (10 sessions) based on educator feedback to over **200** staff members.
 - Launched and provided the first-ever Condom Availability Program webinar to **163** staff members.
 - Launched and provided the first-ever Pregnant and Parenting Youth webinar to **63** staff members.
 - Launched a revamped Sexual Health Services Referrals Toolkit.
 - Offered **more than 10** trainings for parents/caregivers covering sexual health topics including parent-child communication about puberty and sex, gender, condom availability, and healthy relationships.
 - Planned and developed a Health and Wellness Youth Advisory Committee that will launch in summer 2022.
- Increased the District's capacity for mental health programming and supports by hiring and onboarding a mental health program manager and mental health specialist, who

began collaborating with many other departments on mental health initiatives. Continuing to spend CDC DASH supplemental grants totaling over \$550,000.

- Supported CPS programs centered on gardens by offering multiple professional development workshops (including one about gardens and mental health), providing seeds and seedlings to schools.
- Expanded the District's Farm to School programming through events engaging over 2,000 students in and nine schools, as well as planning summer programming.
- Launched a Garden Educator Cohort in collaboration with a growing network of garden partners.
- Revitalized the Eat What You Grow Training to be available on SafeSchools year-round.
- **Student Health Services**
 - Offered regular technical assistance, developed enhanced resources and trainings, and facilitated a professional learning community for school clerks, who support implementation of health-related programs and services.
 - Produced a *Back-to-School Student Health Forms Booklet*, a digital and print-based resource for families with health information, consent forms, and other materials.
 - Collaborated with hospitals and healthcare organizations to deliver medical, mental health, and other healthcare services to students at no cost, including immunizations, school physicals, and eye and dental exams.
 - Resumed school-based optometry services at 318 schools in partnership with CDPH and provided referrals to the Illinois Eye Institute (a school-linked location), resulting in over 12,515 eye examinations and over 7,455 prescription eyeglasses (as of 4/7/22).
 - Resumed school-based dental services at 190 schools in partnership with CDPH and provided referrals for further treatment, resulting in over 13,449 students receiving dental care (as of 4/7/22).
 - Collaborated with CDPH and the Oral Health Forum, who was awarded a grant from the Illinois Children's Healthcare Foundation and Delta Dental of Illinois Foundation titled, "Oral Health Equity Project" in the amount of \$100,000 per year for 2 years to develop a student referral system for students needing dental care to licensed dentists in 8 communities.
 - Reopened 33 school-based health centers (SBHCs) after being closed due to the pandemic. Coordinated 10 mobile care providers to provide school-based physical exams and immunizations. Coordinated COVID-19 vaccination services.
 - Resumed hearing and vision screening services for students with Individualized Education Plans (IEPs) and in grades mandated by the Illinois Department of Public Health, including over 58,000 vision screenings, over 58,000 hearing screenings, and referrals for follow-up appointments (as of 3/10/22).
- **Social Services Integration and Innovation (SSII)**
 - 88 percent of eligible students were enrolled in Medicaid throughout FY22 on average.
 - Received a SNAP Outreach grant from the Illinois Department of Human Services totalling \$800K, which led to an increased access to diverse food security programming for all CPS students.
 - Enhanced public benefits case management system (MAPS by Bluemark LLC) in order to enhance the coordination of benefits enrollment/retention; facilitate continuity of coverage; and organize, strategize, perform, and track outreach for all CPS schools.

- Received an average of 1,900 calls per month to the Healthy CPS Hotline (773-553-KIDS), for a total of over 23,000 calls from April 2021 to April 2022.
- Performed outreach to a total of 35,000 families to help register them for a COVID-19 vaccine appointment.
- **Nursing Unit**
 - Successfully implemented a District-wide nurse onboarding program for newly hired CPS nurses and agency nurses.
 - Reduced agency budget from 10.5 million to 7.4 million, which aligns with the District's goal of hiring CPS nurses and placing one full-time nurse in every school.
 - Secured iCare access for every nurse working in CPS to increase medical compliance and maintain clinical oversight of students' immunization status and physical well-being.
 - Successfully developed, implemented, and sustained a process for admitting medically fragile students to the Virtual Academy.
 - Developed charting guidelines and sustained agency nurse compliance with student charting requirements.
 - Successfully secured a medical waste pick-up contract to remove medical waste from schools.
 - Developed a nurse preceptor training and implemented citywide monthly staff meetings.
 - Obtained 140 iPads to distribute to nurses in schools that have children with dexcom devices.
 - Successfully trained nurses to assist with contact tracing and COVID-19 screening testing.
- **COVID-19 Response**
 - Tested a total of 1,127,981 students and staff with PCR lab-based testing since September 7, 2021. Launched a Modified Test-to-Stay protocol, which offers unvaccinated close contacts an opportunity to remain in school and at work while regularly testing negative.
 - Conducted contact tracing for a total of 18,692 staff and student cases from August 29, 2021 to April 2, 2022. 508 schools have established school-based contact tracing teams and 922 staff members are fully provisioned and approved in ODA
 - COVID-19 Vaccination Services: Provided over 22,500 patient visits since July 1, 2021 at over 1300 events. A patient may visit a CPS managed clinic more than once. Over 19,800 patient encounters were for CPS students. Over 52.75 percent of eligible students attending a District managed school have completed a dose series as of 5/6/22.

KEY BUDGET INITIATIVES for FY2023

- **Health Information and Technology Team**
 - Collect, analyze, and disseminate health-related data to inform office programs.
 - Administer student health data surveillance tools in schools, such as the Youth Risk Behavior Survey and School Health Profiles.
 - Support the evaluation of health-related programs within the District.
- **Health Promotion Team**
 - Increase alignment of Healthy CPS and the WSCC Model by utilizing SY22 Healthy CPS Survey data to inform targeted school-based programming and policy support, and through more partnership with other offices through the Whole Child Advisory Council.

- Develop and launch a District-wide AED/CPR training program to ensure policy compliance in all schools. Collaborate with the Talent Office to develop an efficient system for tracking employee CPR certification.
- Develop the District’s first Mental Health Governance Council to streamline behavioral health conversations and professional development opportunities across departments.
- Increase student access to psychiatric and evaluation services through community partnerships and a universal screener.
- Establish a GSA in every CPS school. Train 100 percent of CPS staff on supporting transgender, non-binary, and gender non-conforming students. Host the third annual and first in-person GSA Summit.
- Launch updated sexual health education curriculum and parent-facing resources. Offer staff trainings on sexual health services referrals, the Condom Availability Program, supporting pregnant and parenting youth, and pre-k sexual health education.
- Increase the Farm to School engagement by 50 percent. Acquire grant funds or corporate dollars to expand the garden team and solidify current staff in permanent roles. Increase garden partner engagement with schools by 20 percent. Add more webinars and to SafeSchools as on-demand teacher resources.
- **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 preventive 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.
 - Complete reopening of all SBHCs and further strengthen coordination of mobile care providers.
- **Social Services Integration and Innovation Unit**
 - 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. 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 digital, 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 for students.
 - Collaborate with the Illinois Department of Healthcare and Family Services, Medicaid Managed Care Plans, ITS, and the Law Department 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 care coordination efforts to connect students to both internal and external healthcare services to increase families’ utilization of Medicaid benefits.
 - Expand on the “Every Superhero Needs a Sidekick” marketing campaign to include diverse school community partners who support SSII’s goal of connecting every student to a medical home.
- **Nursing Unit**
 - Obtain adequate funds for nursing supplies District wide
 - Hire an additional 78 nurses.

- Obtain funding to assist Licensed Practical Nurses transitioning to Registered Nurses.
- Hire two additional nurse managers.
- Hire health aides for schools with large student populations.
- Purchase Risk Management event tracking software.
- **COVID-19 Response**
 - Provide a voluntary, free COVID-19 testing to asymptomatic students and staff to ensure a healthy and safe school community.
 - Lead, strengthen, and adapt contact tracing efforts in order to mitigate in-school transmission and create conditions in which in-person learning can succeed. Collaborate with ITS to create and adapt appropriate screening, tracking, and reporting systems to mitigate COVID-19 transmission.
 - Supplement the hospital and healthcare system by providing access to COVID-19 vaccination opportunities for eligible students, employees, and vendors to help more people get fully vaccinated.
 - Advise and guide the District on COVID-19 health and safety protocols, and act as content lead for all District COVID-19 communications.
 - Serve as the District's point-of-contact for CDPH and other public health authorities and provide oversight of COVID-related health research in the District.

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

MISSION

The mission of the Office of Student Protections and Title IX (OSP) and the Equal Opportunity Compliance Office (EOCO) 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 who experience sexual harassment, bullying, or abuse.
- **Investigations:** Responsible for ensuring equal access to education by leading culturally responsive and trauma-informed investigations into the most severe and pervasive allegations of discrimination, harassment, sexual harassment, sexual misconduct, and retaliation. Also responsible for leading investigations into allegations of physical or verbal abuse, corporal punishment, and other allegations of employee misconduct impacting students.
- **Compliance:** Ensures the District is in compliance with Title IX and other state, federal and local laws, which protects students from discrimination related to any educational program on the basis of sex, gender, or sexual orientation.
- **Training:** Responsible for the development and implementation of mandatory training for every member of the CPS community. Additionally, the team is charged with creating and providing targeted training in response to OSP data, national trends, and industry standards.
- **Policy:** Creates and implements a cadence for reviewing, revising, and rescinding District policies and practices in compliance with federal, state, and local laws. Contributes to overall staff wellness and retention by outlining mandatory reporting procedures and District expectations.
- **Data and Reporting:** Collects and shares data with the Board of Education, internal stakeholders, and the public, and analyzes data to inform the unit's response to key areas impacting students and staff and the development of OSP and EOCO initiatives.
- **Restorative Justice:** Practices this framework to resolve conflict and misconduct mutually and peacefully for students, staff, and other members of the CPS community while repairing the harm caused by the wrongdoing.
- **Prevention:** Oversees four student programs serving more than 300 high school students from around the District: the Civil Rights Summer Fellowship, Civil Rights Scholars, Student Advisory Board, and Civil Rights Student Leadership Conference. In addition to these programs, OSP is expanding its prevention work with both new and renewed engagement with community partners to facilitate prevention programming.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 3,406,173	\$ 4,859,175	\$ 4,843,941	\$ 4,573,941	\$ 5,264,068
Total Department	\$ 3,406,173	\$ 4,859,175	\$ 4,843,941	\$ 4,573,941	\$ 5,264,068

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	41.0	43.0	43.0
Total Department	41.0	43.0	43.0

MAJOR ACCOMPLISHMENTS in FY2022

- Closed 188 OSP-led investigations and OSP-guided cases in the first semester of SY21-22. Received more than 1,900 phone calls, Aspen reports, emailed reports, and online complaints from District administrators, staff, parents, and students reporting allegations of sexual harassment, sexual misconduct, sexual assault, dating violence, gender-based discrimination, or requesting guidance on Title IX-related issues.
- Implemented the planning and development of the Prevention Pilot, which 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.
- Developed three District-wide student training sessions for students in grades Pre-K-3, 4-8, and 9-12. Additionally, supports were created for teachers carrying out the programs, such as implementation guides, lesson plans, and a trauma training webinar. Supports were also 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.
- Enhanced the OSP and EOCO investigation teams’ response to biased-based harm, discrimination, harassment, and retaliation. Developed numerous initiatives designed to address issues within work and school environments through strengthening our response to include targeted training and alternative dispute resolutions.
- Integrated Aspen and Guardian systems to better track incidents, create electronic case records and assign incidents to coordinators and investigators in a more timely and accurate manner.

KEY BUDGET INITIATIVES for FY2023

- Invest in the expansion of the newly created Training and Prevention Unit by onboarding a team of three prevention specialists to provide developmentally appropriate prevention programming and technical assistance, onboarding a project manager for CPS’ contribution to the Mayor’s Office Strategic Plan for Responding to Gender-based Violence, and support informal resolution pathways for OSP and EOCO complaints.
- Continue the expansion of prevention programming that elevates student voice and positions students to serve as key stakeholders in leading school climate and cultural change around sexual misconduct and bias-based behaviors.

