

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.

Please note that the department narratives reflect data as of the June reductions and efficiencies outlined in the budget overview chapter. Additional deficit closing steps following June reductions—both completed and in process—will not be reflected in each department's narrative tables.

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

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,578,200	\$ 3,855,600	\$ 3,653,800	\$ 3,680,452
Title Funds	\$ 167,600	\$ 316,700	\$ 316,700	\$ 444,142
Other Grant Funds	\$ 10,205,800	\$ 12,879,100	\$ 11,853,000	\$ 14,957,681
Total Department	\$ 11,951,600	\$ 17,051,400	\$ 15,823,500	\$ 19,082,275
Budgeted at Schools	\$ 2,214,150	\$ 132,600	\$ 4,057,750	\$ 142,026
Grand Total	\$ 14,165,750	\$ 17,184,000	\$ 19,881,250	\$ 19,224,301

2025 Actual Expenses are categorized by funding source (as are all other columns) to inform readers of the amount spent by the department during FY2025.

The **2026 Approved Budget** reflects the original budget for each department at the beginning of FY2026. 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 **2026 Ending Budget** reflects those changes.

The **2027 Proposed Budget** represents the amount allocated to the department for the fiscal year starting July 1, 2026, and ending June 30, 2027.

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

	2026 Budgeted Positions	2026 Ending Positions	2027 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

2026 Budgeted Positions reflects the original number of full-time equivalent (FTE) positions for each department at the beginning of FY2026.

2026 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.

2027 Proposed Positions represents the number of FTE positions allocated to the department for the fiscal year starting July 1, 2026, and ending June 30, 2027.

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

Access and Enrollment

MISSION

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

MAJOR PROGRAMS

- Manage GoCPS, an online platform that allows families to learn, research, explore, and apply to nearly every CPS school and program through a single online application.
- 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.
- 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 4,056,545	\$ 3,743,811	\$ 3,686,805	\$ 2,930,457
Total Department	\$ 4,056,545	\$ 3,743,811	\$ 3,686,805	\$ 2,930,457

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	17.0	17.0	16.0
Total Department	17.0	17.0	16.0

MAJOR ACCOMPLISHMENTS in FY2026

- Reduced operating costs by discontinuing a contract with an outside vendor for our call center and insourcing the call center operations.
- Successfully completed the 2026 GoCPS admissions process with high school and elementary school offers going out in February for HS and March for ES, a month earlier than the previous year.

KEY BUDGET INITIATIVES for FY2027

- Continue identifying ways, through stakeholder feedback to our call center and email inbox, to make the enrollment process for all elementary and high schools more efficient and family-friendly.

- Continue improving the GoCPS application platform to make it more user-friendly for families and schools. Examples include, providing more information for receiving schools to aid in student programming and making it easier for families to navigate the rolling waitlists.

Board Office

MISSION

The Chicago Board of Education (Board) is a 21-member governing body responsible for setting policies, standards, and strategic priorities that advance educational equity and accountability across Chicago Public Schools (CPS). The Board Office supports the full Board by:

- Building the capacity of all 21 members to fulfill their governance and oversight responsibilities effectively.
- Facilitating responsive engagement between the Board and the public to promote transparency and trust.
- Bolstering access to Board information, meetings, and materials to support stakeholders' inclusive and informed participation in Board activities.
- Managing operational and administrative functions to ensure the Board can execute its duties with clarity, integrity, and impact.

MAJOR PROGRAMS

- **Board Member Direct Support:** Support the Board's capacity to govern and meet its fiduciary and other statutorily required duties; provide the Board with strategic advice and analytical support; and support engagement efforts.
- **Board Meetings:** Administer and facilitate Board meetings by releasing meeting agendas, registering speakers and attendees, recording meeting proceedings, and logging Board actions.
- **Board Office Operations:** Support families and stakeholders through the Board website at cpsboe.org, the Board's email address at boe@cps.edu, and the office phone line at (773) 553-1600. Support logistics for community engagement efforts; follow up on outstanding questions and concerns to close feedback loop.
- **Records Management:** Execute and process contracts, agreements, and legal instruments; maintain Board rules, policies, and the CPS archives.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,635,582	\$ 2,707,309	\$ 2,672,428	\$ 2,755,216
Total Department	\$ 1,635,582	\$ 2,707,309	\$ 2,672,428	\$ 2,755,216

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	16.0	16.0	17.0
Total Department	16.0	16.0	17.0

Chief Education Office

MISSION

The Chief Education Office ensures that students flourish, teachers thrive, and principals lead a focused and effective continuous improvement agenda that adheres to the Continuous Improvement and Data Transparency policy, which calls for a rigorous, joyful, and equitable daily student learning experience.

MAJOR PROGRAMS

The Chief Education Office encompasses six CPS teams:

- The Office of Network Support (ONS) manages 17 pre-k–12 school networks, Service Leadership Academies (SLA), the Options Network, 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 for Students with Disabilities (OSD) 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 Multicultural-Multilingual Education (OMME) 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. OMME also oversees 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 students are 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. OECE also provides resources, programs, and professional learning to support high-quality curriculum and instruction in the early grades.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,453,445	\$ 636,018	\$ 695,438	\$ 972,287
Total Department	\$ 1,453,445	\$ 636,018	\$ 695,438	\$ 972,287

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	3.0	3.0	4.0
Total Department	3.0	3.0	4.0

Superintendent/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. The office anchors the District's daily operations to the goals of *Success 2029: Together We Rise*, CPS' five-year strategic plan, ensuring that every department, network, and school is working in a coordinated way toward the plan's three priority areas — **Students, Schools, and Community**. As the office responsible for senior leadership, the Chief Executive Office leads the District's accountability for delivering on those priorities.

MAJOR PROGRAMS

- **Executive Administration:** Lead the District's administration, including providing equitable and excellent education options that prepare all students for success, across our diverse District portfolio of schools: neighborhood, magnet, gifted, selected enrollment, and charter schools.
- **Chief of Staff:** Provide executive leadership and coordination with senior leaders across departments and partner with the Board Office to ensure strategic coordination in achieving the CPS mission.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,231,599	\$ 1,238,134	\$ 1,299,249	\$ 1,272,506
Total Department	\$ 1,231,599	\$ 1,238,134	\$ 1,299,249	\$ 1,272,506

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	6.0	6.0	6.0
Total Department	6.0	6.0	6.0

MAJOR ACCOMPLISHMENTS in FY2026

- Continued to promote policies and initiatives that maximize resources for the classroom, including supporting Central Office reductions and efficiencies that protected direct investments in schools.
- Advanced transparency and communication with stakeholders, including supporting community engagement around the District's budget, capital planning, and the search for new District leadership, including the Chief Education Officer and Deputy Chief Education Officer.
- Traveled to Springfield to advocate for equitable funding for CPS students, meeting directly with local and state elected officials to press for increased K-12 investment.

- Advanced a Central Office culture centered on customer service, shared accountability, and collective impact across departments.

KEY BUDGET INITIATIVES for FY2027

- Continue to align and advocate for resources to equitably serve students across the District based on need, ensuring consistent, high-quality conditions for success across all school types.
- Advance academic quality at schools through investments that support the Instructional Core Vision.
- Sustain and deepen engagement efforts to increase trust in the District through improved transparency and communication with all stakeholders.
- Strengthen a Central Office culture rooted in customer service, shared accountability, and collective impact, so departments operate as one system in service of schools.

Chief Operating Office

MISSION

The Office of the Chief Operating Officer (COO) ensures that all schools operate smoothly and efficiently, allowing educators to focus on supporting our students. From the classroom and the kitchen to the bus stop and the broadband connection, CPS Operations provides essential resources and services that reflect the District's commitment to equity, education, and care, ensuring every student has a safe and healthy place to learn, grow, and succeed.

MAJOR PROGRAMS

Oversee and coordinate all district operations, including:

- Facilities and Capital Planning
- Information and Technology Services
- Nutrition Support Services
- Procurement
- Safety and Security
- Transportation

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

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 390,812	\$ 613,729	\$ 603,772	\$ 658,088
Total Department	\$ 390,812	\$ 613,729	\$ 603,772	\$ 658,088

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	3.0	3.0	3.0
Total Department	3.0	3.0	3.0

Children First Fund

MISSION

The mission of the Children First Fund (CFF) is to promote the growth and success of Chicago Public Schools through philanthropy and partnerships. We serve as a knowledge hub and liaison between CPS and its community of partners, including businesses, foundations, and individuals. By matching resources provided by external donors and partners with the students, schools, and staff that need them most, CFF maximizes the impact of CPS' partnerships and advances the CPS vision.

MAJOR PROGRAMS

- Inspire, connect, and facilitate investments and in-kind partnerships between CPS and corporations, foundations, individuals, and organizations.
- Prioritize philanthropic funding requests that represent the most critical needs and highest-impact opportunities to support CPS students and schools in achieving the strategic goals outlined in Together We Rise, the CPS Five-Year Strategic Plan.
- Support CPS by directing resources directly to schools and communities that are responsive to their most pressing and evolving needs, as well as supporting systems-level initiatives, which are ongoing, keystone initiatives that are integral to the District's key academic interventions and wraparound services.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 401,885	\$ 741,864	\$ 741,865	\$ 763,916
Total Department	\$ 401,885	\$ 741,864	\$ 741,865	\$ 763,916

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	6.0	6.0	6.0
Total Department	6.0	6.0	6.0

MAJOR ACCOMPLISHMENTS in FY2026

CFF secured over \$9 million to date in philanthropic funding to support many areas across CPS, including:

- Career-connected learning initiatives, including the Chicago Roadmap 2.0, Transitional English and Math, the Early College STEM School model, Chicago Builds, expanded skilled trades and work-based learning opportunities, and student internships.
- Teach Chicago Tomorrow and P-STEP—over 300 participants across the two programs via philanthropic support to date.
- Expanding All-City Performing Arts programming and promoting equity in art access through community-driven public art projects in schools.
- Increased elementary and middle grade sports programming through CPS' SCORE initiative.
- Reimagining curriculum for early childhood educators to meet high-quality standards, combining

play and academic rigor.

- Out-of-school time robotics and eSports enrichment clubs, which have grown from a pilot of 15 schools in 2018 to over 200 elementary schools participating in enrichment programming last year, including about 150 schools participating in robotics and another 60 schools participating in eSports.
- More than 100 new and renewed scholarships.
- College access supports, including college and career coaches at five CPS high schools and funds to support college campus trips for students at nearly 100 CPS high schools.
- Over \$160,000 of emergency financial assistance for postsecondary costs being awarded to nearly 170 graduates and recent alumni through CFF's Alumni Assistance Fund.
- On track to reach 625 students in Choose to Change in SY2026, with 363 served to date.
- AI readiness and strategic adoption through AI University and SkAI, a curriculum co-design agent that leverages GenAI to help create and update the District's Skyline digital curriculum.
- CFF's Compassion Fund, which supported winter coats, snow pants, school supplies, hygiene care supplies, and holiday gifts, as well as an allotment of 50 micro-grants per network for families facing challenging circumstances.
- Support for Back to School (B2S) 2025-26, including B2S Bashes and parades, backpacks and school supplies, science kits, and more.
- Sponsor-a-School 1:1 partnerships with direct funding to schools, which recently supported school counselor and youth advocate positions; beautification projects; during and after school enrichment programs in arts and STEM; career exploration field trips; and more.

KEY BUDGET INITIATIVES for FY2027

CFF will direct strategic fundraising efforts to support the following areas:

- **Academic Success:** High-quality, culturally responsive curriculum; student-focused instruction; accelerated best practices; and academic interventions, focusing on supports for students furthest from opportunity. This includes in-school and out-of-school time (OST) programming across academic areas such as Early Childhood Education, STEM and computer science, Arts Education, the humanities, and civic engagement.
- **College Access:** Programming such as college and career coaching, scholarships, and alumni assistance to help alumni successfully transition to and succeed in their postsecondary pathway of choice, especially first-generation college students, students of color, and students from low-income backgrounds.
- **Career-Connected Learning:** Programs to support CPS' vision to establish a robust framework that provides comprehensive career preparation across various fields, from professional careers to skilled trades, including exposure to potential career paths through internships, experiential learning, hands-on exploration, and career-focused coursework.
- **Educator Development:** Initiatives such as Teach Chicago and Lead with CPS that aim to recruit, retain, support, and develop exceptional and diverse talent at all levels, as well as initiatives such as Summer Leadership Development programming to provide educators and school leaders with space for collaboration, professional learning, and to provide feedback to District leaders.
- **Targeted Student Supports:** Targeted supports to ensure that all students receive the opportunities and resources that meet their unique needs and aspirations, prioritizing those

most harmed by past instability or trauma, including newcomers and students without stable housing, including efforts to foster family and community engagement to reduce absenteeism and increase out-of-school support.

- **Physical, Mental, and Behavioral Health:** Efforts to support the whole child through comprehensive student health and wellness and social-emotional and behavioral interventions, so all students come to school healthy, engaged, and ready to learn.
- **Direct to School, Student and Family:** CFF's Sponsor-a-School Program fosters long-term one-to-one relationships between CPS schools and sponsors who support each school's unique needs and strengths. In addition, CFF works to create other mutually beneficial partnerships for schools that result in opportunities such as school space upgrades (marquees, library refreshes, Makerspaces), among other things. The Compassion Fund provides aid to CPS schools, students, and families across Chicago to meet emergent needs through financial relief, hygiene care closets, weather-appropriate clothing, holiday gifts, and back-to-school support.

College and Career Success

MISSION

The mission of the Office of College and Career Success (OCCS) is to promote social and economic mobility for CPS students by ensuring equitable access to high-quality opportunities that prepare every student for success in college and fulfilling, family-sustaining careers. In alignment with the CPS Together We Rise Strategic Plan, OCCS develops systems, partnerships, and support that equip students with the knowledge, skills, and experience necessary to navigate postsecondary pathways and develop critical competencies, including academic and financial readiness, career awareness, and foundational skills for lifelong success. By leveraging these competencies, our office supports students in creating concrete, personalized postsecondary plans, while utilizing career-connected learning, counseling, student engagement, athletics, and community partnerships to pave the way for their future success.

OCCS consists of seven departments: the Office of Early College and Career Education (ECCE), the Department of JROTC Leadership (JROTC), the Office of Sports Administration (OSA), the Office of School Counseling and Postsecondary Advising (OSCPA), the Office of Social and Emotional Learning (OSEL), the Office of Student Support and Engagement (OSSE), and Sustainable Community Schools (SCS).

MAJOR PROGRAMS

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

- **Chicago Roadmap:** A partnership between CPS and City Colleges of Chicago (CCC) designed to support students along a seamless path to and through college on the way to their chosen careers. Helps college-bound students transition from high school into CCC through programs that help them earn college credit while still in high school, improve academic readiness, and learn about career opportunities.
- **Career and Technical Education (CTE):** Engages students in advanced, career-focused curriculum; dual credit and industry certification opportunities; and work-based learning to drive increased graduation, college enrollment, and employability rates to ensure they have access to multiple pathways for postsecondary success.
- **Work-Based Learning (WBL):** Provides students with 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, and extending to career development experiences like professional certification programs, cooperative education, internships, and youth apprenticeships.
- **JROTC:** Develops students into leaders through high-quality military instruction and enrichment opportunities. Students are exposed to a curriculum that promotes teamwork, critical thinking, and community service.

- **CPS Success Bound, a College and Career Competency Curriculum (C4):** Designs and continuously updates Skyline college and career readiness curriculum. Champions postsecondary success and provides all students with equitable access to the support and instruction needed to successfully develop and fulfill a concrete postsecondary plan.
- **NEXT Pathway Advising:** Commits to equipping the District, networks, and schools with an operational and programmatic postsecondary climate and culture inclusive of the NEXT pathways (i.e. military, employment, job training, pre-apprenticeship, and service and gap-year programs). Provides the tools, resources, and professional learning needed to empower school-based staff to provide relevant career-centered advising to students across the District.

Connectedness and Wellbeing Shared Strategy: OCCS departments collaborate to further the Connectedness and Wellbeing Shared Strategy, an approach designed to support all students who may be struggling academically, behaviorally, or emotionally. This shared strategy involves intensive school and network supports, including the following:

- **Counseling:** Provides high-quality training and support to school counselors and administrators on the multi-tier, multi-domain systems of support model (MTSS). Provides the data and technology tools for MTSS tiering and tracking to empower school counselors to operate as leaders in their buildings. Drives MTSS programming that is comprehensive across the school counseling domains: academic, social-emotional, and postsecondary.
- **Sustainable Community Schools Initiative:** Harnesses the collective impact of community-based organizations to design and deliver comprehensive and responsive wraparound services to students, their families, and their communities. Utilizes over \$26 million through a variety of grants and local funding to implement school-wide change. The majority of the funds are derived from the Sustainable Community Schools grant, the Full Service Community Schools grant, and the 21st Century Community Learning Centers (CCLC) grant.
- **Out-of-School Time (OST):** Provides schools with the tools, resources, and funding to offer high-quality and high-interest programs that occur before school, after school, and during weekends and school breaks. Helps students stay connected, improve their academic performance, discover new passions, and form positive relationships with peers and trusted adults.
- **Tiered Social-Emotional Learning (SEL) Teaming Structures:** Provides identified school leads and team members with initial training, cycles of learning, and consultation to create, enhance, and sustain tiered SEL teaming structures in every school community. Build an MTSS model for behavioral and mental health needs—including teaming structures and referral procedures—to facilitate the delivery of therapeutic strategies and targeted interventions for students with greater social and emotional needs. Provides focused SEL skill development specifically designed to positively impact a student or a small group of students.
- **CPL High School Interscholastic Sports:** Provides valuable after-school learning opportunities for tens of thousands of students each season 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, including the recognition of rules, regulations, and conduct of all who are associated with the Office of Sports Administration.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,373,336	\$ 5,943,219	\$ 6,229,086	\$ 1,306,549
Other Grants Funds	\$0	\$ 36,206	\$ 1,562,006	\$ 270,036
Total Department	\$ 1,373,336	\$ 5,979,426	\$ 7,791,092	\$ 1,576,585

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	7.7	6.0	6.0
Other Grant Funds	0.3	2.0	2.0
Total Department	8.0	8.0	8.0

MAJOR ACCOMPLISHMENTS in FY2026

- Spearheaded Middle School Exploration (MSE) Days, which introduced over 3,000 students to CTE programs, featuring hands-on activities at 29 school sites, including all CTE flagship schools and Chicago Builds. These recruitment events enabled middle-grade students to explore career pathways and prepare for future opportunities, highlighting a strong connection between school and professional success.
- Led the District in scholarship application completion, resulting in the Class of 2026 being offered a record-breaking \$3 billion in scholarships to date.
- Reduced total out-of-school suspensions District-wide by 13.8 percent, with a reduction of out-of-school suspensions for Black students by 13.6 percent and for students with disabilities by 5.6 percent. Reduced District expulsions by over 10 percent. Reduced the number of out-of-school suspensions of three days or more by 26 percent.
- Modernized STLS operations by transitioning to a digital eligibility form, enabling real-time tracking and assessment of data and trends while ensuring richer data capture and more precise support for students in temporary living situations.
- Acquired two new 21CCLC grants, totaling \$1.2 million in funding, which allowed OCCS to continue implementing the Community Schools model in eight schools.
- Increased the number of JROTC students earning Early College and Career Credentials (ECCC) by more than 15 percent.
- Delivered successful, high-quality CPS SCORE Championships for wrestling, basketball, flag football, volleyball, cheerleading, soccer, track and field, and cross-country running.

KEY BUDGET INITIATIVES for FY2027

- Leverage a new \$7.5 million investment to increase the number of SCS from 36 to 51, as aligned with the District's collective bargaining agreement with the Chicago Teachers Union.

- Elevate the competitive experience by delivering premier, high-quality championship events for all high school programs and expanding robust seasonal championships for seven core elementary school sports.
- Increase scholarship and career-pathway opportunities for JROTC cadets across the four main military branches (Army, Navy, Marine Corps, and Air Force) to equip them for postsecondary success.
- Aim for a 1.5 percent reduction in District-wide chronic absence in SY27, with a specific focus on a four percent decrease for seniors through systemic alignment with state rules. Enhance student and family outreach through early warning systems, consistent tracking protocols, and a new District-wide website on attendance resources.
- Increase the number of school-based mentoring groups in middle grades that target Black Student Success or students on the immigration spectrum to increase their sense of connectedness and well-being, as well as ILP task completion.
- Increase the number of students earning the ISBE College and Career Pathway Endorsement by aligning work-based learning opportunities (high-quality internships, team-based challenges) with career pathway advanced coursework.
- Continue to reduce the disproportionate overuse of suspensions and expulsions, especially for Black students and students with disabilities, by expanding supportive discipline professional development, high-level discipline consultations, and on-site support for staff supporting student discipline.

Communications

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

- Plans, manages, and executes the District's communications to inform the public and CPS 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,512,499	\$ 2,387,167	\$ 2,384,352	\$ 2,401,890
Total Department	\$ 1,512,499	\$ 2,387,167	\$ 2,384,352	\$ 2,401,890

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	17.0	17.0	16.0
Total Department	17.0	17.0	16.0

MAJOR ACCOMPLISHMENTS in FY2026

- Led multifaceted communications campaigns highlighting student achievement, including the District's highest-ever graduation rate, record-breaking scholarship totals, and gains in standardized test performance.
- Developed creative assets and messaging to support staff recognition campaigns, including Principal Appreciation Month, Teacher Appreciation Week, and Crossing Guard Appreciation Month.
- Executed District-wide communications campaigns promoting summer learning opportunities and back-to-school engagement.
- Produced internal and external video content to explain District priorities, programs, and initiatives to diverse stakeholder audiences.
- Continued efforts to provide accessible, multilingual, and equity-centered communications to ensure families across all communities received timely and relevant information.

Stakeholder Communications

- Maintained weekly communications to staff, families, and community members, offering transparent and timely updates. These newsletters also spotlighted dozens of outstanding staff members who went above and beyond for their schools.

- Published 49 blog stories between July 1, 2025, and May 26, 2026, and the blog received over 150,000 pageviews during this period.

Media Relations

- Conducted critical media relations work, including:
 - Writing and distributing approximately 100 press releases and media advisories.
 - Coordinating more than 90 interviews with District leaders and representatives.
 - Responding to approximately 600 unique media inquiries.
 - Proactively securing more than 200 positive media stories highlighting school successes, student voice, ribbon-cuttings for new schools and playgrounds, and efforts to support students' academic, mental health, and social-emotional recovery post-pandemic.

Digital Communications and Social Media

- Provided photography and/or video coverage and created original content for 629 District events and observances.
- Across social media platforms, the District published 3,359 posts and 348 videos, generating more than 16.1 million impressions, 180,557 engagements, and 1,286,360 video views. The District's total social media audience grew by 8,558 followers, bringing the combined audience across platforms to 232,537 followers.
 - Facebook: Published 1,074 posts, generating 8.1 million impressions and 60,857 engagements. Video content generated 302,367 views and 9,841 engagements, while the platform grew by 3,534 followers.
 - Instagram: Published 1,444 posts, generating 7 million impressions and 107,762 engagements. Video content generated 766,737 views and 25,119 engagements, representing the strongest overall engagement across District platforms. The audience increased by 3,730 followers.
 - X: Published 694 posts, generating 999,122 impressions and 11,938 engagements. Video content generated 63,943 views and 3,164 engagements.
 - YouTube: Published 147 videos, generating 153,313 views while growing the channel audience by 1,294 subscribers.

KEY BUDGET INITIATIVES for FY2027

- Expand and enhance direct communication with school communities through timely outreach, local media partnerships, website updates, and increased social media engagement.
- Provide responsive and strategic support to school leaders and staff during crisis situations or other urgent communications needs.
- Continue to elevate student and staff voices through weekly newsletters and blog stories, focusing especially on underrepresented communities to ensure equity remains central to storytelling and engagement efforts.

Continuous Improvement, Data Strategy, and Research

MISSION

The Department of Continuous Improvement, Data Strategy, and Research is dedicated to fostering a culture of excellence across the District by building systems for strategic coherence through planning, data strategy, and research. Our aim is to drive Districtwide transformation by ensuring that all offices, departments, networks, and schools are unified in their pursuit of the ambitious goals outlined in Success 2029: Together We Rise, the District's five-year strategic plan. Through a unified approach to strategic planning, data strategy, and research, we are able to set SMART goals, design evidence-based strategy, measure progress, inform decision-making, and promote effective continuous improvement (CI) processes at every level of the organization. We are committed to ensuring transparency, accountability, and a shared vision of success; empowering our students, educators, and leaders to achieve their fullest potential.

MAJOR PROGRAMS

The work of this team is focused on leading the multiple levels of CI across CPS in a coherent way to realize the District's goals and vision from the five-year strategic plan. This group calculates the measures of school and District quality while guiding schools, networks, and central office teams through effective strategy development, implementation, and monitoring. This team ensures an aligned data strategy including reporting, analyses, and research.