- Launch the Transforming Bias-based Harm Framework and Toolkit, which includes outlines and activities on values to prevent sexual misconduct and bias-based behaviors, informal resolution pathways, and comprehensive guidance on conducting school-based investigations.
- Institute formal processes such as climate and culture assessments to measure the impact of our work on changing the culture around sexual misconduct and bias-based harm in schools and communities in order to create a District free from sexual violence and discrimination.
- Determine the effectiveness of the supports, training, and prevention programming provided by the department using feedback from school leaders, students, and parents.
- Create partnerships between CPS and community agencies to reach students, parents and guardians, and community leaders to deliver awareness sessions and build strong community-based relationships. Work with outside partners to develop the knowledge base and skills staff need to properly respond to crisis and trauma.
- Provide youth with comprehensive education and resources for addressing sex and gender-based violence, racial discrimination, and other bias-based behaviors; maintaining healthy relationships; and reporting incidents of sexual misconduct to OSP.
- Increase staffing of the investigative team to provide equitable resources and timely responsiveness for OSP-led investigations, and increase training for investigators to ensure trauma-informed investigations.
- Expand our compliance unit to better ensure equity in sports, academics, and extracurricular activities by responding to feedback received internally and externally, auditing programs, ensuring facility compliance, and conducting investigations of alleged inequity. Create new Title IX trainings on sports compliance that will be presented to administrators and added to SafeSchools to ensure overall compliance with Title IX and our sports resolution agreement.

Office of Student Support and Engagement

MISSION

The Office of Student Support and Engagement (OSSE) advocates for equity and transforms systems to reduce barriers to student success by supporting the development of strong and safe neighborhood school communities, collaborating to provide responsive programming, and empowering our most vulnerable students with resources and positive relationships with caring adults.

OSSE envisions a District in which every student, regardless of their personal circumstances or the barriers they face, has the ability to thrive academically and is prepared for college and career success. OSSE works to steer the systems, structures, and student supports necessary for driving student engagement as evidenced by students coming to school regularly, participating in learning and extracurricular activities, and benefiting from strong connections to their school community.

MAJOR PROGRAMS

- **Attendance and Truancy:** Works to reduce chronic absence and truancy by supporting networks with compliance-monitoring and strategies for improving data entry and student attendance. Oversees all attendance and truancy systems and structures.
- **Community Schools Initiative:** Delivers comprehensive and responsive wraparound services to students, their families, and their communities. This initiative includes the Sustainable Community School grant and the 21st Century Community Learning Centers grant.
- **Juvenile Justice:** Monitors and supports the transition of students who are re-entering neighborhood and Options schools after leaving Nancy B. Jefferson Alternative School.
- **Out of School Time (OST):** Supports school staff and partners in the design and delivery of OST programs that enrich students' experiences and support students' growth and development.
- **Student Outreach and Re-engagement (SOAR) Centers:** Reach out to students who have re-enrolled in school after being disengaged and reconnect them with supportive and appropriate learning environments to help them earn a high school diploma.
- **Students in Temporary Living Situations (STLS):** Offers support and facilitates equitable access to education for students experiencing homelessness. Oversees systems of accountability to ensure the District's McKinney-Vento compliance.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 4,332,065	\$ 11,318,534	\$ 9,618,480	\$ 7,694,784	\$ 11,952,523
Title Funds	\$ -	\$ 6,685,094	\$ 6,685,094	\$ 5,348,075	\$ 6,354,999
Other Grant Funds	\$ 13,172,953	\$ 24,867,888	\$ 26,661,219	\$ 11,997,549	\$ 30,459,410
ESSER Funds	\$ -	\$ -	\$ 2,617,560	\$ 1,177,902	\$ 4,039,715
Total Department	\$ 17,505,018	\$ 42,871,516	\$ 45,582,353	\$ 26,218,310	\$ 52,806,647
Budgeted at Schools	\$ 6,685,094	\$ 3,993,223	\$ 4,433,366	\$ 3,546,693	\$ 6,008,945
Grand Total	\$ 24,190,112	\$ 46,864,739	\$ 50,015,719	\$ 29,765,003	\$ 58,815,592

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	14.6	14.6	15.5
Title Funds	6.0	6.0	8.6
Other Grant Funds	46.4	47.4	42.0
ESSER Funds	0.0	2.0	2.0
Total Department	67.0	70.0	68.0
Budgeted at Schools	49.7	56.7	71.8
Grand Total	116.7	126.8	139.9

MAJOR ACCOMPLISHMENTS in FY2022

- **The Tassel Truancy Intervention Program:** Successfully collaborated with the Illinois School Board, Teaching and Learning, Law, Policy, and ITS in determining how to extend the provisional allowance of remote learning for students who are very close to graduating from high school but have become chronically absent due to unique barriers/crises like work necessity, caretaking, parenting obligations, or who have otherwise disengaged and require a dropout mitigation strategy. The program is for a unique subset of off track seniors who work online so they can still graduate but not have to choose between a barrier(s) that keep them from school, and graduating.
- **Summer Re-engagement:** Collaborated with the CPS Chief Executive Office, Department of Information and Technology Services, Office of Safety and Security, Office of Family and Community Engagement, and more to identify students who are at highest risk of disconnecting from school. Those students were then re-connected with their school communities through a variety of methods, including home visits, phone banking, neighborhood canvassing, and targeted program matching. The Aspen system was upgraded to allow outreach logging and tracking and more visibility into the lists of students with the greatest needs.
- **School Year and Summer OST Program Expansion:** Expanded OST programming beyond elementary schools to include high school programming as well. Supported 360 elementary and high schools offering unique, locally designed summer programs and events to more than 28,000 students. Offered 326 schools funding for OST programs.
- **School Re-entry Supports Pilot Expansion:** Expanded the re-entry supports pilot so that schools in two high school networks are now implementing restorative re-entry protocols to support students transitioning from Nancy B. Jefferson Alternative School. The pilot saw significant success in improving student outcome metrics, including in attendance, retention, and re-enrollment.

KEY BUDGET INITIATIVES for FY2023

- **Stabilize OST Expansion:** To support the massive expansion of OST funding for summer and school year programming, we intend to build awareness of OST opportunities, facilitate enrollment in OST programming, and ultimately stabilize school-based teams in their development and maintenance of OST programming. This includes launching broad marketing

campaigns, updating IT tools, and making an increased investment in the school staff who are responsible for managing the programs.

- **Re-design SOAR Centers:** Revamp our approach to locating students who are disengaged and connecting them to schools. This year's investments will cover re-branding the SOAR sites, expanding home visit supports to enable earlier and more frequent outreach attempts, and upgrades to our IT tools for more seamless case management efforts and communications with schools.
- **Increase Workforce Development and Paid Opportunities:** Many of the high school students who are at highest risk of disengagement cite the need for income as one of the major barriers to arriving and thriving at school. To mitigate this barrier, we are expanding options and access to paid development and engagement opportunities, such as paid apprenticeships and paid opportunities to engage in extracurricular and re-engagement programming.
- **Expand Supports for Students in Transition:** Currently, our work with students in transition is limited to those who are leaving Nancy B. Jefferson Alternative School. The FY2023 investment would allow us to expand and begin to assess and coordinate supports for additional student populations who are in transition and currently have little to no formal support, such as students transitioning to and from mental health treatment, drug rehabilitation, justice diversion, foster care, and other external facilities.

Office of Inspector General

MISSION

Since 1996, the mission of the Office of Inspector General (OIG) 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, and 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 the District’s operations. The OIG’s jurisdiction includes Board of Education 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.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 4,913,557	\$ 6,542,957	\$ 7,257,957	\$ 7,042,628	\$ 7,179,547
Total Department	\$ 4,913,557	\$ 6,542,957	\$ 7,257,957	\$ 7,042,628	\$ 7,179,547

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	56.0	56.0	56.0
Total Department	56.0	56.0	56.0

MAJOR ACCOMPLISHMENTS in FY2022

- Received approximately 1,100 complaints and opened nearly 350 investigations throughout the General Investigations and Sexual Allegations Units.
- Reported on and contributed to the recovery of millions of dollars of mismanaged PPP loans.
- Uncovered nearly \$200,000 stolen from a CPS school by one of its administrators.
- Uncovered a scheme involving an employee who illegally sold confidential information and actively recruited CPS students using Board resources on behalf of a four-year university.
- Continued a systematic review of prior CPS sexual misconduct cases handled by the District since 2000.
- Created the Sexual Allegations Unit (SAU) Investigations Specialist team to make faster referrals of complaints to the appropriate departments. This team is able to make quicker assessments of

the large number of complaints received by SAU to determine whether evidence and allegations warrant full-scale SAU investigations of adult-to-student sexual abuse. The creation of this team has subsequently freed up SAU Investigators to address allegations more promptly.

- Opened more than 200 investigations in the Sexual Allegations Unit that resulted in 56 staff members being removed from schools while under investigation. For 41 of these employees, the investigations led to the end of their employment with the District.
- Since its inception in 2018, the SAU has closed more than 750 cases.

KEY BUDGET INITIATIVES for FY2023

- Continue on progress made in 2021-22 school year for the purpose of reducing caseload and time required for investigations: Building capacity in the front-end processes of intake and triage so that complaints and allegations are more fully vetted before being assigned to full investigations. Ensure that SAU has resources to make referrals to other CPS departments with files that contain relevant and useful information for those departments to take action as they determine appropriate.
- Assist the SAU in complying with updated federal reporting regulations.
- Reduce case backlog to manageable volume by the start of the 2022-2023 school year.
- Provide adequate space and seating for our staff of 56 employees and nine contractors. We are currently more than at capacity in our present space.
- Ensure that CPS employs honest personnel, receives contracted deliverables from vendors, and manages its programs with limited risk of fraud.
- Continue to investigate instances of waste, fraud, and mismanagement and identify and address systemic problems within the District.

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 enrollment.
- **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:
 - Acting as business owner of the School Data Management System (SDMS).
 - Acting as data/GIS consultant and strategist to other departments lacking capacity.
 - Maintaining an active membership in the Data Governance Committee, serving as one of several stewards of data management best practices for the District.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 644,830	\$ 950,029	\$ 1,000,029	\$ 900,026	\$ 992,981
Total Department	\$ 644,830	\$ 950,029	\$ 1,000,029	\$ 900,026	\$ 992,981

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	8.0	8.0	8.0
Total Department	8.0	8.0	8.0

MAJOR ACCOMPLISHMENTS in FY2022

- Fully transitioned the ARA from Kids First to CPS, culminating in a 50+ page report. Region executive summaries were also translated into various languages, including Chinese, Polish, and Arabic.
- Implemented the Community Area dashboard on the ARA website in response to stakeholder feedback. Data was disaggregated by community area to help in planning purposes.
- Automated school-level enrollment projections. As a result, projections were available 4+ months earlier.
- Assisted with the successful deployment of 1,100 central office and network staff during the return to school.

KEY BUDGET INITIATIVES for FY2023

- Fully train 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, enrollment projections, and demographic trends.
- Redesign the next iteration of the ARA based on leadership priorities and stakeholder feedback.
- Create community-level demographic analyses to be used for District-wide planning.

Portfolio Management

MISSION

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

MAJOR PROGRAMS

- Oversee 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 (SQMR).
- 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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 1,419,104	\$ 1,333,702	\$ 1,277,986	\$ 1,150,187	\$ 1,155,472
Other Grant Funds	\$ 504,504	\$ -	\$ 12,191	\$ 10,972	\$ -
Total Department	\$ 1,914,609	\$ 1,333,702	\$ 1,290,177	\$ 1,161,159	\$ 1,155,472

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	9.0	6.0	6.0
Total Department	9.0	6.0	6.0

MAJOR ACCOMPLISHMENTS in FY2022

- 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 Community Action Councils (CACs) within priority Annual Regional Analysis (ARA) regions to codify, prioritize, and implement plans to improve academic offerings.
- Completed SB630 school action process and Board members voted in favor of the CEO's recommendation to co-locate North River ES with Aspira Charter Middle School

KEY BUDGET INITIATIVES for FY2023

- Implement Community-based SB630 School Actions Planning - SY23
 - North River Internal alignment of student supports with cross departmental leads effective July 1, 2022
- Support with strategic stakeholder engagement
 - Support district leaders with community listening sessions to review internal processes and external guidance on community planning
- Develop Districtwide Colocation Planning Guide
 - Provide internal and external guidance on co-location process, stakeholder engagement, student supports, school wind down and implementation. Guide would be accessible to internal and external stakeholders on community partnerships website.