- **CI and Strategic Planning:** Designs and oversees the District's CI cycles and strategic planning processes.
 - **District:** Leads collaborative efforts to involve student, family, community, partner, and staff stakeholders in establishing the District's multi-year vision, priorities, goals, and strategies.
 - **Central Office and Networks:** Ensures that CPS central office and network teams build coherent strategies and plans that reflect with the District's five-year plan and the Continuous Improvement and Data Transparency Policy while collaborating to support school Continuous Improvement Work Plans (CIWPs).
 - **Schools and Networks:** Supports schools and networks with the culture, structure, knowledge, and skills necessary for effective CI through clear expectations, tools, resources, and professional learning. Also establishes and guides the processes for school CIWPs along with its platform. This work fulfills key elements of Illinois school code and federal Title I requirements.
- **Continuous Improvement and Data Transparency (CIDT) Policy:** Official school accountability policy for CPS. This policy articulates a framework of practices, conditions, and District resources that, if improved, leads to improved outcomes. CIDT data for each school is publicly located on school profile pages.
- **Data Science, Insights, and Research:** Drives CPS' CI processes by helping to define school and District quality and providing clear, accurate reporting of interpretable results. The department drives the District's use of data through governance, management and validation, reporting, and insights. In addition, the department manages all external and internal research projects and

partnerships, and builds a foundation of high-quality, research-based evidence to inform District practice, policy, and vision.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 23,915	\$ 5,442,980	\$ 5,237,660	\$ 4,587,645
Other Grant Funds	\$-	\$ 179,116	\$ 179,116	\$-
Total Department	\$ 23,915	\$ 5,622,096	\$ 5,416,776	\$ 4,587,645

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	30.0	30.0	26.0
Total Department	30.0	30.0	26.0

Note: 2 positions were transferred to the Office of Network Support

MAJOR ACCOMPLISHMENTS in FY2026

- Established a new Data and Analytics Governance Framework to better oversee and engage data use across the District.
- Worked with subject matter experts across departments to define the full scope of public and internal school practice reporting for CIDT.
- Published eight new internal metric dashboards.
- CI and Strategic Planning:
 - Established and maintained the CI Launchpad for networks as comprehensive yet streamlined, interactive libraries of CI resources for network staff.
 - Delivered professional learning and coaching for three networks to strengthen the Gears of CI among their teams through improved team meeting structures.
- CIDT Policy:
 - Engaged stakeholders in the school profile page redesign process.
 - Launched the redesigned school profile pages and improved navigation, clarity, and overall community experience.
 - Increased transparency on school performance by adding and updating publicly available school performance data to school profile pages.
 - Led cross-functional teams to solidify the CIDT Indicator Practices and related measures; established seamless alignment with school CIWP practices.
 - Improved equitable access to school performance across communities during the annual State of the School by customizing school slide decks with robust school-specific data.
 - Created a common and public space to publicize the annual State of the School address logistics along with publishing each school's deck to the school profile pages.
- CIWP and Network Strategic Plans:

- Established the CIWP Foundations for SY27–SY29, representing the critical work schools do across CPS. The CIWP Foundations provide a focused set of 24 high-leverage practices and associated references sourced from cross-functional teams of subject matter experts in order to realize Together with Rise and make improvements aligned with CIDT.
- Released the SY27–SY29 CIWP template, in the Unified CI Platform, to reflect plans for implementing CIDT and in response to user experiences.
- Delivered the SY27–SY29 Companion Guide complete with subject-specific guidance for root cause analysis across all 24 CIWP Practices and 9 CIWP examples, representing 13 CIWP Practices, for the major CIWP components.
- Designed and delivered training and communications for 550+ school leaders, CIWP teams, and Local School Council members to accomplish their responsibility within the SY27–SY29 CIWP development process. Between November 2025 and March 2026, worked with 55 percent of networks, including the Innovation & Incubation (I&I) department, to co-facilitate at least one school leader-facing session.
- Provided CIWP training for 20+ vendors that support schools, to promote school supports that are aligned with District expectations and messaging.
- Ensured around 4,000 mostly school-based users had seamless access to the CIWP template in the Unified CI Platform by providing highly responsive support.
- Managed Salesforce contract to support development of essential Unified CI platform enhancements for increased end-user functionality, plus some bug-fixes as necessary. Transitioned from Salesforce support to Staff Augmentation support.
- Network Planning Support:
 - Ensured around 300 network-based users had seamless access to the Network Strategic Plan template by providing highly responsive support in the Unified CI Platform.
 - Facilitated a quarterly learning series for network leaders supporting strategy progress monitoring with an equity lens considering student groups reflecting in Together We Rise and cross-network collaboration.
 - Guided and supported network staff to consistently reach more than 90 percent of District-managed CIWP goals to be progress monitored each quarter.
 - Collaborated with the I&I team on transitioning six schools to become CPS-managed schools.

KEY BUDGET INITIATIVES for FY2027

- Launch the new reporting tool, COMPASS, that will provide more comprehensive and effective reporting across the District.
- CI and Strategic Planning:
 - Formalize processes and structures for reciprocal accountability across levels of the organization and strategic plans, create related change management plans, and lead implementation for both adaptive and technical shifts (professional learning, tech tool enhancements, etc.).
 - Energize school improvement efforts by enhancing the State of the School's timeline and data elements to better align with the natural rhythms of schools and capitalize on efficiencies possible with new data tools.

- CIDT Policy:
 - Socialize the redesigned school profile pages.
 - Increase transparency around school practices by adding public reports for CIDT Indicators to school profile pages.
 - Increase public participation in the annual State of the School Address to engage school communities early in the school year.
 - Introduce a coherent data review and action planning cadence and scope to increase District responsiveness to trending or critical gaps in practice and performance.
 - Establish a comprehensive structure of central office and network supports and resources mapped to school practice and performance indicators as well as a system ensuring central office accountability to delivering supports and resources.
- School CI:
 - Operationalize CIDT Indicator for School Vision and Continuous Improvement (F2) by driving towards 90 percent of SY27 CIWP Practice and Performance goals being statused by school teams, within each progress monitoring window, and for CIWP teams to make plan adjustments based on their monitoring of progress.
 - Ensure 100 percent of SY28 CIWP Implementation Plans are approved as high-quality plans by their official approvers.
 - Provide guidance and learning for school leaders to create coherent schedules and focus for data review across school teams.
 - Support school teams in owning robust (regular, evidence-based, relevant data) examination of practice and performance data as part of a coherent data review system and effectively leading staff to implement and adjust CIWP Priorities while engaging families' support.
 - Support school communities with creating realistic and high impact plans to support their school's CIWP.
- Network Planning:
 - Make essential updates to SY27 and SY28 network planning template in the Unified CI Platform to reflect plans for implementing CIDT, particularly reciprocal accountability.
 - Ensure all 19 ONS networks have clear plans to provide differentiated support for schools, including their CIWP goals, while implementing District priorities as they relate to the five-year strategic plan and CIDT.
 - Provide ongoing tier 1 and tier 2 technical support for around 300 users of the NSP template in the Unified CI Platform.

Early Childhood Education

MISSION

The mission of the Office of Early Childhood Education (OECE) is to ensure all Chicago children and families engage in high-quality early learning experiences that lead to success in early grades and beyond.

MAJOR PROGRAMS

- **Chicago Early Learning Preschool:** Provide high-quality, full-day preschool programs to four-year-olds in all Chicago communities, establishing four as the age of entry for the District. Provide high-quality, half-day preschool programs primarily for at-risk children ages three and four. Students are taught by appropriately licensed teachers and teacher assistants.
- **Child Parent Centers (CPCs):** Provide comprehensive child and family support services in nineteen locations focused in high-need community areas across the city.
- **Community Partnership Programs—Community-Based Preschool for All and Prevention Initiative:** Partner with the City of Chicago’s Department of Family and Support Services (DFSS) and the city’s five other Head Start grantees to provide funding and oversight to community-based organizations serving approximately 11,000 children. Programming includes center-based programs and home-visiting programs. 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, and quality improvement supports for community-based providers.
 - Launch a unified technology platform for family-friendly early learning application and enrollment.

Early Childhood Preschool Program Type	Number of Seats
Half-day (HD) General Education	3,280
Full-day (FD) General Education	13,344
HD Special Education	1,320
FD Special Education	1,488
<i>1,580 of these seats are located at Child Parent Centers</i>	

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,825,533	\$ 2,021,054	\$ 6,678,004	\$ 3,794,362
Title Funds	\$ 38,341	\$ 37,191	\$ 37,190	\$ 38,546
Other Grant Funds	\$ 90,266,783	\$ 107,052,298	\$ 116,135,661	\$ 129,228,666
Total Department	\$ 92,130,657	\$ 109,110,543	\$ 122,850,856	\$ 133,061,574
Budgeted at Schools	\$ 222,852,950	\$ 241,388,504	\$ 233,840,158	\$ 249,700,325
Grand Total	\$ 314,983,607	\$ 350,499,047	\$ 356,691,013	\$ 382,761,900

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	5.0	5.0	10.0*
Title Funds	0.3	0.3	0.3
Other Grant Funds	38.7	39.7	50.7*
Total Department	44.0	45.0	61.0
Budgeted at Schools	2,147.5	2,149.0	2,144.5
Grand Total	2,191.5	2,194.0	2,205.5

Note: The FY27 budget includes 16 positions transferred from the Office of Students with Disabilities

MAJOR ACCOMPLISHMENTS in FY2026

- Supported 245+ schools in the adoption and implementation of Pre-K Foundational Skills (English) and Pre-K Artes del Lenguaje del Español (Spanish Language Arts) curricula through resource distribution, professional learning for new and returning adopters, and in-classroom support.
- Provided Early Childhood-specific support to school leaders and pre-k team leaders at more than 100 schools. Conducted more than 2,600 visits across all schools with pre-k programs in SY26. Offered job-embedded coaching to more than 100 teachers, the majority of whom are in their first year of teaching pre-k. Designed and facilitated professional learning communities for cohorts of teachers within Network structures aligned to the CPS strategic priority of Effective Instruction.
- Hosted more than 1,200 pre-k teachers, teacher assistants, and special education classroom assistants across 100 professional learning sessions throughout SY26. Featured professional learning sessions aligned to the District's Instructional Core and pre-k-specific curriculum, assessment, and instruction tools.
- Facilitated a full-day professional learning session, "MTSS 101 in Pre-K," for over 70 percent of pre-k teachers (800+ educators) as well as supplemental sessions for school leaders, school

counselors, and other instructional leaders to support alignment and coherence of the Multi-Tiered System of Supports framework for pre-k students. Training included enhanced guidance documents and additional technical assistance support for the Branching Minds platform. Screening data (including ESI/ASQ-SE) and assessment data (TSG) are now available on this platform.

- Provided funding and support to a cohort of 42 schools to enhance pre-k family engagement programming throughout the school year in support of increased pre-k attendance and enhanced family connections. Schools hosted more than 100 family engagement programs utilizing this funding.
- Over 3,700 students participated in Kick Off to Kindergarten and Preview to Pre-K across 100+ schools to provide a strong foundation for the transition to pre-k and kindergarten.
- Supported 1,200 pre-k students to participate in Out-of-School Time programming across more than 95 schools.
- Launched a P-2 Visioning Cross Office Committee with 30+ cross-office representatives and an Educator Design Team with 40+ educators to co-create the P-2 vision.
- Built and launched a new system to review how Early Childhood Block Grant funds are used by community-based providers, helping ensure public dollars are spent appropriately and programs serving children and families are effectively supported.
- Supported schools to improve pre-k enrollment through canvassing support and additional funds for pre-k open houses and tours.
- Reduced the number of schools with fewer than 50% of General Education Pre-K seats filled from 44 to 29 between the beginning of the school year and March by implementing targeted community outreach strategies and developing individualized enrollment action plans for schools, resulting in increased preschool enrollment in historically under-enrolled programs.
- On track for a successful online application and placement process for fall 2026.

KEY BUDGET INITIATIVES for FY2027

- Sub-grant a portion of the Illinois Early Childhood Block Grant to DFSS, as well as the other five City of Chicago Head Start grantees, to support Community-Based Preschool for All and Prevention Initiative programs, ensure administrative alignment on funding, and prioritize recruiting children from prenatal to five years old.
- Continue to invest in the Chicago Early Learning Workforce Scholarship in collaboration with City Colleges of Chicago to strengthen the early childhood teacher pipeline.
- Establish and operationalize a unified fiscal oversight structure for the Early Childhood Block Grant under the new multi-grantee funding model, to include standardizing budgeting, invoicing, and monitoring processes.
- Enhance school and teacher support with a focus on effective instruction in alignment with District and network priorities. Provide direct teacher coaching to a cohort of new and veteran teachers. Provide direct school support for learning cycles focused on effective instruction in early childhood.
- Deepen professional learning opportunities for pre-k teachers and leaders aligned to the Instructional Core and key District priorities.

- Continue developing a new end-to-end early childhood application to serve community-based organizations and CPS early childhood programs.
- Continue school support for family engagement and attendance; continue aligning chronic absenteeism and attendance strategies with District and network priorities.
- Reduce the rate of chronic absenteeism for preschool through second-grade students by three percent yearly.

Early College and Career Education

MISSION

The mission of the Office of Early College and Career Education (ECCE) is aligned to the postsecondary success goals in [Together We Rise](#). ECCE is committed to ensuring that students have equitable access to high-quality college- and career-aligned learning experiences that accelerate them toward rewarding careers and fulfilling lives. This vision is realized by: (1) supporting conditions and practices in schools that lead to graduates earning at least one semester of college credit or a career credential while in high school; (2) designing and supporting the implementation of programs of study and work-based learning opportunities; (3) strategically sourcing and equitably allocating resources; (4) building the capacity of network and school leaders and staff; and (5) engaging industry, higher education, and other external partners to create paths to postsecondary credentials, inform program relevance, and support the work-based learning continuum of career-focused experiences.