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:**
 - Assure 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.
 - Manage and review the Board Action Plan (BAP) process across the District for the procurement of goods and services.
 - Manage business processes for over 4,000 current and prospective suppliers.
- **Keep Improving District Services (KIDS):**
 - Engage 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.
 - Partner 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

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 2,234,381	\$ 2,892,888	\$ 2,862,658	\$ 2,798,000	\$ 3,342,474
Total Department	\$ 2,234,381	\$ 2,892,888	\$ 2,862,658	\$ 2,798,000	\$ 3,342,474

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	22.0	22.0	26.0
Total Department	22.0	22.0	26.0

MAJOR ACCOMPLISHMENTS in FY2022

- Secured \$39 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.
- Launched 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.
- Submitted 820 contracts to the Board, all of which were approved. These contracts supported various CPS departments including the Office of Teaching and Learning, Department of Facilities,

Department of Nutrition Support Services, Office of Student Transportation Services, and Office of Safety and Security.

- Partnered with academic leaders to ensure contracted suppliers fulfill the commitments needed to support the rolling implementation of the Curriculum Equity Initiative.
- Completed \$71 million in emergency purchases to address school needs related to the COVID-19 pandemic. These purchases ensured students and staff had clean and safe facilities as well as the resources to support remote learning.
- Partnered with the Office of Safety and Security to launch a visitor management system to monitor incoming and outgoing visitors at all CPS locations.

KEY BUDGET INITIATIVES for FY2023

- 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.
- Continue to support the Office of Student Health and Wellness with providing comprehensive COVID-19 testing and vaccination opportunities for students and staff.
- Partner with the Office of Language and Cultural Education in seeking contracted suppliers for a Spanish language arts digital curriculum by August 2022.
- Partner with the Department of Finance, Department of Information and Technology Services, and Talent Office in soliciting an enhanced Enterprise Resource Planning (ERP) system by August 2022.
- Partner with the Department of Finance to implement a digital wallet solution for teacher reimbursements by July 2022.
- 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 2023 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 proactively 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 to 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 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
 - This past year, the team has assumed responsibility for the City of Chicago's Crossing Guard Program
- **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 screening equipment.
- **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. This team is responsible for supporting school-based crisis teams when there is an incident and proactively setting up supports and structures by building capacity at a local level.
- **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.

- **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 support schools and the District in providing training on how to develop emergency plans and how to conduct emergency drills for incidents such as fires, tornadoes, or active shooters. 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 safe and healthy learning environments for all students and staff. Finally, this team is responsible for responding to emergency situations that may warrant evacuation, relocation, or lockdowns.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 37,557,333	\$ 53,328,377	\$ 53,257,398	\$ 49,857,998	\$ 57,778,117
Other Grant Funds	\$ 2,621,596	\$ 250,000	\$ 2,145,640	\$ -	\$ 1,750,000
ESSER Funds	\$ -	\$ -	\$ 3,889,820	\$ 2,890,000	\$ -
School Generated Funds	\$ 1,576,005	\$ 4,775,608	\$ 6,171,288	\$ 5,171,288	\$ 395,608
Total Department	\$ 41,754,934	\$ 58,353,985	\$ 65,464,146	\$ 57,919,286	\$ 59,923,725
Budgeted at Schools	\$ 72,445,187	\$ 69,085,273	\$ 71,066,636	\$ 69,566,636	\$ 72,497,583
Grand Total	\$ 114,200,121	\$ 127,439,258	\$ 136,530,782	\$ 127,485,922	\$ 132,421,308

Note: During FY22, Safety and Security received Moving Forward Together funding to leverage its Safe Passage workers and security officers for direct family outreach as part of the District’s Back to School campaign. It also received additional philanthropic funds for its Choose to Change program to support more at-risk youth.

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	905.0	906.0	918.0
Total Department	905.0	906.0	918.0
Budgeted at Schools	1,096.6	1,137.4	1,143.6
Grand Total	2,001.6	2,043.4	2,061.6

Note: The 12 additional FTE positions added in FY23 support investments in network safety. The increase in school-based positions from FY22 to FY23 includes 31 positions to address immediate needs upon school reopening, 12 positions directly moved from the Office of Early Childhood Education, four positions at new Early Childhood Centers.

MAJOR ACCOMPLISHMENTS in FY2022

- Continued to oversee the CPS Whole School Safety (WSS) Planning Process with five community-based organizations. This included engaging 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. At the end of the first year of the process, 63 percent of participating schools opted to reduce or fully remove SROs at their school. In exchange for the SRO resource, schools received over \$3 million of re-investment funds for proactive, alternative safety strategies rooted in restorative justice.
- Hosted site visits with members of the Independent Monitoring Team to review and reinforce the importance of implementing the reforms that have been set forth by the police consent decree between the City of Chicago and the State of Illinois.
- Provided 800 summer jobs to students from high-risk situations through the You're Not Alone Project in partnership with the Chicago Housing Authority (CHA). This is a 150 percent increase from the number of participants in FY21.
- Expanded the Choose to Change Program to provide mentoring and therapy for a cohort of 1,150 high-risk students. The program has led to a 48 percent reduction in violent crime arrests and an average of seven additional days of school attendance for these students.
- Expanded Project We're in this Together (WITT) as a re-engagement strategy for students from high-risk situations. The program consisted of social and emotional learning (SEL) strategies to help students serve as credible messengers around their own life experiences. Of the 179 participating students, 98 percent successfully re-engaged from remote learning back to in-person learning when school resumed in the fall.
- Transformed the Student Safety Center by installing updated call center technology to improve the customer experience for school administrators and staff. This new system will enable improved KPI tracking as well as technology that supports improved training for staff.
- Completed the integration of crossing guards as part of the transition of the City of Chicago Crossing Guard Program to CPS. Successfully onboarded over 150 crossing guards into the program while conducting listening sessions with the crossing guards to identify opportunities for improvement.
- Conducted ongoing certification to more than 1,300 CPS security officers using the Safety Care Training standards.
- Completed safety audits for all CPS District schools to monitor physical safety standards.
- Completed the new Emergency Management Portal in ServiceNow for schools to develop a comprehensive, school-specific emergency plan to continue to streamline their compliance with the Illinois Safety Drill Act and improve their emergency preparedness.
- Automated multiple steps of 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. Through this new automation, the team processes between 2,500 and 3,500 records per month on average.
- Completed an RFP for a new comprehensive background check process for the District.

- Successfully installed a new visitor management system in 96 CPS high schools and 398 elementary schools. This new system eliminates manual and inconsistent tracking of school visitors.
- Launched a virtual component to our CPS crisis training in order to reach, serve, and support more school communities.
- Completed the new RFP process to engage 17 community-based organizations for the Safe Passage Program.

KEY BUDGET INITIATIVES for FY2023

- Continue to engage school administration, staff, students, school community stakeholders, and community partners throughout the second year of the CPS WSS Planning Process.
- Promote student support efforts using innovative new violence prevention programs such as expanding Choose to Change to a minimum of 750 additional students and expanding summer job programs for a minimum of 300 students from high-risk situations.
- Launch pilot to support 100 inactive and high-need students through two community partners to promote mental health and support their well-being while preparing them to re-engage to school.
- 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.
- Integrate new safety audit protocols into CPS procedures and physical safety standards for all CPS District run schools.
- Continue to conduct the CPS Background Check Refresh Process in line with the Protecting Chicago's Students commitment to regularly refresh employees on an ongoing basis.
- Install the new visitor management system in all CPS schools.
- Launch the new Crisis Manual to incorporate updated information based on best practices, particularly around mental health supports.
- Launch the new CPS Emergency Training Guidelines to assist schools in the emergency planning process by providing updated guidance on best practices for prevention, preparedness, response, and recovery relevant to potential emergencies.

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

- **Accountability Redesign:** Collaborate with and engage our city's education stakeholders to inform the creation of a new district accountability system to promote equity and excellence in our schools.
- **Summative Performance Data:**
 - 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 Charter Quality Policy, and state statute, such as the Performance Evaluation Reform Act.
 - Increase transparency within CPS and to the public through clear reporting of performance data.
- **External Research Partnerships:** Manage the district's research-practice partnerships, external research review processes, and data sharing agreements.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 1,967,501	\$ 2,732,742	\$ 2,724,894	\$ 2,452,405	\$ 2,844,372
Title Funds	\$ 10,000	\$ 118,100	\$ 126,050	\$ 113,445	\$ 118,100
Other Grant Funds	\$ 36,991	\$ 67,443	\$ 67,443	\$ 60,699	\$ 63,918
Total Department	\$ 2,014,492	\$ 2,918,285	\$ 2,918,387	\$ 2,626,549	\$ 3,026,390

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	16.0	15.5	15.5
Title Funds	0.0	0.5	0.5
Total Department	16.0	16.0	16.0

MAJOR ACCOMPLISHMENTS in FY2022

- 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 636 schools and programs.
- Supported the district's vision goals by providing vision portal data and analyst support to vision collaboratives.
- Assigned and released accurate REACH educator evaluation ratings for over 22,000 educators based on a new set of negotiated rules agreed to by the Chicago Teachers Union.
- Continued the work 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, including a collaborative effort across 6 partners to evaluate the implementation and impact of Skyline, in coordination with CIDL.
- Coordinated the release of new CPS research findings on the impacts of expanding access to Pre-K, validation of the 5Essentials survey framework, and new insights into REACH evaluations.

KEY BUDGET INITIATIVES for FY2023

- Complete the accountability redesign process. This includes continued engagement with stakeholders through the end of 2022; the release of a final report on advisory group recommendations in December 2022; and the passage of a new accountability policy by the Board by April 2023.
- Support schools with simulations and technical support for the eventual official calculation of a redesigned accountability system. 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.

Sports Administration

MISSION

The Office of Sports Administration (OSA) oversees the equitable implementation of sports programs across all elementary schools and high schools within CPS 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

- **CPL 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 OSA 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 for Behind the Wheel, a driver education program, at 20 locations to help students obtain the six hours of traffic driving that is required in order to obtain licensure.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 10,799,555	\$ 21,631,518	\$ 21,574,770	\$ 15,911,622	\$ 21,716,977
Title Funds	\$ -	\$ -	\$ -	\$ -	\$ 807,075
Other Grant Funds	\$ 33,194	\$ 2,584,945	\$ 3,322,106	\$ 54,139	\$ 1,830,855
ESSER Funds	\$ -	\$ -	\$ 738,832	\$ 878,275	\$ -
Total Department	\$ 10,832,749	\$ 24,216,463	\$ 25,635,708	\$ 16,844,036	\$ 24,354,907

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	23.0	24.0	24.0
Total Department	23.0	24.0	24.0

MAJOR ACCOMPLISHMENTS in FY2022

- Added 13 coaching positions to enhance the sports experience for student athletes.

- Worked through renovations at Eckersall and Rockne stadiums to create a better game day experience at stadium events.
- Reshaped the CPS SCORE! program to be more compatible with the Illinois High School Association (IHSA) season structure and to offer students robust 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.
- Released 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 last summer.
- Purchased and distributed over 56,000 new shirts and equipment for the 2021–22 sports season to ensure all of our elementary school students are able to have equitable access to sports.
- Relaunched 43 sports summer camps across nine sports at 23 high schools and four CPS stadiums for the first time in over a decade.
- Rebranded all CPL and CPS SCORE! marketing and promotional materials for schools, gyms, stadiums, and more to increase the visibility of CPS sports and student athletes. Launched rebranded content (including banners, apparel, step and repeats, pop-up flags, programs, digital graphics, and more) in time for the CPL Championship Events in February.
- Added Girls Flag Football as a varsity sport.

KEY BUDGET INITIATIVES for FY2023

- Complete stadium renovations at Eckersall, continue renovations at Rockne and Hanson, and start renovation projects at Stagg stadiums to create a better game day experience for our student athletes and coaches.
- Finalize plans for the construction of a state-of-the-art sports complex on the South Side, including a field house and arena, to offer students equitable access to a world-class sports facility.
- Protect student athletes by expanding athletic training to be a District-wide service, including a \$7 million investment including funding for full-time athletic directors at over half the District’s high schools along with part-time support for smaller high school.
- Promote CPS SCORE! programming to elementary school families. Purchase and distribute new shirts and equipment for the 2022–23 sports season to ensure all of our elementary school students have equitable access to sports.
- Continue promoting the new CPL and CPS SCORE! marketing and promotional materials.
- Provide all schools with the opportunity to capture, edit, and share practice and game footage through automated cameras, secure editing, sharing and storing software, and a live-streaming platform.
- Purchase portable Automated External Defibrillators for all District-managed high schools in an effort to ensure the safety of all students and staff.
- Launch and offer Girls Wrestling as a varsity sport in all 83 District-managed high schools that offer sports.
- Add Girls Flag Football at 20–25 high schools in the fall.

- Continue to lead and coordinate pool maintenance and overall construction for pools that are not in use.
- Continue to monitor exit surveys of coaches and student athletes following their sports seasons.
- Expand Track offerings in grades 5–12 across the District.
- Support and implement the Honest Game initiative for student athletes working with the Office of College and Career Planning. Honest Game offers post-secondary guidance for our student athletes who wish to pursue the opportunity to play sports in college.
- Continue offering professional development for OSA staff with a second annual retreat in July and other state and national opportunities.
- Continue sportsmanship messaging for student athletes, coaches, and administrators working with the Positive Coaching Alliance.
- Work with the CPS Procurement and Law Departments to source a District-wide game competition streaming service and an electronic ticketing platform for events.
- Partner with the following professional service vendors to improve the experience and opportunities for CPS student athletes:
 - **rSchooltoday:** An athletics scheduling/management software and athletics website platform that serves as the central location for all information regarding CPS athletic schedules, news and information, scores, features and more.
 - **Honest Game:** Provides academic eligibility tracking and annual NCAA course validation
 - **Upmetrics:** Offers visualization and tracking tools for data analysis for student athlete participation in sports by gender and levels (Varsity, Junior Varsity and Freshman/Sophomore).
 - **Gatorade Nutritional Products via Student Health:** Will provide 83 District-managed high schools with Gatorade products and educational nutrition materials.

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:** Developing, recruiting, retaining, and empowering educators through initiatives such as expanding teacher residency programs; developing new career pathways into teaching for CPS graduates; 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:** Assisting leaders in implementing evaluation for teachers and school leaders as a coaching exercise, not just a compliance mandate. This includes building partnerships with other Central Office departments to improve the timeliness and accuracy of our evaluation programs.
- **Human Resources (HR) Operations:** Improving efficiency and communication during employee onboarding and the entire employee life cycle. Identifying strategies and methods to better support and improve existing processes to allow new employees, teachers, hiring managers, and school leaders to focus on supporting core instruction. Leveraging the Safe Schools training platform to offer consistent safety and compliance training throughout the District, and launching an employee engagement survey to gauge employee satisfaction across the District. Managing and monitoring the substitute employee pools.
- **HR Business Partners:** 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. Expanding resources and support for mental health services.
- **Talent Management:** Continuing implementation of Lead with CPS, a District-wide leadership platform for employee development. Performing client management functions for all District leaders seeking Talent guidance and support, workforce planning, and organizational development.

- **Compensation and Organizational Design:** Developing and overseeing compensation and reward programs that are designed to attract, reward, and retain employees. Providing organizational design guidance and support to District leadership.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 33,581,551	\$ 38,012,617	\$ 42,708,421	\$ 34,033,000	\$ 38,989,479
Title Funds	\$ 3,873,103	\$ 5,714,403	\$ 6,462,969	\$ 6,063,000	\$ 5,335,089
Other Grant Funds	\$ 1,568,500	\$ 2,696,654	\$ 8,503,079	\$ 8,430,000	\$9,025,595
ESSER Funds	\$ 4,576,000	\$ -	\$ 13,150,003	\$ 12,000,000	\$ 3,106
School Generated Funds	\$ 697,586	\$ 1,116,189	\$ 1,033,503	\$ 1,033,503	\$ 120,589
Total Department	\$ 44,296,740	\$ 47,539,863	\$ 71,857,975	\$ 61,559,503	\$ 53,473,858

Note: During FY22, the Talent department received \$15 million in Moving Forward Together funding and general funds to: fund its Care Room Attendants program at schools, provide CADRE substitutes at high-needs schools, and respond to an overall substitute teacher shortage. Additionally, the District also received a \$5 million grant from the Department of Education’s Teacher and School Leader Incentive Fund.

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	370.0	365.0	324.5
Title Funds	15.0	15.0	14.0
Other Grant Funds	12.0	12.5	11.0
School Generated Funds	6.0	6.0	5.5
Total Department	403.0	398.5	355.0

MAJOR ACCOMPLISHMENTS in FY2022

- Implemented the first Pathway Partnership with City Colleges of Chicago and Illinois State University to recruit, support, and train CPS graduates to become CPS teachers. Doubled enrollment in the program during the second year of operation.
- Made steady progress toward the hiring target of 3,000 new Black and Latinx teachers by 2024 through strategic recruiting, expanding our teacher residency program, and engaging more intentionally with Chicagoland universities serving Black and Latinx populations.
- Hired more than 100 additional nurses and added an additional 47 school social worker positions through the Mental Health Professional Demonstration Grant from the Department of Education. More than 90 percent of school social worker positions and nurse positions are currently staffed.

- Implemented a monetary substitute utilization incentive for substitutes which led to an increased substitute fill rate from 64 percent at the beginning of the year to 75 percent in the spring.
- 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, responsibilities as primary caregivers, or childcare needs.
- Twenty-one Empowered Schools implemented a formal model of teacher leadership, allowing 70 Multi-Classroom Leaders to coach and lead teams of their peers.

KEY BUDGET INITIATIVES for FY2023

- Play a critical role in recruiting, selecting, training, and developing the talent needed to address students' needs through the District's focus on tutoring and other academic supports.
- Recruit 190 teacher residents during the 2022-23 school year across five critical subject areas where the District has an insufficient supply of teachers: special education, bilingual special education, early childhood special education, bilingual early childhood, and dance education.
- 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. Partner 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.
- Partner 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 as part of efforts to aggressively recruit nurses and social workers. The District will also continue to invest 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.
- Directly subsidize the cost of special education courses so that veteran CPS teachers in high-need communities can become special education teachers by adding the necessary endorsement.
- Develop a plan to increase the cadre pool to give more resources to specific networks rather than individual schools. Our focus will be to create meaningful incentives for cadres to work in specific areas where our greatest needs exist.
- Refresh Customer Service Training for all employees to better align with our mission to deliver courteous, accurate, responsive, and timely service to all staff.

Office of Teaching and Learning

MISSION

The mission of the Office of Teaching and Learning is to provide all stakeholders with educational resources to support high-quality curriculum and instruction that engages and empowers students.

Major Programs

- **Five Core Curriculum Departments (Arts, Health and Physical Education, Literacy, STEM, and Social Science and Civic Engagement):** Focus on the effective implementation of Illinois State Standards and high-quality instruction. Ensure that educators have the training, tools, and resources to support meaningful and effective learning that prepares students for a successful future.
- **Curriculum, Instruction, and Digital Learning:** Oversees the development of the District's Curriculum Equity Initiative, a PK-12 comprehensive curriculum across six different content areas. Provides support and professional learning around libraries, instructional technology, and curriculum. Maintains the District's learning hub, which houses and tracks CPS professional learning, the intranet that houses information, tools, and resources for CPS staff, and the Learning Object Repository (LOR), which comprises various webinar systems that support digital media management.
- **Instructional Supports:** Provides students with targeted resources and academic programs that extend learning opportunities. 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. Provides scheduling support to schools.
- **Academic Competitions:** Encompasses extra-curricular programs aimed at engaging students before, during, and after school, which include science exhibitions, academic decathlon, the spelling bee, debate, math leagues, and chess programs.
- **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.
- **Student Assessment and MTSS:** 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 learning, access, and opportunity for all students. Supports all schools in the development and implementation of balanced assessment systems and a Multi-Tiered System of Supports (MTSS) Framework.
- **Advanced Learning and Specialty Programs:** Provides students and families with equitable access to high-quality school models aimed at increasing college readiness through rigorous, theme-based, and student-centered instruction. Provides schools 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 are tailored to each student's needs, strengths, and interests.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 30,298,944	\$ 43,549,977	\$ 44,288,693	\$ 34,357,964	\$ 43,845,869
Title Funds	\$ 7,652,894	\$ 21,357,057	\$ 21,259,352	\$ 20,237,834	\$ 19,303,229
Other Grant Funds	\$ 11,268,345	\$ 4,455,292	\$ 5,591,082	\$ 3,138,477	\$ 4,913,025
ESSER Funds	\$ 81,500	\$ 368,358	\$ 54,042,121	\$ 48,260,923	\$ 6,657,778
Total Department	\$ 49,301,683	\$ 69,730,684	\$ 125,181,248	\$ 105,995,198	\$ 74,719,901
Budgeted at Schools	\$ 76,671,385	\$ 82,179,623	\$ 80,799,978	\$ 79,631,697	\$ 83,436,800
Grand Total	\$ 125,973,068	\$ 151,910,307	\$ 205,981,226	\$ 185,626,895	\$ 158,156,701

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	108.0	108.0	115.0
Title Funds	41.0	38.0	39.0
Other Grant Funds	15.0	17.0	13.0
ESSER Funds	0.0	4.0	63.0
Total Department	164.0	167.0	230.0
Budgeted at Schools	660.0	645.0	649.0
Grand Total	824.0	812.0	879.0

MAJOR ACCOMPLISHMENTS IN FY2022**Teaching and Learning Office**

- Spearheaded the CPS Tutor Corps initiative by connecting high-need students with 450 tutors to provide high-dosage tutoring in literacy for grades K-5 and math for grades 6-12.
- Launched Instructional Leadership Team (ILT) institutes to support ILTs in developing their leadership skills. ILTs from more than 320 schools participated in at least one ILT Institute in 2022.

Core Curriculum Departments

- Launched the first-ever Creative Schools Roadmaps that offer personalized reports to schools regarding their strengths and opportunities for growth in arts education.
- Re-aligned the Creative Schools Fund to provide more targeted investment opportunities to increase access to high-quality arts education. Provided approximately \$2 million in grants, funded by the Department of Arts Education, the City of Chicago, and partners at Ingenuity.
- Continued to expand the Arts Student Voice Committee, bringing students from across the District together to provide their perspectives on arts education priorities.
- Enrolled more than 250 physical education teachers in professional learning modules to help them adopt instructional best practices.

- Distributed resources to support curriculum, instruction, and assessment planning and implementation to 35 high school department chairs and 55 new health and physical education teachers.
- Expanded transitional English course access to nearly 2,000 students in 23 high schools, helping reduce the proportion of students needing to take non-credit remedial English courses when enrolling in City Colleges of Chicago (CCC) programs.
- Completed a comprehensive PK-8 literacy curriculum landscape survey to identify schools in need of research-based English and Spanish language arts curricula and foundation skills programs.
- Provided more than 7,000 students from nearly 350 schools with access to an algebra course before graduating from elementary school.
- Increased opportunities for student voice and leadership, including nearly 100 elementary school student voice committees and nearly 70 high school student voice committees.

Curriculum, Instruction, and Digital Learning

- Released Skyline, a standards-based, culturally responsive curriculum designed for all CPS students. This curriculum is freely and fully available to all District schools, providing high-quality teacher-led coursework and resources in English language arts, mathematics, science, social science, and two world languages (Spanish and French).
- Formally adopted a new Collection Development Policy, which governs how CPS school libraries should use equity and community voice as their guide in selecting and maintaining a collection of texts.

Instructional Supports

- Registered 9,900 out of the 10,000 targeted K-8 students for the Summer Bridge + program in Summer 2021, with more than 7,500 students completing the program. A majority of students who received a failing grade in either literacy or math in the final quarter of the school year reached mastery at or above grade level in at least one skill.
- Attained more than 4,500 enrollments in the District's credit recovery program and nearly 2,500 enrollments in its virtual learning program during the summer of 2021.

Academic Competitions

- Oversaw efforts to provide nearly 50,000 CPS students with access to academic competitions both during and after school, including spelling bee, academic decathlon, and chess.
- Planned and implemented multiple HIS Leadership events and the HER Empowerment Summit to educate and positively impact hundreds of CPS students as they matriculate through high school, college, and progress into their professional careers.
- Hosted approximately 100 CPS students in the annual Career Summer Readiness Program, which allows them to participate in various activities such as STEM projects, chess, spelling bees, career readiness workshops, and internships.

Teacher Leadership Development and Innovation

- Facilitated monthly teacher-led professional development sessions and over 2,000 hours of one-on-one mentoring for over 300 new CPS teachers.
- Continued to scale in-school mentoring work by revising and facilitating a foundational learning series for 200 new teacher mentors, as well as monthly professional learning and targeted coaching to support mentors in providing coaching cycles of support.

- In partnership with the Talent Office, facilitated two Pre-Service Summits for over 140 pre-service teachers, which included teacher-led and District-led sessions.
- Co-managed the Distributed Leadership in Opportunity Schools Grant with the Talent Office, directly supporting 33 Opportunity Schools and Empowered Schools with implementing new distributed leadership roles and models.