MAJOR PROGRAMS

- **Career and Technical Education (CTE):** CTE empowers high school students through hands-on, career-focused learning. By integrating rigorous academics with practical training, industry-recognized certifications, and dual-credit courses, CTE bridges the gap between the classroom and the professional world. These programs build essential technical and employability skills, creating diverse pathways that improve graduation rates and prepare students for immediate employment, apprenticeships, or success in postsecondary education.
- **Early College (EC):** EC accelerates postsecondary success by allowing high schoolers to earn college credit. Through initiatives like dual enrollment, dual credit, Early College STE(A)M Schools (ECSS), and CTE articulation agreements, students reduce both the time and cost of their future degrees. Early college coursework is available to qualifying juniors and seniors 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.
- **Work-Based Learning (WBL):** WBL connects students to careers through a continuum of WBL experiences that intensify throughout the high school journey. Through structured opportunities like job shadowing, team-based challenges, workplace experiences, internships, and apprenticeships, students gain vital industry-specific skills and professional credentials. By bridging the gap between education and employment, we ensure students graduate with the authentic experience and career confidence required to succeed in life beyond high school.
- **Chicago Roadmap:** The Chicago Roadmap is a partnership between CPS and City Colleges of Chicago (CCC) that supports students on a seamless path to and through college on the way to their chosen careers. The Chicago Roadmap helps college-bound students transition into CCC through programs that help them earn college credit, improve academic readiness, and learn about career opportunities.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
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General Funds	\$ 3,890,820	\$ 3,557,639	\$ 3,890,820	\$ 2,194,092
Title Funds	\$ 120,051	\$ 1,625,708	\$ 120,051	\$1,404,244
Other Grants Funds	\$ 9,008,580	\$ 10,061,763	\$ 9,008,580	\$7,853,873
Total Department	\$ 13,019,451	\$ 15,245,110	\$ 13,019,451	\$11,451,135
Budgeted at Schools	\$ 4,457,395	\$216,969	\$ 216,969	\$ 73,705
Grand Total	\$ 17,239,617	\$15,462,079	\$ 13,236,420	\$11,524,840

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	11.9	11.5	6.2
Title Funds	13.6	12.6	11.6
Other Grants Funds	48.5	37.9	26.2
Total Department	74.0	62.0	44.0
Budgeted at Schools	2.0	2.0	1.0
Grand Total	76.0	64.0	45.0

MAJOR ACCOMPLISHMENTS in FY2026

Early College and Career Credential (ECCC)

- To expand approved credentials for the ECCC metric, a new certification appeal process was established. This initiative broadens the list of recognized industry credentials, enabling CPS students to showcase specialized expertise, gain a competitive edge in the job market, and increase their attractiveness to employers.
- Improved reporting for dual credit and dual enrollment data to allow schools to have visibility into enrollments and grades updated on a weekly basis, and standardized data sharing with CCC in a new data-sharing agreement.

College and Career Pathway Endorsement (CCPE)

- In alignment with [Public Act 102-0917](#) (HB3296) and the [Postsecondary and Workforce Readiness Act](#) (110 ILCS 148/80), CPS is approved to issue CCPE in [seven endorsement areas and 18 programs](#). In SY26, the Illinois State Board of Education (ISBE) approved CPS to recognize additional career-focused coursework offered through CTE, dual credit, and dual enrollment sequences.
- Achieved a nightly sync between SchoolLinks and the departmental service and event capture mechanism that helps evidencing impact and informs metrics aligned to the CCPE and ECCC requirements, including career-focused instruction, career exploration, team-based challenges, academic readiness, and individual plan activities aligned to grades 9–12.
- CCPE candidates were pre-identified and school trackers were shared with schools for final review and collection of additional evidence. Students who earn the CCPE recognition see this accomplishment included on official and unofficial transcripts issued by the District. Additionally, students can leverage the CCPE recognition at postsecondary institutions. Participating colleges and postsecondary providers are creating unique opportunities for students who earn the rigorous CCPE recognition, including additional funding and support opportunities.

Early College (i.e. Dual Credit and Dual Enrollment)

- 6,729 anticipated graduates earned 1+ college credits while in high school
- 66,702 early college credits earned
- 1,056 graduates earned 15+ early college credits
- 326 graduates earned 30+ early college credits
- 252 graduates earned an associate's degree while in high school
- \$10,472,214 saved in tuition costs
- 14.8 percent increase in 15+ credit hour milestone earners
- 19.4 percent increase in associate's degree earners
- Data sharing between CCC and CPS was moved to a secure data warehouse
- Made use of the Student Travel Plan, which established clear travel plans and safety protocols for students who are participating in programming outside of their school

Career and Technical Education (CTE)

- 13,402 students enrolled in CTE courses in SY26
- 3,230 projected concentrators in the class of 2026, up from 3,148 in the 2024–25 school year.
- Middle school engagement significantly surpassed initial targets, with 12 ARVR events reaching nearly 3,100 students and Chicago Builds impacting 1,400 students via spotlights, fairs, and other engagements.
- Middle School Exploration (MSE) Days introduced over 2,500 students to CTE programs, featuring hands-on activities at 36 school sites, including all CTE flagship schools and Chicago Builds. These recruitment events enabled middle-grade students to explore career pathways and prepare for future opportunities, highlighting a strong connection between school and professional success.
- In summer 2026, CTE launched over 50 summer camps across 23 schools—including all CTE flagship sites—providing hands-on career exploration for 750+ rising 6th–9th graders.

Work-Based Learning (WBL)

- More than 7,700 WBL engagements were recorded for more than 5,800 students.
- At least 70 team-based challenges were recorded, giving 1,000 students the opportunity to participate in a group learning project related to a problem facing their career of interest.
- Matched 1,484 students in summer internship positions with 260+ industry partners.
- Collaborated with the Office of Teaching and Learning to issue academic credit for summer internships and with the Office of School Counseling and Postsecondary Advising to assign related activities in SchoolLinks – the official college and career platform used by students in CPS.
- Enhanced SchoolLinks' capability to support partnership management and the summer internship process.

Citywide Programs

- [Chicago Builds](#)
 - 125 students from 34 schools graduated from Chicago Builds; 28 percent increase from 2025.
 - Partnered with Power Construction, IBEW NECA Institute, Trinal Inc., ComEd, the Chicago Department of Buildings, and the Public Building Commission to facilitate comprehensive career development opportunities. By coordinating site tours, internships, and soft-skills workshops, trainees were provided with critical industry

exposure and direct pathways into the construction trades.

- [Chicago Police and Firefighter Training Academy \(CPFTA\)](#)
 - 100 cadets from 62 schools graduated from CPFTA in SY26, reflecting a 2 percent increase from last year.
 - Cadets earned over 678 certifications, including: Occupational Safety and Health Administration (OSHA) General Public Safety, OSHA Law Enforcement, OSHA EMS, CPR, First Aid, Community Emergency Response Training (Cert), Provisional Fire Safety Director, Stop the Bleed, and Unarmed Security Training.
 - Cadets were recognized with scholarships from various Public Safety Organizations across the city, including the National Order of Black Law Enforcement, Crime Stoppers, the Chicago Association of Women in Law Enforcement, and CPFTA Instructors.
 - 44 cadets will participate in a paid summer internship between their junior and senior years, fostering an enhanced understanding of all facets of public safety careers.
 - Upon completion of two years in high school and two years at a city college, participants satisfy the minimum educational requirements to sit for the Chicago Police and Fire Department entrance exams.
- [Cooperative Education](#)
 - 257 students kicked off their pre-internship training this year—120 with Genesys Works and 137 with Urban Alliance.
 - The cooperative education program achieved a 96 percent completion rate, with 129 of 134 placed students scheduled to finish. The program included student representation from CPS or affiliated charters, with 73 Genesys Works graduates and 61 Urban Alliance graduates from these schools.

Chicago Roadmap

- Nearly 2,000 seniors from 120 CPS schools attended CPS-CCC Enrollment Days throughout May 2026.
- 23 schools offered CPS Model Pathways in healthcare, information technology, and manufacturing. These pathways allow students to earn college credits in relevant courses, explore potential career opportunities in a specific field, and graduate ready for college and career success.
- Engaged in the Chicago Roadmap 2.0, an expansion of the existing partnership between CPS, CCC, and the University of Illinois Chicago. The initiative ensures student credit retention, reduces transfer barriers, and provides comprehensive support for a smoother, more affordable transition from high school to college. To date, this partnership has outlined eight transfer plans that will enable a seamless transition with zero credit loss, supporting students in completing their bachelor's degrees.
- 850 students from 55 high schools attended CPS-CCC Career Spotlight Days throughout SY26.
- 982 students with disabilities from 70 high schools attended CPS-CCC Transition Fair in February 2026.
- 250 graduates will participate in the CPS-CCC Summer Start Bridge program in Summer 2026, a no-cost initiative offering free coursework, English as a Second Language (ESL) support, and a soft launch into CCC. This eight-week program helps students transition to college while

providing stipends.

KEY BUDGET INITIATIVES for FY2027

CCPE & ECCC Earners

- Increase by 5 percent the number of graduates who complete requirements within an approved CCPE endorsement area.
- Increase by 5 percent the number of graduates who earn an ECCC.
- Ensure more students graduate with economically viable employment options or postsecondary enrollment.

Career-Focused Instruction

- Increase by 5 percent the number of students completing 2+ years of CTE coursework.
- Increase by 5 percent the number of students earning industry-aligned certifications.
- Incorporate JRTOC under CTE, allowing these programs to gain access to CTE resources and offer more aligned WBL experiences and certification opportunities.

Dual Enrollment and Dual Credit

- Increase by 5 percent by the number of students who earn an associate's degree while still in high school.
- Increase by 5 percent the number of students who earn 30+ early college credits.
- Increase by 5 percent the number of students who earn 15+ early college credits.
- Increase by 5 percent the number of students who earn 1+ early college credits.

Work-Based Learning

- Ensure more students participate in two career exploration activities or one intensive career exploration experience.
- Increase by 5 percent the number of students who participate in 2+ team-based challenges.
- Increase by 3 percent the number of students earn 60+ cumulative hours of participation in one or more Supervised Career Development Experiences.

Equity

MISSION

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

MAJOR PROGRAMS

- **District Equity Professional Learning:** The Office of Equity, in collaboration with internal and external partners, has strategically designed professional learning sessions that engage CPS staff in learning about the [CPS Equity Framework](#), which includes the four dimensions of an equity lens and understanding the impact of [Targeted Universalism](#).
 - **National Equity Project (NEP):** The Office of Equity has been a member of the [National Equity Project](#)'s district network learning series for five years and completed the final year of NEP's [District Redesign Network](#), alongside Network 7 and 15 Equity Inquiry Teams. NEP has convened a national network of national school districts to gain a deeper understanding of their equity landscape, aiming to redesign their school systems to create and improve learning conditions and experiences for Black Indigenous People of Color (BIPOC) and LGBTQIA+ students.
 - **Office of Network Supports (ONS) Equity PL Series:** The Office of Equity engaged Network Chiefs and Deputy Chiefs in a three-part professional learning series to deepen self-awareness about identity, bias, and privilege and begin conversations about how these can shape leadership coaching for instructional equity.
 - **Courageous Conversation about Race (CCAR) Book Club:** Designed to operationalize the CPS Equity Framework - focusing on the Liberatory Thinking dimension of the equity lens - to build the capacity of individuals from multiple levels of the CPS organization to disrupt the system by examining racial identities and bias.
- **Black Student Success Plan:** In alignment with the [Success 2029: Together We Rise](#) five-year strategic plan, the [CPS Black Student Success Plan \(BSSP\)](#) sets a clear path forward for the next five years, focusing on immediate action and long-term sustainability to drive student success and improve the daily learning experiences and life outcomes of Black students in CPS by addressing opportunity gaps and advancing equity. This work is codified and mandated in state law (105 ILCS 5/34-18.85), demonstrating the District's commitment to aligning its efforts with legislative requirements.
- **District Equity Policy Engagement:** In April 2023, the Chicago Board of Education adopted [Board Rule 2-6](#), which mandates the biennial readoption of all CPS policies. This approval led to the creation of the [CPS and Chicago Board of Education Policy Review Process Guidelines](#), which require all CPS policies to undergo a biennial equity revision for alignment with the [CPS Equity Framework](#). The Office of Equity collaborates with district policy owners to support adoption, amendment, and rescission decisions through an equity lens. This includes hosting monthly policy workshops to operationalize the CPS Equity Framework across all four dimensions — building policy owners' capacity to uncover systemic barriers and craft targeted actions that close opportunity gaps across the District. Monthly, the Office of Equity supports district-wide equitable decision-making by helping policy and Board item owners operationalize the CPS

Equity Framework — surfacing systemic inequities, highlighting actionable changes, and guiding policies, systems, and practices that close opportunity gaps for those furthest from opportunity.

- **Culturally Responsive Education & Diversity (CRED) Policy:** The Office of Equity provides support to departments, networks, and schools on the implementation of the Culturally Responsive Education and Diversity Policy passed by the Chicago Board of Education in December 2024. The Culturally Responsive Education and Diversity (CRED) Policy mandates the integration of cultural responsiveness, linguistically responsive anti-racist, anti-bias, and diversity practices, curriculum, and professional learning across the District.
- **Naming or Renaming of a School, Mascot, Logo, Learning Environment, and Physical Marker:** The Office of Equity supports schools that choose to engage in the Naming and Renaming Policy, adopted in June of 2023, by hosting professional learning communities and providing thought leadership to school communities. The purpose of this policy is to create a standardized, community-centered process and ensure all names associated with CPS are culturally responsive, anti-racist, and anti-bias, and promote diversity and representation within District learning environments.
- **District Resource Equity/CPS Opportunity Index Update and Engagement:** In alignment with the [CPS Strategic Plan](#), “Success 2029: Together We Rise,” and the [CPS Equity Framework](#), the [CPS Opportunity Index](#) serves as a tool to operationalize CPS’ commitment to Resource Equity, which is rooted in Targeted Universalism. By measuring relative levels of need based on school demographics, community factors, and historical funding, the Opportunity Index identifies which school communities require additional support to thrive. Ultimately, it provides a transparent, data-driven framework that enables CPS offices, departments, networks, and external partners to prioritize resources where they are needed most to address systemic inequities. The Office of Equity collaboratively updates and validates the CPS Opportunity Index annually to ensure accuracy, clarity, and usability for implementers of the tool. In addition, the Office of Equity is committed to using multiple modalities to continuously engage with stakeholders to foster a better understanding of what the Opportunity Index is, why it exists, and how it should be used.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,447,064	\$ 1,919,746	\$ 1,891,446	\$ 2,219,815
Total Department	\$ 1,447,064	\$ 1,919,746	\$ 1,891,446	\$ 2,219,815

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	13.0	13.0	13.0
Total Department	13.0	13.0	13.0

MAJOR ACCOMPLISHMENTS in FY2026

- District Equity Professional Learning:

- Engaged over 1,100 participants in more than 40 professional learning sessions and connected with over 600 new teachers locally and internationally to introduce the CPS Equity Framework and Targeted Universalism.
- Launched the Office of Network Supports Equity PL Series to engage Chiefs and Deputy Chiefs of Schools in professional learning to deepen self-awareness about identity, bias, and privilege to begin designing equity leadership coaching sessions for school leaders.
- Facilitated the second installment of Courageous Conversation about Race (CCAR) Book Club and launched part 2 of the Book Club centered on application and engagement with the equity lens for school and central office staff.
- Networks 7 & 15 completed the final year of [NEP's three-year District Redesign Network](#) with school-based equity teams, including students, cultivating inclusive partnerships and student voice.
- Achieved 93 percent overall engagement score through participant surveys, across all learning engagements.
- Led the successful execution of the Great Expectations Mentoring Program (Cohort 5) from March 2025 to January 2026, engaging 17 Fellows, including central office staff, principals, and assistant principals.
- **Launch & Engagement of Black Student Success Plan**
 - Launched the School Leader Professional Learning Series in partnership with the Office of Networks to help school leaders make meaning of the BSSP, align their CIWP goals to the plan, and develop targeted strategies to improve Black student outcomes.
 - Launched the Black Student Success Convening and Collaboration Series to bring internal departments and offices into a cross-departmental professional learning community to develop annual goals, discuss data, and share best practices while deeply examining the strategies, challenges, and successes in advancing the plan's five-year vision.
 - Continued community engagement through the BSSP Community Roundtable Series (March 2026), quarterly convenings of the Black Student Success Champion and Stakeholder Alliance, and ongoing partnerships with the Office of Family and Community Engagement (FACE), including outreach to Community Action Councils (CACs), community-based organizations (CBOs), and faith leaders.
 - Spearheaded the development of a District-wide Black Student Union (BSU) Landscape Analysis, Resource Guide, and Toolkit in collaboration with Mikva Challenge. This initiative involves comprehensive engagement with schools and students to identify existing models and surface critical needs, establishing a strategic framework to strengthen BSU programming and scale student leadership and advocacy.
 - Launched the Black Student Success Newsletter as the primary communication channel for the BSSP, providing quarterly updates on plan implementation. With an expanding audience of over 400 subscribers, the newsletter serves as a strategic platform to keep stakeholders informed and engaged in the district's efforts to advance Black student success.
 - Given the District's current budget challenges and limited federal resources available to support this work, the strategy to secure financial resources has centered on activating the plan's call to action and deepening engagement with the philanthropic community.

This approach positions the District to build sustainable funding partnerships that align with the BSSP's goals and ensure long-term investment in Black student success.

- **District Equity Policy Engagement**

- Engaged over 40 policy stakeholders across 15+ CPS departments through 9 Equity Policy Workshop (EPWS) sessions. As a result, 77 percent of respondents reported feeling more equipped to operationalize the CPS Equity Framework in their policy work.
- Provided equity-centered support for all CPS Board policies and rules undergoing revision in SY26 (16 approved) through customized equity policy synopses, ongoing 1:1 coaching, and office hours. This work continues to surface systemic inequities and strengthen alignment with the CPS Equity Framework by equipping departments to apply the equity lens across policy design, revision, and implementation.
- Co-evaluated and refined the District's policy revision process after three years of implementation, applying continuous improvement practices to enhance equitable and ethical policy review support for Board Policy Owners.
- Implemented and maintained key policy infrastructure tools, including the Equity Biennial Policy Tracker and the Interdepartmental Policy Revision Tracker, to provide step-by-step revision guidance and strengthen alignment, visibility, and equity monitoring across departments.

- **District Resource Equity/CPS Opportunity Index Update and Engagement**

- Updated the SY26 CPS Opportunity Index scores and resources, shared with high-priority offices and departments, networks, and school leaders, and released publicly via a webpage.
- Met with stakeholders to provide support, consultation, and answer questions regarding the CPS Opportunity Index during dedicated office hours and scheduled meetings. Attendees included 12 Principals, one Assistant Principal, and two Deputy Chiefs across Networks 1, 2, 3, 7, 14, 17, and ISP.
- Presented on the CPS Opportunity Index with all Network Data Strategists to continue to build capacity for Network Data Strategists to support school leaders with the Opportunity Index.
- Presented on the CPS Opportunity Index with Networks 2, 7, and 9 Principal and Assistant Principal Meetings, Networks 5 and 15 Principal Meetings, and a Network 6 Team Meeting. More than 90 percent of attendees who completed our feedback survey shared that they have a better understanding of what the Opportunity Index is and why it exists, with 88 percent indicating that they have a better understanding of how it should be used.

KEY BUDGET INITIATIVES for FY2027

- **District Equity Professional Learning**

- **CPS Equity Framework Professional Learning for District Leaders**

- Continue to prioritize the CPS Equity Framework for all District, school, and network leaders. These sessions are designed to engage participants in deepening their knowledge of the CPS Equity Framework, Black Student Success Plan, and How to Apply an Equity Lens to Data to support their teams in understanding how this work applies to their individual scope of practice.

- **Understanding Need and Revision for Asynchronous Introduction of the CPS Equity Framework Professional Learning Series**
 - The Asynchronous Introduction of the CPS Equity Framework was first offered in SY26 and is designed to support ILTs and school-based staff in learning about the CPS equity lens, targeted universalism, and how both impact equitable outcomes for students. Based on current engagement, our strategy for engagement with the District will be revisited in SY27 to maximize use.
- **Courageous Conversations Practitioners Engagement**
 - Practitioners will continue to engage in cohort learning designed to further their equity stances and how they engage in the work within the District.
 - Practitioners will be invited to facilitate the next iteration of the professional learning series for Courageous Conversation about Race Book Club, with connections to the CPS Equity Framework. This offering will be available for all District and school teams.
- **National Equity Project (NEP) District Redesign Network Cohort 2 Year 1**
 - Launch Cohort 2 of the District Redesign Network, which will provide participating network and school teams with the opportunity to begin their work to grow in equity leadership capacity, build stronger organizational conditions, and improve learning conditions, with a clear, sustainable path forward, through the development of a comprehensive plan to sustain system-level change.
- **Black Student Success Plan**
 - Continue collaborating with central offices and departments to finalize and launch BSSP plans, ensuring seamless integration into their continuous improvement (CI) goals.
 - Secure funding to develop, launch, and pilot the BSSP School Cohort Model, creating a structured pathway for schools to deepen implementation of the plan.
 - Secure funding to launch and pilot the BSSP Research Practice Partnership.
 - Continue and deepen engagement with Networks and School Leaders post-CIWP to ensure the effective implementation of school-based strategies.
 - Launch the Black Student Union (BSU) Resource Guide and Toolkit to support District-wide implementation of Black Student Unions, and host the district's inaugural Black Student Union Conference to celebrate and elevate Black student leadership and advocacy.
- **District Equity Policy Engagement**
 - **Expansion of Equity Policy Workshops:** Expand Equity Policy Workshops to foster deeper collaboration across a diverse range of stakeholders. By bridging District leadership and school-based staff, these sessions ensure that policymaking is a collective, transparent process.
 - **Evaluation and Co-Design of Policy Tools:** Evaluate and co-design policy tools alongside diverse stakeholders to equip Board Policy Owners with the resources and guidance necessary for the District's transition to a fully elected Board of Education in 2027. This work will be anchored in Continuous Improvement Cycles to ensure the policy revision process remains responsive, transparent, and equity-centered.
- **District Resource Equity/CPS Opportunity Index**

- **Update and share the SY27 CPS Opportunity Index and accompanying resources**
 - The CPS Opportunity Index indicators will be updated to reflect SY27 data, which will then inform SY28 resource equity across the District.
 - Existing resources will be updated to align with the SY27 Opportunity Index and incorporate additional stakeholder feedback received in SY26.
- **Continue stakeholder engagement and learning opportunities with Central Office, Network, and School Leaders around the CPS Opportunity Index**
 - The Office of Equity aims to engage at least 80 percent of school and network leaders in Opportunity Index learning opportunities.
 - The Office of Equity aims to engage at least five high-priority offices and departments that use the Opportunity Index for resource allocation.

Facilities Operations and Maintenance

MISSION

Our visionary goal is a long-term capital and facilities plan that empowers the creation of 21st-century learning environments with investments guided by each community's unique priorities and a commitment to safety and equity.

MAJOR PROGRAMS

Asset Management

- **Standard Operating Procedure:** In 2021, the CPS Department of Facilities launched an initiative to enhance its standard operating procedures, adopting a more transparent and proactive approach to managing departmental operations. These procedures are reviewed and updated annually to ensure alignment with current management practices, thereby maintaining accuracy and relevance. This structured framework equips our teams with clear, standardized guidelines for executing tasks and programs, fostering consistency and enabling the delivery of a uniform level of service across the entire CPS portfolio.
- **Healthy Green Schools Standards:** These are foundational green operational management standards that provide a framework for aligning daily operational practices with nationally recognized benchmarks for green, sustainable facility management, ensuring that CPS schools are maintained in a manner that prioritizes health, safety, and environmental sustainability.
- **Custodial Services:** Provide custodial cleaning services to schools and buildings within the department's portfolio, creating healthy learning environments that promote students' academic success.
- **Custodial Training:** Development and expansion of Training Program with hands-on opportunities and small group training sessions based upon our cleaning practices and Healthy Green Schools Campaign (HGSC) standards.
- **Engineering Services:** Provide maintenance and repair services to schools and buildings within the department's portfolio to uphold safe and quality learning environments that promote students' academic success.
- **Engineer Tool Inventory Loaner Program:** In early 2024, CPS Facilities worked to create a centralized tool inventory loaner program that allows for more efficient use of CPS-owned tools. The end-user is able to access the request form to indicate which tools are needed and the length of time.
- **Environmental:** Promote healthy environments through maintenance, testing, and abatement projects, indoor air quality testing, a District-wide chemical hygiene program, water quality testing, and asbestos management.
- **Maintenance Contracts:** Provide landscaping, pest control, fire systems, and other life safety systems to ensure CPS properties are maintained, and life safety systems are operational and compliant with regulatory requirements.
- **Various Trades:** Provide supplies for in-house repairs, vendor repairs, and operate building automation system repairs, intercom repairs, and custodial equipment repairs.

Capital Planning and Construction

- **Facility Needs:** Address critical facility needs, including roofing, mechanical systems, masonry, building envelopes, and window replacements.
- **Renovations:** Manage interior renovations, including bathroom renovations.

- **Modular Refurbishment:** Continue the District's modular refurbishment program. Currently, CPS has modular buildings at nearly 60 campuses that house approximately 350 classrooms. Renovations of modular buildings are prioritized based on age and need.
- **Americans with Disabilities Act (ADA) Improvements:** Implement accessibility enhancements throughout the District, including elevator additions, interior and exterior ramps, accessible parking, and accessible restrooms.
- **Life Safety:** Address critical life safety fire alarm system replacements.
- **Programmatic Investments:** Manage the capital requirements for various programmatic initiatives, including universal pre-k, state-of-the-art science labs, IB and STEM programming, and relief from overcrowding.
- **Space Efficiency:** Oversee a space efficiency analysis based on public feedback to:
 - Determine if there are sections of a building that can be closed off to reduce operational costs or increase efficiencies in building operations.
 - Determine if there are obsolete buildings that should be demolished or replaced.
 - Determine if there are campuses that are overcrowded with no other solutions other than a capital investment to relieve the overcrowding.
- **Site Improvements:** Carry out site improvements throughout the District, including playground and turf replacements.
- **Assessments:** Regularly perform comprehensive facility condition assessments.
- **Energy Efficiency:** Continue work on energy efficiency initiatives through utility incentives and federal and local grant funding. Help foster healthy and efficient facilities while minimizing operational costs.

Real Estate

- **Vacant Property Sales:** Dispose of unutilized properties while generating revenue for the District. CPS has approximately 20 vacant school buildings, with several already in the sale approval process, in addition to 30-plus vacant land sites. The properties are sold through a sealed bid sale process as required by state statute, and the vacant sites will continually be put out to bid until the District no longer has any vacant properties.
- **School Facility Rentals on Facilitron:** Supports school-based facility rentals to third parties and centralizes the process into an online platform for all District schools to utilize. Revenue generated from such rental activities directly benefits the school where the rentals occur, as they currently receive 100 percent of the net revenue generated from such activities.
- **Rooftop Cellular Program:** There are currently 100-plus schools with rooftop cellular telecommunications equipment, generating over \$4 million in revenue annually to the District. The program requires the periodic renewal of agreements, structural review, and equipment upgrades, requiring active management of this program. The goal is to expand the portfolio to generate additional revenue for the District. School sites where such equipment is located receive one-third of the income generated at that site.
- **Leasing Management:** The District manages 50-plus leases, mostly for school sites, where CPS is the tenant, and over 25 leases where CPS is the landlord or licensor. There are approximately 50 more annual license agreements for various parties' use of school sites during evening hours or on the weekend. Management of the leases entails obtaining Board approval for periodic renewals, a monthly rent invoicing and payment process, landlord and tenant communication regarding facility issues, as well as negotiation of lease terms and general oversight.