Student Assessment and MTSS

- Led the implementation of Star360, a new suite of assessments for grades 3-12 utilized by more than 400 schools. Built school, network, and central office capacity through intensive professional learning for more than 8,000 participants.
- Supported school teams in the successful administration of large-scale assessments, including more than 450 schools with the first-ever administration of the CPS HS Admissions Test.
- Launched the Branching Minds platform to enable school teams to effectively and efficiently manage their MTSS implementation. Nearly 400 schools have opted into the platform so far.

Advanced Learning and Specialty Programs

- Expanded AP Capstone Diploma Program to seven additional campuses and secured a three-year, \$150,000 Illinois State Board of Education (ISBE) AP Grant to support additional AP Capstone expansion. Saw a nearly 25 percent increase in AP Capstone students in SY22.
- Expanded Equal Opportunity Schools (EOS) campuses from 18 to 42 to increase access and achievement for Advanced Placement (AP) and International Baccalaureate (IB) students with a focus on African American and Latinx student engagement in these courses.
- Increased personalized learning support from 19 to 34 schools, with differentiated supports for educators based on current personalized learning practices.

KEY BUDGET INITIATIVES for FY2023

Core Curriculum Departments

- Realign core departments and support additional staff
- Support incubating and implementing Fine and Performing Arts schools and STEAM schools and provide professional learning and grant opportunities to 70 existing Fine and Performing Arts schools.
- Spearhead the development and iteration of the Skyline Health Education and Physical Education curriculum.
- Leverage data to increase equitable literacy outcomes through the roll-out of a K-2 literacy assessment, creation of literacy-specific MTSS guidance, and the expansion of high school reading intervention plans.
- Develop and launch an updated Pre-K-12 STEM vision for the District.
- Continue to expand programs focused on increasing the number of eighth-grade students successfully completing high school algebra from 3,800 to 6,000.
- Focus more directly on K-2 literacy curriculum, teacher training, and interventions.

Curriculum Instruction and Digital Learning

- With input from teachers, students, and other stakeholders, revise the instructional and assessment resources associated with the PK-12 Skyline English language arts, mathematics, science, social science, and world languages courses to make more accessible, rigorous, engaging, and supportive of all learners.

- Expand professional learning opportunities in order to ensure that all Skyline-adopting teachers have access to a comprehensive, year-long set of intentionally balanced and vertically aligned centralized and school-based supports.
- Develop Pre-K-12 Skyline Spanish language arts courses, Pre-K-9 Skyline visual arts courses, and Pre-K-10 Skyline music courses.

Instructional Supports

- Continue to invest in the Summer Bridge + program to allow the District to provide centrally managed instructional, enrichment, and SEL supports to students in grades K-8 that are struggling academically.
- Host credit recovery programming at additional sites to provide increased access to in-person summer credit recovery courses for students. Support students that require more than one course of credit recovery through virtual credit recovery courses with in-person support from a school-assigned mentor.

Academic Competitions

- Send CPS Chess students to a national chess tournament in Washington, D.C. in April 2023 and feature the schools and students who are successful at the tournament.

Teacher Leadership Development and Innovation

- Coordinate robust professional learning opportunities for teachers, including pre-service summits for student teachers and resident teachers, a three-day orientation conference for new CPS teachers, monthly teacher-led professional learning communities and small group mentoring for early career teachers, and a foundational learning series for new teacher mentors.

Student Assessment and MTSS

- Oversee the transition to a common K-2 assessment for literacy and math, including providing change management support and professional learning to enable school teams to understand and use the assessment in SY23.
- Expand the use of Star360 assessments in grades 3-12 to over 90 percent of schools, with a focus on connecting Star screening, diagnostic, and progress monitoring assessments to schools' MTSS implementations and use of Branching Minds.
- Facilitate the ongoing design, development, and continuous improvement of REACH Performance Tasks by collaborating across content teams, training teacher task writers and reviewers, and implementing quality control processes to ensure that tasks live up to CPS values.

Advanced Learning and Specialty Programs

- Expand access to AP courses across all schools, specifically targeting students who have not been previously targeted for enrollment and focusing on the expansion and implementation of AP Capstone programs.
- Refine support systems for schools implementing accelerated placement programming and develop professional learning cohorts for teachers in regional gifted, classical, and comprehensive gifted programs.
- Expand access to existing program cohorts for new personalized learning teachers, while also deepening practice for existing teachers and continuing to develop teacher leaders and administrators using best practices.

Student Transportation Services

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 through approximately 1,000 routes provided by 16 vendors. Additional services based on the individual needs of students may include a bus aide, nurse, lift-equipped vehicle for wheelchairs, an air-conditioned vehicle, or car seat and harness or 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 one-and-a-half 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 Plans (IEPs) who require a transportation aide.

BUDGET SUMMARY

	2021 Actual Expenses	2022 Approved Budget	2022 Ending Budget	2022 Projected Expenditures	2023 Proposed Budget
General Funds	\$ 84,694,007	\$ 130,963,572	\$ 139,332,360	\$ 152,952,000	\$ 131,770,667
Title Funds	\$ -	\$ -	\$ -	\$ -	\$ 4,500,000
Total Department	\$ 84,694,007	\$ 130,963,572	\$ 139,332,360	\$ 152,952,000	\$ 136,270,667

POSITION SUMMARY

	2022 Budgeted Positions	2022 Ending Positions	2023 Proposed Positions
General Funds	840.0	841.0	841.0
Total Department	840.0	841.0	841.0

MAJOR ACCOMPLISHMENTS in FY2022

- Optimized use of CPS and non-public routes, transporting 82 percent of students that require transportation despite a significant bus driver shortage.

- Invested over \$15 million in payments to approximately 3,500 families through monthly stipends of \$500 to transport their children throughout the school year.
- Created driver sign-on and retention bonuses as incentives for new and current drivers in an effort to reduce the District's driver shortage
- Secured and partnered with additional emergency vendors to assist with transporting diverse learner students.
- Met Board-ordered deadline of February 28, 2022 to have all diverse learner students routed.

KEY BUDGET INITIATIVES for FY2023

- Continue recruitment for yellow bus and paratransit vendors in order to redress and prevent a more significant driver shortage.
- Continue route optimization through updated routing technology while keeping student ride times low and maintaining the number of bus vendors per school.
- Leverage updated routing technology to increase the percentage of shared routes between schools by over five percent and save the District approximately \$1 million.
- Increase recruitment of bus aides in order to meet an increasing number of routes.

Capital

The FY2023 budget for Chicago Public Schools (CPS) includes a capital budget totaling \$764.5 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; 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 FY2023 capital plan provides funding in six main areas: critical facility needs, interior improvements, programmatic investments, site improvements, new school construction, 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 FY2023 capital plan. The District's Equity Office played an important role in developing the FY2023 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 FY2023 capital budget planning process included several enhancements, most notably around transparency and community outreach. The District conducted five public meetings and evaluated over 2,200 survey responses to gather community input during the capital plan development process.

The CPS facility portfolio includes 522 campuses and 803 buildings. Our average facility age is over 82 years old, and the total CPS critical facility need is over \$3 billion. 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, 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 FY2023 capital budget is primarily funded by future issuance of general obligation bonds which are principally repaid by Evidence-Based Funding (EBF). (For more information, please see the Debt Management chapter of the budget book.) A portion of the FY2023 budget is also funded by Tax Increment Financing (TIF) funds, state funding, and other outside resources as they become identified.

Full details on the FY2023 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 \$764.5 million FY2023 capital budget by funding and project type:

Table 1: Sources and Uses (\$ in Millions)

Estimated Sources	
Anticipated Bond Offerings and Other Capital Funds ¹	\$550.7

Tax Increment Financing Funding	\$152.3
External Funding for Space to Grow	\$4.0
Federal E-Rate Funding	\$4.0
State Funding	\$50.0
Other Potential External Funding	\$3.5
Total FY2023 Capital Budget Sources	\$764.5

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	\$368.5
Educational Programming	\$55.0
IT, Security, and Building System Investments	\$28.0
Site Improvements	\$77.7
ADA Accessibility	\$30.5
Mechanical Upgrades and Repairs	\$58.8
New School Construction	\$120.0
Capital Project Support Services	\$26.0
Total FY2023 Capital Budget Uses	\$764.5

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 Tax Increment Financing

CPS has a significant backlog of deferred critical facility needs so additional funding is always pursued in order to help mitigate some of this backlog. One of these outside funding sources is the Tax Increment Financing (TIF) funds, which are approved in a variety of categories.

Utilizing the \$152 million in TIF funding, CPS is planning significant capital exterior envelope work, mechanical renovations, chimney stabilizations, fire alarm system replacement, playground replacement, and site improvements at 47 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 \$152 million in TIF funding for exterior envelope work, mechanical renovations, chimney stabilizations, fire alarm system replacement, playground replacement, and site improvements - CPS is

allocating \$312 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 FY2023 capital budget addresses the District's priority renovation projects and most urgent facility needs. We will invest in 17 major roof and envelope projects and 14 renovations to mechanical systems. Along with these projects, the funding will provide:

- \$87 million for priority roof, envelope, and mechanical projects;
- \$50 million for unanticipated emergency repairs;
- \$80 million for district maintenance priorities;
- \$20 million for modular refurbishment;
- \$10 million for masonry remediation;
- \$45 million for interior improvements;
- \$5 million for fire alarm system replacement;
- \$5 million for chimney stabilization; and
- \$10 million for mechanical, electrical and plumbing (MEP) minor repair/replacement.

Support for Students with Physical Limitations

We will invest \$30.5 million to increase Americans with Disabilities Act accessibility in 28 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 the accessibility of parking lots, main entrances, main offices, and public restrooms.

Programmatic Investments to Build Upon School Success

CPS is investing \$20 million in student recreation and athletic resources, continuing the District's stadium and swimming pool refurbishment program. The budget also includes \$35 million of TIF funding in programmatic and facility needs investments at Dett ES.

Site Improvements that Foster Learning

This year's capital budget includes \$65.2 million to design and build new playgrounds, playlots, and school yards at over 50 schools across the city so that students can benefit from a well-rounded education that promotes healthy and active development. In addition, \$12.5 million will be allocated to improve parking lots and replace turf fields.

IT, Security, and Building System Investments

In FY2023, we are also continuing our multi-year investment in the Technology Modernization Program and high-speed internet for schools throughout the city. In FY2023, the District is allocating \$20 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, \$8 million will fund new security equipment including cameras, intercom phones, alarms, and screening equipment.

New School Construction

The FY2023 capital budget includes \$120 million for a new high school to service the communities around the Chinatown, Bridgeport, and South Loop areas, \$50 million of which is supported by state funding initially appropriated in 2020 and reappropriated earlier this year. CPS funding for this project will be repurposed from the \$70 million approved in the FY2019 capital budget for a new high school on the Near West Side. \$50 million of potential state funding was also previously approved in the FY2021 budget as “Potential State Funded Projects.” Both of these appropriations will be retired as the new funding is authorized in the FY2023 capital budget.

Impact of FY2023 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, Site Improvements, and New School Construction

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 new construction, build-outs, or add physical space to an existing building, such as a science lab 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 Projects Fund Activity

The Summary of Capital Projects Funds table (Table 2) shows capital revenues and capital outlays (expenses) to be incurred in FY2023, 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: FY2021 - FY2023 Summary of Capital Projects Funds (\$ in Millions)

	FY2021 Actual	FY2022 Estimate	FY2023 Estimate
Beginning-Year Fund Balance	\$182.1	\$188.7	\$258.5
Revenues			
Local	\$12.7	\$18.4	\$59.5
State	\$17.5	\$8.9	\$28.3
Federal	\$7.6	\$0.0	\$0.0
Interest & Investment Earnings	\$1.1	\$0.3	\$0.0
Total Revenue	\$38.9	\$27.6	\$87.8
Expenditures			
Capital Outlay	\$565.7	\$498.2	\$549.3
Bond Proceeds and Transfers In/(Out) Sales of Capital Assets	\$533.4 \$0.0	\$540.4 \$0.0	\$450.0 \$0.0
End-of-Year Fund Balance	\$188.7	\$258.5	\$247.0

FY2023 local capital revenue of \$59.5 million assumes \$44 million in TIF-related project reimbursements, \$10 million from other local funding sources such as aldermanic menu funds and the water reclamation district, and \$5.5 million in Capital Improvement Tax revenues unpledged to existing bond issuances. The state revenue total of \$28.3 million is comprised of \$13.3 million in gaming revenue for new construction projects and \$15 million in state reimbursements for approved capital projects.