- **District-wide Parking Operations:** Currently, only a handful of schools generate income from parking operations, and the goal is to expand such operations District-wide. The plan is to identify a parking operator to manage parking operations at all District-owned sites on a revenue-sharing basis. Schools receive a majority of the income generated from such activities, and this will allow more schools to benefit from the District's real estate assets.

Warehouse

- **Integrated Fulfillment and Strategic Logistics:** Serves as the primary logistical partner for all CPS departments by providing centralized warehousing and end-to-end inventory management. This service optimizes District resources and reduces lead times for critical instructional materials by leveraging a streamlined, direct-to-school distribution model.
- **Furniture Reuse Program:** Facilitates the lifecycle management of District assets by reclaiming and redistributing surplus furniture and equipment. This program drives fiscal responsibility through significant cost avoidance and ensures classroom environments remain functional and clutter-free.
- **District-wide Distribution Services:** Coordinates high-volume, specialized logistics in partnership with internal departments and external agencies to ensure the equitable and timely allocation of bulk shipments across all school sites.
- **Lending Library Event Support:** Maintains a specialized inventory of mobile stages, podiums, and seating to provide essential infrastructure for CPS-sponsored events, ensuring professional execution of District-wide initiatives.
- **Specialized Equipment Transport:** Provides expert handling and transport for high-value, oversized assets, such as athletic and fine arts equipment, protecting District investments during intra-District transfers.
- **Corporate Partnership Management:** Leverages external relationships to secure and manage in-kind donations of professional-grade furniture, expanding the District's internal inventory without additional capital expenditure.
- **Mail and Courier Operations:** Manages the secure, efficient exchange of internal correspondence and materials District-wide, ensuring the essential flow of information between administrative offices and schools.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 500,070,452	\$ 509,641,838	\$ 493,094,842	\$ 528,379,044
School Generated Funds	\$ (99,944)	\$ 20,000	\$ 181,696	\$ 505,800
Other Grant Funds	\$ 109,450	\$ 98,292	\$ 527,878	\$ 265,000
Total Department	\$ 500,079,958	\$ 509,760,130	\$ 493,804,416	\$ 529,149,844

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	1,524.0	2,521.0	2,523.0
Other Grant Funds	1.0	1.0	0.0
Total Department	1,525.0	2,522.0	2,523.0

Note: 996 custodial positions were opened during FY26 when the District transitioned custodial services from private vendors to the Board.

MAJOR ACCOMPLISHMENTS in FY2026

Asset Management

- Ended custodial management contracts with external vendors and created approximately 1,000 custodial positions. This increased oversight of custodial operations and saved the District administrative fees and management costs.
- Continued to find efficiencies across the management of engineers.

Capital Planning and Construction

- Worked on capital improvements at over 300 campuses across the District. These projects included critical facility improvements, such as roofing, masonry, mechanical, and fire alarm systems; programmatic investments, including pre-k classrooms and IB and STEM spaces; site improvements, including playgrounds and turf areas; accessibility enhancements; interior renovations, including bathroom updates; and athletic facilities, including swimming pools and stadium upgrades.
- Continued to exceed the minority and women-owned business (M/WBE) participation goal of 37 percent on the Capital program, with actuals of over 50 percent.
- Continued partnership with the Office of Family and Community Engagement and the Office of Equity to increase transparency and community outreach through community meetings for Capital planning. We received over 5,000 responses to the Capital survey from community members.
- Continued capital investments in partnership with the Mayor's Office for People with Disabilities to increase ADA accessibility as part of the District's long-term goal to achieve first-floor accessibility for all campuses. Per the latest assessment, nearly 400 schools are first-floor usable or better.
- Completed 38 Space to Grow projects and started work on five more. Space to Grow is a site improvement program coordinated with the Department of Water Management and the Metropolitan Water Reclamation Department.
- Continued efforts to maximize leveraging of outside funding, including local TIF and state funding, to address capital facility needs. These projects include three school investments in the North Lawndale community (Chalmers ES, Johnson ES, and Collins HS) that leverage \$10 million in TIF funding.
- Worked with the Office of Early Childhood Education and the Office of Budget and Grants Management to receive a \$10 million grant award for pre-k space upgrades. Construction work for these projects has started.
- Continued to work with the state for the award of Department of Commerce and Economic Opportunity grants and initiate projects subsequent to these awards (65 grants that total \$32 million have been approved to date).
- Awarded \$400,000 by the U.S. Department of Agriculture to formulate a food waste reduction and composting implementation plan over two years.

- Continued decarbonization efforts through energy efficiency, including boiler tune-ups, steam trap replacements, hot water pipe insulation, natural gas efficiency projects, Capital HVAC projects, BAS/Energy management upgrades, and commissioning.
- Received utility incentives of \$5.3 million to date and achieved annual utility savings of about \$2.5 million.
- Completed distributed generation rooftop solar system on the new Dett ES annex building. The 100kW system is the District's first aimed at offsetting electric load and reducing our greenhouse gas emissions.

Real Estate

- Completed the sale of two closed schools, and the Board approved the sale of five additional vacant school sites over this time period. The District is proceeding with another bidding round as well, which should result in additional sales, generating much-needed income from the District while reducing holding costs for vacant properties.
- Began the expansion of the Facilitron rental platform to all District schools, which remains ongoing. This should result in a noticeable increase in revenue generated from such operations.
- Purchased Chicago Academy ES and HS from City Colleges of Chicago, which should result in long-term lease savings nearing \$1 million per year, as the payback period is approximately three years and seven months.

Warehouse

- Classroom environment optimization has been a significant priority this year, with our team responding to over 200 requests to remove surplus furniture and equipment, helping principals reclaim underutilized space for safe, functional learning throughout their buildings.
- Expanded event resources were provided for over 90 District-wide activities through the Lending Library, marking a 35 percent increase in service volume and ensuring professional infrastructure for all CPS-sponsored events.
- Streamlined school fulfillment efforts resulted in the successful delivery of over 500 E-Marketplace orders to 230-plus schools, with a specialized focus on providing high-quality, repurposed seating for early childhood and primary classrooms.
- Reliable District-wide distributions remain a cornerstone of our operations, having executed more than 300 departmental distributions with a 98 percent on-time completion rate to ensure critical instructional materials reach students and teachers exactly when needed.
- Virtual Marketplace maturity has been achieved following its successful launch in September 2024; the platform has now fully modernized how schools access furniture by replacing outdated physical fairs with a convenient, 24/7 digital solution.
- Phased fleet modernization reached a key milestone with the successful integration of 10 new District-owned vehicles into our daily operations, providing a more reliable logistics foundation while reducing reliance on costly, fluctuating third-party rentals.

KEY BUDGET INITIATIVES for FY2027

Asset Management

- Continue to improve custodial processes now that all custodial services are managed by CPS.
- Identify cost savings across CPS' vendor pool and maintenance contracts

Capital Planning and Construction

- Continue to support the Educational Facilities Master Plan (EFMP) initiative as needed, with the goal of developing a long-term capital plan to target investments in critical facility needs with a concurrent focus on programmatic investments and a portfolio-based approach.
- Develop strategies to optimize the building portfolio, which will take a deeper dive into aligning the education and facility needs at the District-wide portfolio level.
- Continue to enhance M/WBE participation in capital planning and construction projects.
- Continue to implement projects that result in energy efficiency and operational savings.

Real Estate

- Investigate the purchase of the Central Office premise using TIF funds or Capital funding, with the goal to complete the acquisition at or below the net present value of remaining lease payments, which will result in long-term lease savings. The estimated savings are approximately \$8 million per year.
- Complete the rollout of District-wide parking operations on a shared revenue basis, with the District retaining approximately 75 percent to 80 percent of revenue generated from the program.
- Complete the expansion of Facilitron to all school sites, with the goal of doubling revenue.

Warehouse

- Fleet modernization and continuity funding are a critical dual-path request to ensure our schools experience no service interruptions. We are seeking capital to procure or lease the final 14 specialized vehicles while maintaining necessary "bridge" funding for our current rentals until the new trucks are fabricated and delivered. This strategy allows us to stabilize the logistics budget by phasing out variable rental costs without sacrificing daily reliability.
- Lending Library expansion will directly address the 35 percent increase in demand for school celebrations and District-wide activities. By investing in additional stages, seating, and podiums, we can eliminate current scheduling overlaps in which high-volume dates exceed our available inventory. This expansion ensures that every school has equitable access to professional event equipment, regardless of their event date.
- Continue expanding Program Bridge (ERP) to transform the Warehouse into a high-efficiency logistics hub by providing end-to-end delivery transparency for the entire District. By fully integrating our workflows into the ERP system, we can utilize real-time tracking and logistics to monitor driver productivity and precise delivery windows. This digital shift enables school staff to track requests with ease, better prepares principals, and reduces administrative burdens.

Family and Community Engagement

MISSION

The Office of Family and Community Engagement (FACE) serves as the primary driver of stakeholder engagement (from school, to network, to District), bridging the gap between our public school system and the diverse communities of Chicago. We believe that systemic transformation is only possible when families and caregivers are co-designers of the educational experience. Through human-centered practices, grassroots outreach, whole-family engagement, and high-impact partnerships with community and faith-based organizations, we transform passive involvement into authentic agency. We anchor our work in the [Spectrum of Inclusive Partnerships](#) to ensure that stakeholders have an authentic and influential voice in shaping the future of our schools and the success of our students.

MAJOR PROGRAMS

Several federal, state, and local mandates guide FACE's approach and implementation of family and community engagement.

Title I Operations and Family Engagement

- **Title I Parent Advisory Councils (PACs) and School Leader Engagement:** FACE owns the [Title I ESSA Parent and Family Engagement Policy](#) that mandates all Title I eligible schools to create, engage, and consult Parent Advisory Councils (PACs). Our Title I and FACE Specialist teams ensure that CPS Title I schools meet all state and federal grant requirements by tracking and supporting compliance and spending, training parent leaders, providing guidance and technical assistance to principals, and offering targeted parent engagement interventions to schools. There are 440 Title I schools in FY26, accounting for 88 percent of all District-run elementary and high schools.
- **Management of the Parent Board of Governors (PBG):** Beyond fulfilling federal mandates for "meaningful consultation," the PBG serves as a specialized, 13-member executive advisory council. Representing a diverse cross-section of CPS Title I schools, this body provides a critical, localized perspective from each geographic network. The PBG is a strategic partner in the co-creation of District policies, vetting programming and priorities to ensure they resonate with the lived experiences of our students and families. To sustain this high level of governance, members engage in a rigorous leadership development continuum, sharpening their expertise in District vision, family advocacy, and organizational strategy.
- **School and Community Supports:** FACE Specialists serve as the bridge between CPS' key priorities and our stakeholders. This involves building a base of informed and engaged parents in each network. Parents often help drive turnout for critical events, such as budget community engagement sessions and capital meetings.
 - **Network PAC Meetings:** FACE Specialists conduct monthly meetings for PAC members in each network where parents and partners receive critical District updates and build community.

State and District-wide Volunteer Processing

- **Volunteer Policy Ownership:** Responsible for developing and implementing the District's [Volunteer Policy](#) that guides the vetting process for all current and prospective volunteers at our schools.
 - **Processing Level 1 and Level 2 Volunteers:** Oversee the Level 1 and 2 background check process for individuals seeking volunteer clearance. In 2023, FACE revised the volunteer policy to ensure all Level 1 volunteers undergo the SafeSchools training.

Parent/Family Capacity Building and Staff Professional Development

- **Parent Programmatic Offerings:** Each elementary network has a Parent University site. These sites allow FACE, along with internal and external partners, to offer families and community members programs that help them support their students' and their own learning. Some programs include English as a Second Language (ESL), General Education Diploma (GED), health and wellness, social and emotional learning (SEL), and digital literacy. Parent University sites also offer curated sessions to meet parent demand, including nationally renowned programs like Northstar and Google.
- **"Reimagining with Community" Stakeholder Engagement Micro Labs:** These sessions are in-person, two-day workshops designed to help central office teams lead engagement efforts that support their work across the District. We equip teams with the essential tools and knowledge to cultivate a human-centered approach to working with internal and external stakeholders. These sessions focus on the [Reimagining with Community Toolkit](#) and the [Spectrum of Inclusive Partnerships](#) to guide participants through hands-on activities and planning. Participants walk away with actionable steps that are aligned with the [Five-Year Strategic Plan](#) and the [Continuous Improvement and Data Transparency \(CIDT\) Framework](#).