Table 3 outlines capital funds spent each fiscal year, by the year in which the funds were appropriated. For a more detailed view into FY2022 spending, CPS will publish a report by September 30, 2022, that offers a breakdown of funds by project, source, and other categories.

Table 3: FY2018 - FY2023 Capital Spending by Year (\$ in Millions)

	CPS Funds	External Funds	All Funds

	Total							Estimated	Estimated	Estimated
	Appropriation	FY2018A	FY2019A	FY2020A	FY2021A	FY2022E	FY2023E	Remaining Appropriation	Remaining Appropriation	Remaining Appropriation
Prior Year/Other Expenditures		\$241.2	\$271.6	\$127.0	\$41.3	\$15.8	\$6.5			
FY2018 Capital Budget	\$136.2	\$50.7	\$64.7	\$4.3	\$16.5	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
FY2019 Capital Budget	\$919.0		\$276.7	\$333.8	\$191.6	\$77.6	\$12.9	\$5.0	\$21.4	\$26.4
FY2020 Capital Budget	\$820.6			\$118.3	\$216.4	\$45.3	\$70.9	\$133.8	\$235.9	\$369.7
FY2021 Capital Budget	\$708.0				\$97.5	\$276.9	\$38.7	\$256.0	\$38.9	\$294.9
FY2022 Capital Budget	\$706.6					\$82.6	\$251.4	\$257.7	\$115.0	\$372.6
FY2023 Capital Budget	\$644.5						\$169.0	\$356.6	\$118.9	\$475.5
Total Spend by Year		\$291.9	\$613.0	\$583.4	\$563.3	\$498.2	\$549.3	\$1,009.1	\$530.1	\$1,539.2

Note: Actual and estimated spend and estimated remaining appropriation may not sum to the "Total Appropriation" column if projects came in under budget or remaining appropriation was not needed. FY2019 and FY2021 total appropriation numbers have been reduced by \$70 million and \$50 million as described earlier in the chapter.

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 FY2023 capital plan, CPS intends to target annual capital funding of approximately \$553 million as part of its five-year capital investment strategy.

Table 4: Five-Year Capital Plan (\$ in Millions)

Budget Category	FY2024 Budget	FY2025 Budget	FY2026 Budget	FY2027 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 assist in the management of cash flow and liquidity. As of June 1, 2022, the Board has approximately \$8.6 billion of outstanding long-term debt and no outstanding short-term debt. FY2023 includes appropriations of \$769 million for long-term debt service payments. Approximately \$9 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 programs. 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 1, 2022, 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 FY2023, approximately \$502 million in EBF revenues will be required for debt service, compared to \$480 million in FY2022 and \$446 million in FY2021. In addition to debt service funded by EBF, \$39 million of debt service will be paid from PPRT in FY2023. 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 FY2023 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 that 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.

Capital Improvement Tax Bonds

In FY2016, CPS began levying a Capital Improvement Tax (CIT) levy to fund capital projects. As of June 1, 2022, CPS has sold three series of CIT bonds, and the total amount of outstanding CIT bonds is \$880 million.

The FY2023 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.

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.

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, just as 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 FY2022, CPS received general obligation credit rating upgrades from Kroll Bond Rating Agency (BBB Stable and BBB+ for series issued from 2016 to 2019), Fitch (BB+ Stable) and Moody’s (Ba2 Stable). Standard & Poor’s currently rates CPS GO bond series BB 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. Both ratings received a one-notch upgrade in FY2022.

**Table 1: Credit Ratings History
(as of June 1, 2022)**

Credit Rating	General Obligation				Capital Improvement Tax		
	Rater	KBRA*	Fitch	S&P	Moody's	Fitch	KBRA
Current		BBB	BB+	BB	Ba2	A	BBB+
FY21		BBB-	BB	BB	Ba3	A-	BBB
FY20		BBB-	BB	BB-	B1	A	BBB
FY19		BBB-	BB-	B+	B2	A	BBB
FY18		BBB-	BB-	B	B3	A	BBB
FY17		BBB-	BB-	B	B3	A	BBB
FY16		BBB-	B+	BB	B2	A	BBB
FY15		BBB+	BBB-	A-	Ba3		
FY14			A-	A+	Baa1		
FY13			A-	A+	A3		
FY12			A	A+	A2		

*KBRA rates GO bond series issued from 2016 to 2019 one notch higher than the underlying General Obligation credit (currently BBB+).

FY2023 Liquidity and Short-term Borrowing

It is anticipated that the Board will issue Educational Purposes TANs in FY2023 to fund operating liquidity and cash flow needs similar to prior fiscal years. In the last three fiscal years, the Board closed on multiple annual series of TANs for working capital purposes. The TANs were issued as either public sales or direct placement with investors. The initial issuance of TANs typically occurs in 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. TANs are typically repaid fully in August with the collections of

the second installment of property taxes. The FY2023 operating budget includes appropriations of approximately \$9 million to pay debt service on TANs.

FY2023 Debt Service Costs

As shown in the table below, FY2023 includes total appropriations of approximately \$769 million for long-term alternate bonds and CIT bonds. Of this total, approximately \$542 million will be funded from operating revenues. In addition, approximately \$9 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 FY2023 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 FY2023 will be paid from revenues set aside in FY2022. Table 2 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 2: FY2021-2023 Summary of Long-Term Debt Service Funds¹
(\$ in Millions)

	FY2021	FY2022	FY2023
	Actual	Estimated	Budget
Beginning Fund Balance	793.5	833.6	877.7
Revenues:			
Evidence-Based Funding (State Aid)	454.5	480.3	502.1
Personal Property Replacement Tax	39.4	39.4	39.4
Intergovernmental Agreements	99.5 ²	185.1 ²	142.3
Federal Interest Subsidy	25.0	24.7	24.6
Capital Improvement Tax	51.5	51.1	51.1
Interest Earnings	1.2	2.0	3.0
Total Revenue	671.0	782.7	762.5
Expenses:			
Existing Bond Principal payment	176.3	238.6	259.2
Existing Bond Interest payment	483.3	524.2	509.7
Fees	1.9	0.5	0.5

Total Existing Bond Debt Service	661.5	763.3	769.4
Other Financing Sources			
Net Amounts from Debt Issuances	31.9	25.2	0
Transfers in /(out)	(1.3)	(0.5)	(0.5)
Total other Financing Sources /(Uses)	30.6	24.7	(0.5)
Ending Fund Balance	833.6	877.7	870.2

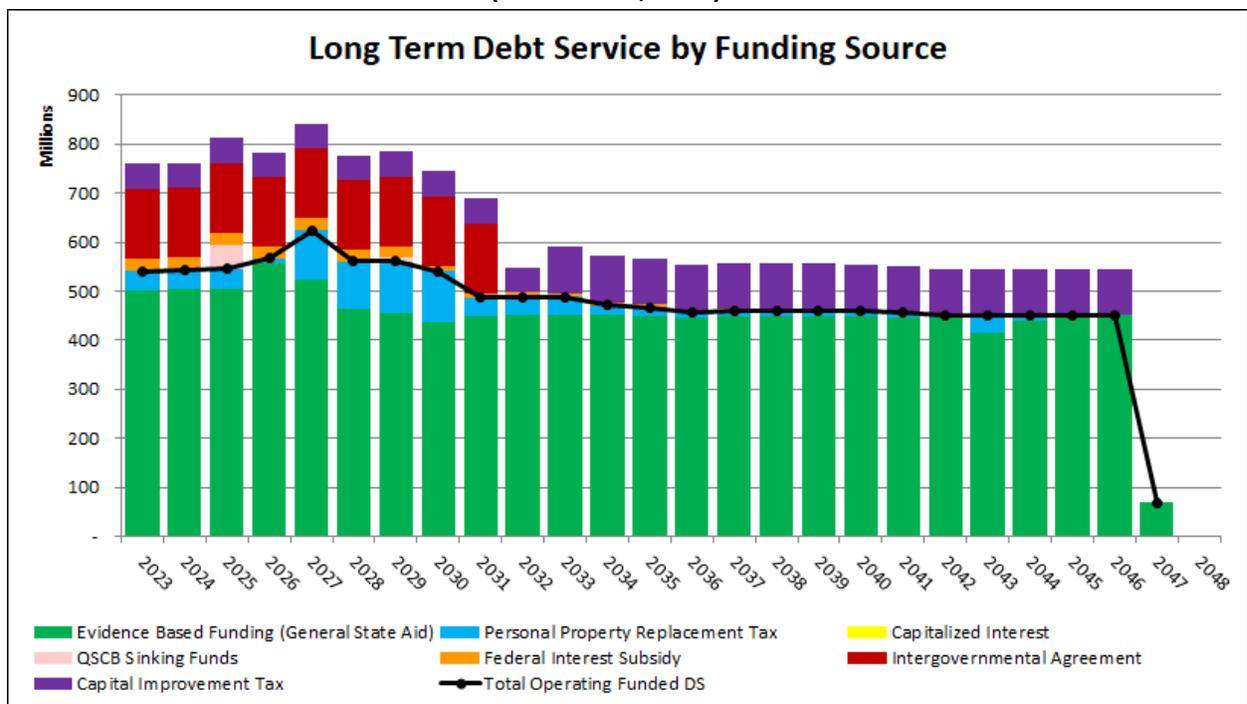
¹ FY2022 and FY2023 were estimated as of June 1, 2022. This includes long-term debt only. Interest on TANs is included in the Operating Fund budget.

² A two-month delay in the Cook County property tax due date caused approximately \$42.8 million in IGA revenues to be received after the end of the revenue recognition period in FY2021. These revenues have been added to the \$142.3 million scheduled to be received in FY2022.

Future Debt Service Profile

The following graph illustrates CPS’ debt obligations on outstanding long-term bonds as of June 1, 2022. 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 1, 2022)**



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 general obligation 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. The Board currently has no outstanding property tax-backed general obligation debt that counts toward the 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 FY2021 Annual Comprehensive Financial Report, General Obligation debt per capita is \$2,639. 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 3: Outstanding Long-Term Debt
(in \$ as of June 1, 2022)**

Description	Closing Date	Maturity Date	Principal Outstanding	Pledged Funding Source for Debt Service
ULT GO Series 1998B-1*	10/28/98	12/01/31	\$170,553,052	IGA / PPRT
ULT GO Series 1999A*	02/25/99	12/01/31	253,191,576	IGA / PPRT
ULT GO Series 2005A	06/27/05	12/01/32	125,670,000	EBF
ULT GO BAB Series 2009E	09/24/09	12/01/39	482,615,000	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 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	282,590,000	EBF
ULT GO Series 2017D	11/30/17	12/01/31	62,960,000	EBF
ULT GO Series 2017F	11/30/17	12/01/24	96,695,000	IGA
ULT GO Series 2017G	11/30/17	12/01/44	126,500,000	EBF / PPRT
ULT GO Series 2017H	11/30/17	12/01/46	280,000,000	EBF / PPRT / IGA
ULT GO Series 2018A	06/01/18	12/01/35	507,165,000	EBF
ULT GO Series 2018B	06/01/18	12/01/22	4,730,000	EBF
ULT GO Series 2018C	12/13/18	12/01/32	419,490,000	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	123,295,000	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	100,975,000	EBF
ULT GO Series 2022A	2/1/22	12/1/47	500,000,000	EBF
ULT GO Series 2022B	2/1/22	12/1/41	372,170,000	EBF
Total Principal Outstanding			\$8,649,748,500	

*Outstanding principal excludes accreted interest.

**Table 4: Outstanding Short-Term Debt
(in \$ as of June 1, 2022)**

Description	Maturity Date	Principal Outstanding	Pledged Funding Source for Debt Service
Tax Anticipation Notes, Series 2021A	12/31/22*	\$0	Ed Fund Property Tax
Tax Anticipation Notes, Series 2021B	12/31/22*	0	Ed Fund Property Tax
Tax Anticipation Notes, Series 2021C	12/31/22*	0	Ed Fund Property Tax
Total Principal Outstanding		\$0	

Note: The maturity date of all 2021 TANs is the earlier of (A) December 31, 2022 or (B) the 60th day following the Tax Penalty Date. As of June 1, 2022, there was no short-term debt outstanding or issued from the authorized 2021 TANs with a capacity of \$950 million remaining.