Family Engagement Efforts

- **Strategic Consultation for District-Wide Initiatives:** Offers department chiefs, content leaders, and policy owners direct consultation and support in engaging the broader public with their initiatives. Major initiatives include the community budget forums, Black Student Success Plan, and Springfield advocacy.
- **Policy Consultation and System of Support:** FACE is a member of the Interdepartmental Policy Core Team that meets bi-weekly to discuss District policies before they are presented to the Chicago Board of Education. Policy owners are required to complete a stakeholder engagement check-in with FACE as part of their revision process. By leveraging FACE's established networks like the PBG, PACs, and Community Action Councils, we facilitate a targeted stakeholder prioritization exercise to identify key influencers and impacted groups. This process ensures policy language is effectively contextualized within current political and labor realities while formally anchoring the necessary District structures and family supports.
- **Back-to-School (B2S) Campaign:** Implements a grassroots approach 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. Our B2S campaign includes marketing, communications, and direct outreach to ensure strong first-day-of-school attendance.
- **Building With Community:** By partnering with Community Action Councils (CACs) and community partners, FACE is able to establish two-way communication with partners in the

community. There are nine CACs in priority communities, each of which creates connection points between District policies and initiatives (budget, strategic planning, school support services, etc.) and priorities within the community (academics, SEL, safety, after-school programming, facility upgrades, etc.). In communities and regions where we do not have a CAC established, FACE Specialists partner with community leaders to ensure we engage in local planning.

- **Partnering with Faith Institutions:** FACE is also home to the Office of Faith-Based Initiatives (OFBI). OFBI creates partnerships with faith-based communities across the city and hosts quarterly interfaith gatherings where the District engages stakeholders in presentations and conversations about student learning, health, and social-emotional learning development. Additionally, the team implements the Safe Haven Program, a year-round, out-of-school-time opportunity for CPS students.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 2,387,726	\$3,400,312	\$3,025,026	\$3,710,356
School Generated Funds	\$ 8,300	\$ -	\$ -	\$ -
Title Funds	\$ 981,683	\$1,324,282	\$2,273,549	\$1,241,935
Other Grant Funds	\$ 1,113,773	\$1,000,000	\$1,000,000	\$ -
Total Department	\$ 4,491,482	\$ 5,724,594	\$ 6,298,575	\$ 4,952,291

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	23.4	23.4	23.4
Title Funds	11.6	11.6	11.6
Total Department	35.0	35.0	35.0

MAJOR ACCOMPLISHMENTS in FY2026

District-wide Initiatives

- **Back-to-School Engagement:**
 - Supported 13 back-to-school events across the city, including four Back-to-School Bashes
 - 8,000+ families engaged in back-to-school engagement efforts
 - 18,000 backpacks with school supplies were distributed to families and schools
 - 200 yard signs distributed
- **Family and Community Supports for Velma Thomas School:** We have remained committed to continuous engagement with the Velma Thomas community. We co-developed an engagement plan and monthly working group model with the Velma Thomas leadership and Local School Council (LSC). To date, we've presented and facilitated 10 monthly working group sessions.

- **Black Student Success (BSS) Roundtables:** Provided strategic, logistical, outreach, and facilitation support to the Equity Office for the implementation of four BSS community roundtables across the city.
- **STEAM Programming in North Lawndale:** This year, FACE worked closely with the North Lawndale CAC to finalize a pre-k to 12th-grade STEAM programming pipeline at Chalmers Elementary, Johnson Elementary, and Collins Academy High School. This multi-year engagement strategy culminated in Chalmers' chicken coop, dedicated during Black History Month. A ribbon-cutting for a new Parent University site at Collins took place on March 10, 2026, with the expectation of classes and workshops to be implemented in partnership with local community-based organizations and the North Lawndale CAC.
- **Immigration Supports for Students and Families:** As part of our engagement and support of immigrant students and families, our office hosted 32 Know Your Rights (KYR) workshops across our Parent Universities in partnership with nine community-based organizations. More than 790 parents and families received critical information, resources, and referrals. FACE Specialists connected schools to legal and community-based organizations to host KYR workshops locally in their own school community. FACE collaborates with the Office of Multilingual-Multicultural Education (OMME) and external, immigrant-serving organizations when additional resources are needed at a specific school or with a specific family.

FACE-led Initiatives

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

- **Title I Engagement:**
 - **Compliance and Expenditures:** Redesigned training and compliance tools, templates, and easy-to-use processes to help school leaders meet key compliance deadlines, organize meetings, and manage expenditure processes in a timely manner.
 - District-wide compliance remains above 89 percent for FY26, and targeted intervention supports have been provided to schools with parental engagement challenges.
 - Expenditure spending is a reflection of how local schools are supporting their parent community. As of the end of February 2026, the expenditure stands at 23 percent.
 - **Charter Schools:** The Title I team oversaw the Charter School Grants Application process related to Title I Parent Engagement for 115 charter schools. This includes reviewing and approving the application, amendments, claim submissions, and roster requests.
 - **Parent Leadership:** Provided support for parent leaders, including hosting 23 Title I Guidance and PAC Orientation sessions conducted in both English and Spanish. Participants were given opportunities to address topics in depth, collaborate with peers, and apply their skills.
 - **Training and Coaching Support:** The Title I Team provides parents and internal stakeholders with one-on-one coaching, group training, and brief sessions and consultations. We have provided more than 600 consultations to parents, principals, network staff, and central office staff through various communication channels,

including emails, one-on-one meetings, texts, in-person support at PAC meetings or Title I trainings, biweekly FACE Specialist team meetings, and phone calls.

- **Network PAC Meetings:** Since September 2025, FACE specialists have hosted 70+ network-wide PAC meetings across the District, engaging more than 2,000 parents and community members around District updates and Title I training.
- **PBG Management:** Supported the PBG in leading four quarterly public meetings that included participatory components for parent attendees and opportunities for public comment. Approximately 250+ stakeholders attended the quarterly public PBG meetings in FY26.
- **Programming:** Parent University programming reached more than 7,405 parents across 868+ in-person sessions and 70 events across 13 sites and one satellite site on topics including GED support, ESL, Spanish as a second language, SEL, college readiness, health and wellness, academic support, technology, leadership, art therapy, Parent Cafe, urban farming, entrepreneurship, and financial literacy.
 - Created a digital academy and trained seven cohorts of parents in basic computer skills and STEAM-related curriculum. Parents gained knowledge through the use of vinyl machines, 3D printers, and sublimation machines. Learning their hardware as well as the corresponding software. Parents obtained Fab Lab certifications at the end of their six-week course.
 - Expanded services to an additional 382 parents across 22 virtual sessions over a five-month period. Specialized topics included special education, student health and wellness, social-emotional learning, immigrant rights, and postsecondary opportunities.
 - Relaunched the *FACE to FACE* podcast in April 2026. To date, two episodes have been broadcast.
 - In partnership with the Field Museum and Shedd Aquarium, we hosted eight informational sessions and nine field trips at six Parent University sites for 163 families.
- **Building CPS Central Office Engagement Capacity:** Designed an interactive workshop intended to equip CPS staff with the essential tools and knowledge to lead stakeholder engagement efforts within their own department. To date, FACE has conducted 15 engagement trainings for 162+ CPS staff from various Central Office teams.
- **Level 1 and Level 2 Volunteer Processing:** Approved a total of 38,484 Level 2 and 7,347 Level 1 volunteers in SY26.
- **CAC Supports:** Since July 2025, there have been 132 CAC meetings with 1,595 participants across the nine current CACs. These meetings include the monthly stakeholder meetings, executive (leadership) and sub-committee meetings, and the monthly All-CAC chair meetings. In addition, CACs have hosted eight special/community events that have totaled an additional 1,181 attendees. Key CPS departments and initiatives that have presented and collaborated with CACs so far this year include Portfolio, Transportation, Facilities, Early Childhood, Teaching and Learning, STEM, Communications, Equity, Student Health and Wellness, and Marketing. In addition, FACE was represented at the majority of the monthly CAC stakeholder meetings to provide updates from our various teams (i.e., Title I, Parent U, Faith-Based, LSC). This school year was the official launch of the Greater SouthEast CAC, including stakeholders from the South Shore and surrounding communities. The meetings have been very productive so far, with the

CAC choosing officers, holding monthly executive (leadership) meetings, and working on redesigning their strategic plans and bylaws.

- **CAC Budgets/Strategic Plans:** Each CAC was allocated a \$7,000 budget this school year and was asked to submit their budget plans, indicating what programming, materials, and events they would be supporting in their partner schools and communities. They were also asked to show how the budget plans related to their educational strategic plans and how they would collect any data to show the impact of those budgetary commitments. CAC expenses have included the following: cultural field trips, history festivals, student recognition and principal breakfasts, back-to-school festivals, an All-CAC Summit, school/community mini-grant applications, CAC marketing supplies, and meeting refreshments.
- **Shifting to In-Person:** Another big shift for the CACs was to encourage them to meet in-person for at least a portion of their monthly stakeholder meetings. Although meeting virtually since the pandemic had proved convenient for many CACs, some stakeholders had mentioned that in-person meetings helped to strengthen relationships and deepen conversations. Most CACs (and the All-CAC Chair meetings) complied, with most shifting to meeting in person at least every other month.
- **CAC Retreat/Summit:** New for SY26 was hosting an All-CAC Chair retreat at the beginning of the school year and an All-CAC Summit toward the end of the school year. The retreat allowed chairs to share some of their history with CPS, their plans and priorities for the year, and a chance to share best practices with each other. The All-CAC Summit targets all stakeholders from all nine CACs. The day included a keynote address from Superintendent/CEO Macqueline King, panel discussions on the CPS Elected School Board as well as family and community engagement, a total of about 10–12 different workshops on educational issues that are often discussed in the CAC meetings, and a showcase highlighting the efforts and accomplishments of the CACs over this past school year.
- **CAC Planning Committees:** This school year also included the formation of ad-hoc planning committees for events that included multiple CACs, multiple partners, or both. Over the last few years, there has been an ongoing North Lawndale CAC Design Team bi-weekly meeting to oversee the implementation of the three STEAM schools within the North Lawndale community. The new committees for this year included the All-CAC Spring Summit planning committee and the Langford Elementary Basketball Tournament committee. The Chicago Sky women's basketball team refurbished the outdoor court at Langford Elementary at the start of the school year and the Englewood CAC hosted an event to encourage community usage and ownership of the court during non-school hours. The tournament occurred over Memorial Day weekend in order to kick off other summer programming that can be facilitated and supervised by other community partners.
- **Office of Faith-Based Initiatives/Safe Haven Program:** Since September 2025, we've held four interfaith meetings in partnership with the City of Chicago and sister agencies to foster dialogue and understanding between the faith community and CPS. These meetings have averaged more than 60 faith and community leaders and have created space for District leaders to provide our

faith partners with critical updates on topics including early childhood education, community resources, and more. OFBI also increased its partnership network, and more than 18,000 CPS students are now being served via social service support from these partners.

- **Safe Haven:** OFBI currently manages 20+ Safe Haven sites and serves 450+ students.
- **Adopt-a-School:** OFBI works to connect schools with churches, exploring partnerships for Out-of-School Time programs, wellness initiatives, and other relevant resources that a local church can provide to a neighboring school. Currently, there are a total of 26 formalized partnerships.
- **Crisis Support:** Since July 2025, a total of 76 crisis alerts were managed and triaged with the appropriate supports given to families. Additionally, the 8th annual Legacy of Love luncheon was held in December 2025 to honor the lives of 82 CPS students who passed away the previous year.

KEY BUDGET INITIATIVES for FY2027

- **Title I/CIWP Alignment:** We will be working closely with schools to move away from a "check-the-box" budget to a "strategic-spend" model. By aligning Title I funding directly with the Continuous Improvement Work Plan (CIWP), we want to ensure that the Title I federal dollars schools receive are tied to a specific school-level growth goal rather than just being set aside for generic use.
 - **PAC Engagement and Training:** Our goal is to transform PACs from passive observers into active co-designers. We will place a renewed emphasis on budget literacy to ensure PACs are trained to review the CIWP and provide informed feedback on how the 1 percent Title I Parent and Family Engagement funds can best support school improvement goals. These efforts will include Network- Title I clinics, All-PAC Summits/webinars, school visits, and 1:1 PAC consultations.
 - **School Leader Coaching:** We will be creating differentiated trainings for new leaders that focus on the "Compliance & Cycle" (understanding deadlines, allowability, and the CIWP calendar) and veteran leaders that focus on "Innovation & Redesign" (using Title I funds to match CIWP goals).
 - **FACE Specialist Tiered Supports:** Directing FACE Specialist resources where they are needed most.
- **Programming Restructure:**
 - **FACE2FACE:** In FY27, we will expand our digital engagement strategy with a multi-platform model that includes bi-weekly virtual live sessions via Zoom, on-demand content on YouTube, and monthly FACE podcast episodes featuring international and external subject matter experts. We will partner with CPS departments and community-based organizations to ensure we deliver robust and critical District information.
 - **Micro Labs and Toolkit Standalone Trainings:** Scale our "Reimagining with Community" trainings to further align District-wide engagement efforts. We will continue hosting quarterly sessions for Central Office staff while expanding participation to include Network staff and school administrators who have prioritized family engagement within their CIWP. Additionally, we will implement a "train-the-trainer" model for FACE

Specialists to directly support schools with practical tools to monitor and engage stakeholder groups on their CIWP and other school-side parent engagement efforts.

- **Volunteer Team Shifts / Policy Revision:** In FY27, the Volunteer Team will continue engaging stakeholders to ensure our policies prioritize student safety while expanding opportunities for parents and community members to serve at their local school. Additionally, we will conduct a comprehensive review of volunteer operations to optimize system efficiencies and enhance the return on investment of our daily administrative processes.
- **Back-to-School Engagement:** In FY27, our back-to-school engagement strategy will be more robust, aiming to amplify awareness and readiness among families through an assertive grassroots approach. Central to this effort will be the localized, school-driven back-to-school events. These events will be tailored to each school community to foster meaningful connections and excitement for the upcoming academic year. Additionally, FACE will leverage various channels, from social media campaigns to community partnerships, to extend our reach and support families in preparing for a successful start to the school year. To support this shift, we'll provide a back-to-school playbook, District event tracker, and comprehensive feedback mechanism to refine our approach and effectively meet schools' evolving needs.