**Table 5: Schedule of General Obligation Debt Service
Budgeted Requirements to Maturity*
(as of June 1, 2022)
(\$ in Thousands)**

Fiscal Year ending June 30	GO Bond Principal	GO Bond Interest	Total GO Bond Debt Service
2023	\$258,017	\$450,359	\$708,376
2024	267,283	442,907	710,190
2025	323,272	438,508	761,780
2026	305,942	426,505	732,447
2027	302,547	487,846	790,393
2028	282,964	443,006	725,970
2029	292,236	441,366	733,602
2030	277,139	415,993	693,132
2031	263,066	374,967	638,033
2032	238,025	259,139	497,164
2033	250,345	246,440	496,785
2034	242,500	235,578	478,078
2035	253,530	220,032	473,562
2036	261,350	200,354	461,704
2037	272,480	191,975	464,455
2038	285,640	178,081	463,721

2039	299,500	162,523	462,023
2040	314,655	146,197	460,852
2041	328,395	128,017	456,412
2042	350,114	101,668	451,782
2043	355,583	96,195	451,778
2044	385,143	66,637	451,780
2045	403,776	48,004	451,780
2046	425,560	26,220	451,780
2047	65,000	2,850	67,850
TOTAL	\$7,304,062	\$6,231,367	\$13,535,429

Note: This table is based on budgeted debt service requirements to be deposited within each fiscal year. Excludes issues completed after June 1, 2022 and any future anticipated transactions that are included in the FY2023 budget.

**Table 6: Schedule of Capital Improvement Tax Debt Service
Budgeted Requirements to Maturity*
(as of June 1, 2022)
(\$ in Thousands)**

Fiscal Year ending June 30	CIT Bond Principal	CIT Bond Interest	Total CIT Bond Debt Service
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
2047	-	-	-
TOTAL	\$880,480	\$942,109	\$1,822,589

Note: This table is based on budgeted debt service requirements to be deposited within each fiscal year. Excludes issues completed after June 1, 2022 and any future anticipated transactions that are included in the FY2023 budget.

Cash Management

Chicago Public Schools (CPS) does not receive revenues when it pays expenses. As a result, CPS' cash flow experiences 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 five years, CPS has reduced its short-term borrowing by approximately \$750 million. The District continued to make progress on improving its cash flow by projecting no Tax Anticipation Notes (TANs) outstanding at the end of the fiscal year, decreasing the maximum TANs outstanding throughout the year by \$150 million, increasing the number of months without TANs outstanding from 2 months to over 4 months, and saving approximately \$9 million in short-term interest costs.

In FY2022, approximately \$4.6 billion, or 68 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 56 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 34 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. The Board's [fund balance policy](#) is to maintain reserve levels of fifteen percent of spending. As of June 30, 2022, the District projects that the general fund balance will total \$1.03 billion and that CPS projects no TANs 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 FY2022, CPS will receive approximately \$3.37 billion of property taxes, of which \$2.8 billion was issued to the Board's operating fund, \$464 million was distributed to the CTPF through the pension levy, and \$51 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 was due March 1 and was received into the main operating account in late February or March. The second installment of approximately \$1.3 billion is anticipated to be received past July or August, depending on the deadline. In FY2021, the second installment tax penalty date was moved to October 1, 2022, which 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 FY2022, EBF totaled approximately 71 percent of the state revenues budgeted 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 throughout the year with the majority of them being received before June 30th.
- **Federal Revenues:** The state administers categorical grants on behalf of the federal government once grants are approved. As of June 1, 2022, CPS has received approximately \$557 million in ESSER revenues in FY2022. Approximately 72 percent of this revenue was received before January 1, 2022.
- **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 is not 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 FY2022, CPS issued a maximum of \$800 million in TANs to support liquidity. As of June 30, 2022, it is projected that no TANs are outstanding compared to \$244 million outstanding in FY2021, a decrease of \$244 million. This improvement was caused through a combination of factors including a higher fund balance, federal stimulus revenues, and other timing of revenues and expenditures. TANs are repaid from the District's operating property tax levy. To support liquidity in FY2023, 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. Short-term borrowing requires that CPS pays interest on these bonds. In FY2023, the Board budgeted approximately \$9 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 \$3.8 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 FY2022, the debt service deposit from EBF was approximately \$480 million in mid-February. The timing of this debt service deposit comes just before CPS received approximately \$1.4

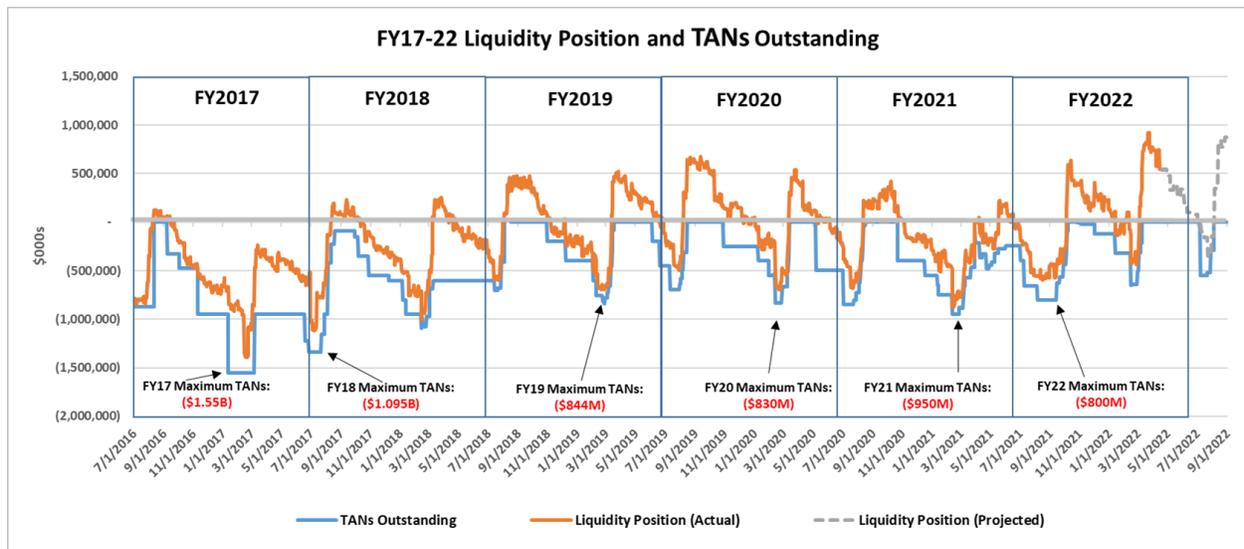
billion in property tax revenues. The remainder of the bonds are paid by personal property replacement taxes and/or property taxes that are deposited directly with the trustee, meaning they do not pass through the District’s operating fund from a cash perspective. The timing and amount of these payments 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 \$1.4 billion in property tax revenues. In FY2022, a dedicated pension levy will directly intercept \$464 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 90 percent of CPS’ pension obligation is currently funded by structural funding sources. The Board is projected to contribute \$175 million in the fall of 2022 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 FY2022. As shown in the chart below, the District spent over seven months in a net positive cash flow position in FY2022.

Chart 1: FY2017–FY2022 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 FY2022, CPS projects an additional \$229 million in the District's fund balance due to end-of-year revenues exceeding expenditures by that amount. The District's projected financial performance is driven by local revenue outperformance, including a significant one-time increase in Personal Property Replacement Taxes (PPRT).

CPS adopted its Fund Balance and Budget Management policy¹ in August 2008 and passed an amended version in January 2021.² 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. Due to the availability of funding from the Elementary and Secondary School Emergency Relief (ESSER) fund, the District's budget will not rely on any reserves or prior year revenues to cover FY2023 expenses. Last year, \$10 million of the District's \$7.8 billion operating budget was covered through fund balances.

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)

	FY2022 Budget	FY2022 Estimated Year-End	FY2023 Proposed Budget
Fund Balance, Beginning of Period	\$803.8	\$803.8	\$1,032.6
Total Revenue	7,811.6	7,940.1	7,993.7
Total Expenditures	(7,821.6)	(7,711.3)	(7,993.7)
Operating Surplus/(Deficit)	(10.0)	228.8	-
Transfers In	-	-	-
Net Change in Fund Balance	(10.0)	228.8	-
Fund Balance, End of Period	793.8	1,032.6	1,032.3

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 and 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)

Fund Type	FY2022 Fund Balance Target
General Fund	\$1,200.8 (15%)
Workers’ Compensation/Tort Fund	\$80.1 (1%)
Debt Service Stabilization Fund	Enough to cover risks

While CPS projects that it will increase its fund balance at the end of FY2022, continuing the trend of growth in overall reserves, CPS will likely remain short of the updated general fund target. 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 Funds	114, 115, 124
	Building Operations and Maintenance Fund	230
Operating Fund	Special Revenue Funds	
	CTPF Pension Levy Fund	129
	Tort Fund	210
	IDEA Fund	220
	Lunchroom	312 - 314
	Other Grant Funds	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 Funds (Funds 114, 115, 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), 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.
- **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.

- **CPTF Pension Levy Fund (Fund 129)** accounts for payments to the Chicago Teachers' Pension Fund from funds collected through the District's teacher pension levy. The law creating the teacher pension levy became effective in 2016 (105 ILCS 5/34-53). For calendar years 2020 and 2021, the teacher pension levy tax rate cannot exceed \$0.567 per \$100 of EAV. Property tax collections for the teacher pension levy are paid directly to the Chicago Teacher Pension Fund by the County Treasurer.
- **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.

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Venguanette Dye
Acting ED, Capital Planning & Construction

CHICAGO PUBLIC SCHOOLS

Organization Chart
June 2022



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 2021–22 school year, CPS enrollment was 330,411, a decline of 10,247 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 2021-22 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. CPS continues to work to re-engage students and is closely monitoring enrollment trends moving forward.

Race and Ethnicity: 46.6 percent of CPS students are Hispanic, 36.0 percent are African American, 10.8 percent are White, 4.4 percent are Asian, and 2.2 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. 69,268 CPS students were English learners during the 2021–22 school year, which is 21.0 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 a household where the household income meets (USDA) guidelines to receive free or reduced-price

¹ As of the 2010 US Census.

meals. There are 249,032 students that qualify as low-income based on Family Income Information Form submissions, representing over 75 percent of the CPS student population.

Table 1: CPS Enrollment 2012 - 2021

	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)	Fall 2021 (FY22)
School-based PK*	24,507	23,671	22,873	22,555	20,673	19,441	17,668	17,492	11,494	15,430
Elementary Schools (K-8)	266,555	264,845	261,803	258,563	251,623	244,589	237,779	232,931	223,967	210,278
High schools (9-12)	112,399	112,029	112,007	111,167	109,053	107,352	105,867	104,733	105,197	104,703
Total Enrollment	403,461	400,545	396,683	392,285	381,349	371,382	361,314	355,156	340,658	330,411

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 FY2023, the per-pupil base rate increased to \$4,973.50 from the FY2022 rate of \$4,805.31, an increase of 3.5 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: FY2023 SBB Rates

Enrollment Category	SBB Weighting	SBB Rates
K–3 Gen Ed / LRE 1 / LRE 2	1.07	\$5,321.65
4–8 Gen Ed / LRE 1 / LRE 2	1.00	\$4,973.50
9–12 Gen Ed / LRE 1	1.24	\$6,167.14
K–3 LRE 3	40% of 1.07	\$2,128.66
4–8 LRE 3	40% of 1.00	\$1,989.40
9–12 LRE 2	70% of 1.24	\$4,317.00
9–12 LRE 3	40% of 1.24	\$2,466.86

Total Amount of SBB Allocation

For FY2023, the SBB per-pupil allocation is \$1.74 billion, which is a \$22.6 million increase from the FY2022 budget. Enrollment losses at schools contribute to the majority of this decrease. Despite the decrease in overall funding allocated through SBB, dollars allocated for each individual student (per-pupil) across all schools have increased from FY2022 to FY2023.

Table 3: Distribution of SBB Allocation for FY2022 and FY2023 (\$ in Thousands)

	FY2022	FY2023

SBB Per-Pupil Allocation	\$1,415,507	\$1,364,389
SBB Loss Cap	-	\$5,053
Teacher Salary Adjustment for District Schools	\$36,667	\$31,774
Multiple Building Adjustment for District Schools	\$2,475	\$2,475
Miscellaneous Adjustments	\$932	\$932
Other Adjustments	\$2,378	\$5,606
Total SBB Dollar Distribution	\$1,457,059	\$1,410,229
Cost of Foundation Positions for District Schools	\$202,101	\$216,347
Equity Grant, Small School Formula	\$35,502	\$50,089
Opportunity Index-Based Allocations	\$30,820	\$72,332
Total Allocation of Local Discretionary Funding + Foundation Positions	\$1,726,385	\$1,748,997

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.

To prevent drastic financial impacts on schools experiencing losses in SBB dollars due to dropping enrollment, in FY2023 CPS allocated \$5 million for a loss cap, which prevents any schools from losing more than 10% of their SBB dollars from FY2022 to FY2023.

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, 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.

Local Discretionary Funds Distributed in Addition to the SBB Enrollment Based, Per-Pupil Rate

Instructional FTE (Teacher) Positions

The FY2023 budget includes \$72 million to fund CPS 676 full-time teacher positions - over and above all other funding allocations - to support district schools in meeting instructional priorities. Funding for these will utilize the Equity Office’s opportunity index metric to ensure alignment with levels of need across schools and is partially funded through re-purposing the \$30 million allocated through the opportunity index in FY2022.

Positions have been allocated to schools according to the following methodology.

		Fall 2021 enrollment		
		0 to 600	601 to 1200	1201+
Opportunity index score	20 to 49	1.0 FTE	2.0 FTE	3.0 FTE
	50+	1.5 FTE	2.5 FTE	-

Equity Grants

For FY2023, CPS allocated over \$50 million in equity grant funding to 202 elementary schools and 36 high schools. This funding is allocated to schools experiencing year over year decline or low enrollment. 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 \$1,000 for elementary schools and \$1,500 for high students below an enrollment threshold. Information on utilization standards can be found [here](#). 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, and teacher retention to better target resources for schools in greatest need.

In FY2022, \$30 million was allocated through the Equity Grant’s Hardship Funding formula. In FY2023, this funding has been reallocated and increased to \$72 million for 676 teaching positions to support all schools in meeting the instructional core priorities.

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 SY22-23. 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 FY2023, 27 schools received this additional allocation.

The total cost of the FY2023 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 FY2023 is \$216 million.

ALLOCATIONS OF SPECIAL EDUCATION TEACHERS AND PARAPROFESSIONALS

Diverse Learner Allocation

In FY2023, schools received an allocation of centrally-funded special education teachers and paraprofessionals to serve diverse learners outside of cluster programs.

A school’s FY2023 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 2022. 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 4: 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 FY2023, OLCE slightly altered the allocation of supplemental bilingual teachers based on the allocation model introduced in FY2016. An additional \$3 million in resources was dedicated to English Language Learner resources. Allowing schools with EL enrollment of 100-149 students to move from a 0.5 FTE to a 1.0 FTE allocation. Additionally, Bilingual Advisory Council stipends were increased from \$1,000 to \$1,250. Finally, Dual Language Coordinator roles district-wide were increased from 0.5 FTE to 1.0 FTE.

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 5: 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	1.0 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 1.0 supplemental (SUP) DLC position.					
Bilingual Advisory Committee Funding	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	-
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

Forty schools received a position allocation, based on program enrollment, to support dual language programs in FY2023.

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.

- 203 schools are eligible to apply for the \$5,500 tutoring funds.
- 42 schools are eligible for \$10,000 to support the implementation of dual language and EL

regional gifted programs.

- 428 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.
- 307 schools are eligible to receive \$1,250 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, 13 specialty schools primarily serve students with significant diverse learning needs; five 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 FY2023 budget, district managed schools, charter schools, contract schools, and

alternative learning opportunity programs (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 FY2023 the rate was \$1,025, up from \$950 in FY2022.

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. Due to the variety of 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.

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 6: Calculation of Modified SBB Base Rate for Charter Schools, Contract Schools, and ALOPs

	FY2023 District School Allocation	District School Enrollment	Per-Pupil Equivalent
Foundation Positions	\$216,346,796	255,343	\$847.28
Instructional Support	\$72,332,000	255,343	\$283.27
SBB Loss Cap	\$5,053,006	255,343	\$19.79
Teacher Salary Adjustment	\$31,773,555	255,343	\$124.43
Multiple Building Adjustment	\$2,475,000	255,343	\$9.69
Equity Grant	\$50,201,333	255,343	\$196.60
Per-Pupil Equivalent for Contract/ALOP	\$378,181,690	255,343	\$1,481.07
District School Base Rate			\$4,973.50
Modified Charter/Contract/ALOP Base Rate			\$6,454.57

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 7.

Table 7: FY2023 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	\$6,802.72
4–8 General Education / LRE 1 / LRE 2	1.00	\$6,454.57
9–12 General Education / LRE 1	1.24	\$7,648.21
K–3 LRE 3	40% of 1.07	\$3,609.73
4–8 LRE 3	40% of 1.00	\$3,470.47
9–12 LRE 2	70% of 1.24	\$5,798.07
9–12 LRE 3	40% of 1.24	\$3,947.93

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 8: FY2023 Non-SBB Allocation

	FY2023 Budget (in \$ thousands)
General Funds Excluding Special Education (Funds 115, 129, 210, 230)	\$4,513,738
Less SBB (Includes foundation positions, teacher salary adjustment, multiple buildings adjustment, equity grants, and other local investments)	\$2,088,492
Less Supplemental Aid	\$259,956
Less State Bilingual Funding	\$40,132
Less District-Wide Shared Obligations	\$1,318,651
Amount of Non-SBB to be Distributed on Per-Pupil Basis	\$806,507

Table 9 lists the district-wide shared obligations that are not included in the non-SBB allocation:

Table 9: District-wide Shared Obligations

	FY2023 Budget (in \$ thousands)
Unfunded Pension Liability	\$ 740,023
Facilities Supplement for Charter/Contract/ALOP	\$90,050
Interest on Short-Term Debt	\$9,000
Core Instruction for Options, Specialty, Safe Schools	\$6,023
Real Estate Leases	\$21,020
Risk Management/Insurance	\$24,786
Transportation/Drivers Ed	\$2,465
Early Childhood (funded with General Funds)	\$100,764

New and Expansion Schools/School Transition	\$3,000
Offsetting revenue from Charters, JROTC, and E-Rate	\$76,520
Local Costs to be Covered by Federal Funding	\$60,000
Contingency	\$50,000
Vacancy Savings	\$135,000
Total District-Wide Shared Obligations	\$1,318,651

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 10: FY2023 Non-SBB Allocation By Category

Category	Description	FY2023 Budget (in \$ thousands)
Operations	Operations and maintenance of school buildings, including cost of engineers, custodians, utilities, repairs, and Central Office operations management	\$390,127
Security	Security guards in school buildings and Central Office management of security operations	\$79,121
IT Phone/Data Network	Telephone and high-speed data wiring and network infrastructure in school buildings	\$34,748
Central Services	Central admin services funded from local sources, other than operations, security, and IT phone/data	\$168,135
School-Based Programs	Funding for magnet, selective enrollment, IB, STEM, JROTC, and other programs that provide supplemental funding to schools from local funds	\$114,896
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.	\$(135,000)
Subtotal of Above Items		\$623,299
Non-SBB Tuition	Charter per-pupil share of the above spending categories	\$154,480

Total Non-SBB		\$806,507
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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 FY2023 non-SBB base rate:

Table 11: Calculation of FY2023 Base Non-SBB Rate

Category	FY2023 Budget	Weighted Enrollment	Per-Pupil Amount
Facilities and Maintenance	\$390,127	301,784	\$1,292.73
Security	\$79,121	301,784	\$262.18
IT Phone/Data Network	\$34,748	301,784	\$115.14
Central Office	\$168,135	284,933	\$590.09
Programs at Schools	\$114,896	284,933	\$403.24
Vacancy Savings	(\$135,000)	284,933	(\$473.80)
Total	\$652,027		\$2,189.58

The following table shows the FY2023 non-SBB rates for all grade levels:

Table 12: FY2023 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	\$2,342.86	\$2,189.58	\$2,715.09

SUPPLEMENTAL FUNDING FOR SCHOOLS IN INDEPENDENT FACILITIES

In FY2023, charter school, contract school, and ALOP facilities not owned by CPS will receive a facility supplement of \$1,970 per pupil to cover the costs of renting or owning the school facility. The FY2023 rate reflects an increase of \$208 from the FY2022 rate of \$1,762, 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 FY2023, 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 2022 enrollment snapshot was used to determine each school's allocation for FY2023, based on the following rates:

Table 13: Special Education Per-Pupil Funding Rates

	LRE 1	LRE 2	LRE 3	504	Speech
Elementary School	\$12,688.67	\$15,226.39	\$19,032.99	\$2,587.50	\$3,312.00
High School	\$10,277.82	\$12,333.38	\$15,417.28	\$2,587.50	\$3,312.00

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 14: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Allocated teacher positions (license required)	\$95,480	\$116,700
Allocated paraprofessional (license required)	\$42,435	\$56,230
Clinician allocation (license required)	\$95,480	\$116,700

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 \$116,700 per year. The maximum reimbursement rate for all FTE special education teachers for each school is an average per-teacher reimbursement rate of \$95,480 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 \$56,230 per year. The maximum reimbursement rate for all FTE special education paraprofessionals for each school is an average per-paraprofessional reimbursement rate of \$42,435 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 \$116,700 per year. The maximum reimbursement rate for all FTE clinicians for each school is an average per-clinician reimbursement rate of \$95,480.
- 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 15: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Related service providers (license required)	\$95,480	\$116,700

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 16: State Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2023 Supplemental Funding Allocation
1	100+ EL students enrolled	40	\$46,000
2	0 to 99 EL students enrolled	59	\$450 per EL student

Table 17: Federal Title III Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2023 Supplemental Funding Allocation
1	250+ EL students enrolled	10	\$46,000
2	0 to 249 EL students enrolled	89	\$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 18. The FY2023 rate for each charge is the same as the corresponding component in the calculation of the base non-SBB rate (see Table 11, above).

Table 18: Per-Pupil Rates for Facilities Charges

Deduction Type	FY2022 Rates	FY2023 Rates
Facilities and Maintenance	\$1,176.27	\$1,292.73
Security	\$250.70	\$262.18
IT	\$111.40	\$115.14
Total Facilities Charge	\$1,538.37	\$1,670.05

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 FY2023. 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 19: 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.

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 FY2023, CPS increased the SBB base rate by 3.5 percent to match the cost of living adjustments given to teachers as part of CPS' collective bargaining agreement. For the fifth consecutive year, school budget allocations were based on prior year enrollment figures (SY2022 20th day), rather than projected enrollments for the upcoming year. The FY2023 budget also includes significant new central investments to support schools, including instructional coaching, technology, curriculum, summer and out-of-school time funding, and other initiatives to support District- and school-level priorities.

Department budgets were developed through rigorous engagement between CPS senior leadership and department leadership. FY2023 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, operational excellence, and integrity.

In FY2023, CPS implemented EPM, a new budgeting tool, for school and central office budgets. The EPM system maintained similar functionality to the Hyperion system used in prior years but incorporated upgrades to user interface and functionality to support school users.

Budget Calendar

In the fall of 2021, the Office of Budget and Grants Management (OBGM) began the FY2023 budget planning process by developing revenue and expenditure assumptions for the upcoming fiscal year. OBGM released school budgets and guidance to principals in April 2022. Throughout the spring, OBGM worked closely with schools and departments to develop their budget proposals and integrate them into the FY2023 proposed budget.

Public Involvement

Prior to the release of FY2023 school budgets, CPS engaged in a series of public workshops around school funding. These events, held virtually in December, provided attendees with background and context for how CPS funds schools and allowed for discussion and feedback that informed the proposed FY2023 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 FY2023 by the working group and through 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 FY2023 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 FY2023 budget at its June 2022 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, other financing sources, and spendable prior-year fund balances, equal or exceed the total budgeted expenditures and other financing uses, and a "structurally balanced budget" as when the total projected revenues and other financing sources that the Board accrues in a fiscal year are equal to or greater than the total expenditures and other financing uses. 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/Tort Fund can be used only for expenses specified by the Illinois School Code 105 ILCS 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, provide for capital improvements, and achieve a balanced budget within a four-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. The current fiscal year's budgeted expenditures 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 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 the 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 one percent and no more than two 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. This prevents gaps created by the expiration of the one-time revenues that could lead to service cuts in the next budget period. Under the policy, one-time revenues would only support the 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 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 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, please review 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 the risks and benefits associated with each type of debt. For additional detail, please review 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.

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.

Opportunity Index: A tool developed by the CPS Equity Office that measures opportunity gaps to more equitably support students, schools, and communities.

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.

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.

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.

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.

Vacancy Savings: The anticipated savings resulting from the delay in staffing new and vacant positions.