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, and analysis for our leaders to anticipate and respond effectively to the financial challenges facing Chicago Public Schools.

MAJOR PROGRAMS

- **Accounting:**
 - 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 Enterprise Resource Planning Cloud platform and other new accounting and financial reporting softwares 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.
 - Revenue: 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.
 - Accounts Payable: 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 more than 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.

- **Treasury and Risk Management:**

- Managing Long-term Debt: Issues new bonds for capital project financing and manages a portfolio of approximately \$9.1 billion in existing debt in order to fund long-term investments that provide our students with a world-class education in high-quality learning environments.
- Managing Cash Flow: Manages and analyzes the Board's operating cash position on a daily basis throughout the year in order to provide sufficient liquidity to fund payroll and accounts payable and secures short-term lines of credit to maintain a healthy liquidity position.
- Investment Strategy: Invests all debt service, capital 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.
- Banking Relationships: Controls and provides all District-wide main operating bank account functions, along with all internal school accounts and credit card functionality.
- Insurance Program: Oversees all aspects of casualty liability, property, and specialty insurance of the District in order to mitigate financial losses across all plant and operations through the direct purchase of commercial insurance policies and monitoring all claims.
- Vendor Insurance: Coordinates the process around analyzing and requiring insurance from CPS vendors, including tracking insurance certifications in order to aid in the transfer of potential liability costs caused by third parties should and when they occur.

- **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.

- Annual Budget Process: Leads the annual budget process, including school budget development and release, department-level budgeting processes, and revenue analysis, in order to produce a balanced budget aligned to the district's five-year strategic plan.
- Data Analysis: Provides fiscal support for the District throughout the year through continuous monitoring of expenditures against budget, to help ensure successful implementation of the annual approved budget in support of the district's strategic vision.
- School Support: Provides ongoing technical assistance and training to school staff developing and implementing local school budgets in alignment with their Continuous Improvement Work Plans.
- Grants Management: Manages the development and on-time submission of over \$500M in average annual grant applications and amendments, supports grant implementation for all eligible charter schools, and coordinates federal, state, and

external audits in order to ensure the district's compliance with grant regulations.

- Non-Public Programs: Oversees the management of grant-funded services, including supplemental instructional, social-emotional, and mentoring services, to eligible students of non-public, private schools, as part of federally required proportionate share services.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Fund	\$ 50,682,640	\$ 43,088,208	\$ 58,792,316	\$ 45,968,081
Title Funds	\$ 4,016,858	\$ 22,881,502	\$ 6,826,786	\$ 22,933,015
Other Grant Funds	\$ 13,178	\$ 2,904,108	\$ 1,373,306	\$ 2,526,007
ESSER Funds	\$ 70,977	\$-	\$-	\$-
Total Department	\$ 54,783,653	\$ 68,873,818	\$ 66,992,408	\$ 71,427,103

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	153.4	153.4	153.4
Title Funds	28.6	28.5	28.6
Other Grant Funds	0.0	0.1	0.0
Total Department	182.0	182.0	182.0

MAJOR ACCOMPLISHMENTS in FY2026

- Completed the FY2025 Annual Financial Audit with a clean audit opinion. There were no material weaknesses or individual significant deficiencies in either the financial statement audit or the Single Audit for federal awards for the 3rd consecutive year. Additionally, there is no new recommendation for improvement from the external auditors. This is the best outcome that can be achieved by any government entity.
- Received the Certificate of Achievement for Excellence in Financial Reporting for the District's Annual Comprehensive Financial Report from the Government Finance Officers Association (GFOA) for 29 consecutive years and from the Association of School Business Officials International (ASBO) for 27 consecutive years. The District also received a Certificate of Achievement for its Popular Annual Financial Report from the GFOA.
- Continued to design and implement an Enterprise Resource Planning (ERP) upgrade to Oracle Cloud across the organization, specifically within the finance-related modules of the platform, in collaboration with the ITS, Procurement, and Talent departments.
- Approximately \$3.74 million in duplicate invoice payments were identified, totaling about \$14.1 million in errors prevented since implementing a strong internal control process using internal audit Accounts Payable software.

- Implemented Electronic Data Interchange payments with Amazon for massive numbers of invoice transactions to improve the efficiency and effectiveness of Accounts Payable invoice processing.
- Generated \$137 million in budgetary refunding savings through the largest bond transaction in CPS' history.
- Managed liquidity through the five-month delay in the distribution of over \$1.4 billion in property taxes by Cook County.
- Refined the District's school funding formula to ensure equitable resourcing across the District; incorporated updated Opportunity Index data into FY27 needs-based funding formulas.
- Supported the transition of six charter schools to District-managed schools.

KEY BUDGET INITIATIVES for FY2027

- Continue the implementation of Oracle Cloud, including configuring, installing, and testing for Accounting, Accounts Payable, Accounts Receivable, School Internal Accounts, and Grant modules by partnering with IBM, consulting firm, ITS/EFS, Procurement, and Talent office.
- Continue to update all policies and procedures in Accounting, Accounts Receivable, Accounts Payable, and Auditing according to the new Oracle Cloud system and best practices for school districts and government accounting.
- Streamline the grant claim process by implementing a grant automation report within the ERP platform and utilizing artificial intelligence technology.
- Continue to monitor and consider refunding and restructuring of outstanding debt, as may be financially beneficial or advantageous, in addition to structuring new issues to maintain adequate liquidity needed to fund capital projects across the District footprint.
- Structure two or more new annual revolving lines of credit in the form of Tax Anticipation Notes (TANS) with a combined limit of no less than \$1.25 billion in order to maintain adequate cash flow and liquidity needs in FY2027.
- Continue to partner with departments across the District to reduce inefficiencies, streamline operations, and leverage external funding sources to the greatest extent possible in order to successfully implement the Board-approved budget and maintain solid financial performance.
- Engage in ongoing community feedback efforts, building upon two years of CPS Budget Community Roundtables, in order to learn from our various stakeholders on their funding priorities.

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. To meet the technology needs of the District, ITS:

- Innovates, deploys, and maintains core District information and technology systems that are used by thousands of staff and students every day.
- Supports more than 680,000 devices, such as desktops, laptops, Chromebooks, and iPads.
- Provides a robust data and telephone network across nearly 600 locations consisting of more than 60,000 pieces of voice and network equipment, such as network switches, phones, and wireless access points, as well as more than 8,000 mobile devices and 3,000 hotspots.
- Responds to more than 155,000 requests for support annually through the IT Service Desk.

MAJOR PROGRAMS

- **Operationalizing AI for District Excellence:** Building on the established foundations of AI governance and literacy, ITS is driving the full-scale operationalization of AI initiatives to increase administrative efficiency and instructional innovation. Central to this evolution is the expansion of the CPS ASSIST project, which will deploy a robust network of specialized chatbots designed to provide 24/7 personalized support for school operations and student inquiries. Furthermore, the District will launch AI University, a comprehensive, multi-tiered learning ecosystem developed in collaboration with premier technology partners. This initiative will provide tailored certification pathways and hands-on training for staff, principals, teachers, students, and parents, ensuring that every member of the CPS community is equipped to lead in an AI-augmented landscape. These innovations transform AI from frontier technology to a sustainable pillar of the CPS experience.
- **Project S.T.R.E.A.M.:** Project S.T.R.E.A.M. (Store, Transform, Refresh, Enhance, Analyze, Manage) is CPS' strategic initiative to modernize the District's 16-year-old data warehouse and 13-year-old analytics tools by migrating to a modern, cloud-based data platform built on Microsoft Azure Fabric and Power BI. The initiative establishes a single source of truth for all District data—spanning schools, students, vendors, facilities, and employees—while delivering intuitive executive dashboards that enable faster, more reliable, and more equitable access to insights across all departments. Aligned to CPS' five-year strategic plan and the Continuous Improvement and Data Transparency (CIDT) policy, Project S.T.R.E.A.M. lays the foundational data infrastructure needed to support better student outcomes, drive informed decision-making at every level of the organization, and position the District for future advances in AI and data-driven innovation.
- **Program BRIDGE:** Program BRIDGE is a comprehensive strategic transformation initiative designed to transition the District from legacy Oracle systems to a modern, cloud-based Enterprise Resource Planning (ERP) solution powered by Oracle ERP Fusion Cloud. The primary objective of the program is to mitigate technology risks and modernize essential operational

functions across the District, specifically targeting human resources (Hire to Retire), finance (Record to Report), procurement (Procure to Pay), and asset management (Acquire to Retire). By focusing on robust data governance, standardized workflows, and increased process automation, the program aims to reduce manual errors, eliminate heavy customizations, and optimize overall staff productivity. Ultimately, Program BRIDGE will streamline operations and improve financial equity, allowing CPS to enhance its overall service delivery and focus more effectively on educating students and serving its school communities.

- **Wide Area Network (WAN) Redesign:** The WAN Redesign Project is an ongoing effort to provide schools with new, resilient network connectivity via a dedicated fiber-optic network. This new network will future-proof the CPS network to support AI, digital learning, and innovation, and will provide a significant increase in bandwidth compared to existing school connections.
- **ITS Shared Services Model:** The School Field Support Shared Services Model is an initiative to enhance end-user satisfaction, improve customer service, and promote school adoption of new technologies and systems. This effort will reduce annual operating costs, consolidate disparate budgets, improve collaboration, and provide equitable tech support for underserved schools.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 91,730,752	\$ 92,694,638	\$ 104,879,129	\$ 96,229,140
Other Grant Funds	\$ 4,987,035	\$ -	\$ 5,960,314	\$ 337,087
School Generated Funds	\$ 3,681	\$ -	\$ 9,436	\$ -
Total Department	\$ 96,721,468	\$ 92,694,638	\$ 110,848,879	\$ 96,566,227

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	151.0	194.0	186.0
Total Department	151.0	194.0	186.0

Note: 36 Network Technology Coordinators were added during FY26 to the department's budget to comply with the District's collective bargaining agreement with the Chicago Teachers Union.

MAJOR ACCOMPLISHMENTS in FY2026

- Spearheaded National AI Literacy Day, delivering 19 sessions for nearly 790 attendees and achieving an exceptional 4.7/5 average participant satisfaction rating.
- Launched the Student AI Challenge, a design-thinking event for 100 high school students to develop "Skyline AI" student learning partner solutions.
- Cultivated a robust AI Community of Practice comprised of 250 AI change champions and 500 cross-functional stakeholders to drive District-wide adoption.
- Expanded the AI Accelerator training program, developed training, and delivered two half-day trainings to three departments, focusing on increasing staff's understanding of the responsible and ethical use of AI as well as practical applications through hands-on instruction.

- Facilitated professional development for 120 stakeholders, successfully qualifying them for the AI Explorer Badge through targeted instructional sessions.
- Engineered the comprehensive Instructional GenAI Playbook and completed a major revision cycle for the District's AI Guidebook to provide a cohesive governance framework.
- Engineered and deployed a comprehensive Project Lifecycle framework, establishing rigorous stage gates and standardized work packages to ensure robust governance and active stakeholder engagement.
- Facilitated a strategic prioritization initiative with executive leadership, utilizing the MoSCoW (Must have, Should have, Could have, Won't have) methodology to align project selection with organizational objectives.
- Operationalized the Project Management Office (PMO) portfolio, successfully launching all approved projects through the newly defined lifecycle, ensuring a disciplined transition from ideation to execution.
- Designed and implemented a Project Intelligence Dashboard, providing executive leadership with real-time visibility and data-driven insights into the status and health of the prioritized project portfolio using Power BI.
- Vetted business project proposals, ensuring proposals were baselined with formal charters before annual budget planning and MoSCoW prioritization cycle.
- Standardized the project intake pipeline, ensuring departmental initiatives were strategically aligned and resource-ready for executive review.
- Fortified project delivery by solidifying business analysis protocols, ensuring technical requirements were strictly mapped to both customer and developer expectations to guarantee project fidelity.
- Implemented project requirements validation to reduce technical debt and project churn, as well as minimize rework and "throw-away" efforts.
- Upgraded 70,000 devices to Windows 11, ensuring a secure environment and application compatibility.
- Expanded the ITS Student TechCrew program, seeking designation as an official Out-of-School Time (OST) Program for students in grades 6-12 who train to provide basic technical support for their schools.
- Provided District-funded technology support services to more than 380 schools, ensuring devices at schools without a dedicated technology coordinator are maintained and in good working order.
- Reduced staff augmentation costs, shifting work to low-cost, high-skilled resources offshore in preparation for the adoption of a Managed Service Provider (MSP) model.
- Initiated Application Total Cost of Ownership (TCO) 2.0, providing more transparency around the true costs—for people, process, and technologies—of mission-critical applications.
- Scaled the Managed Print Services (MPS) program to 125 schools, streamlining document management workflows and driving operational cost efficiencies for campus-level administration.
- Expanded the Azure DevOps ecosystem, enhancing the Continuous Integration and Continuous Deployment (CI/CD) pipeline orchestration, accelerating software delivery, and improving code quality through automated governance.

- Deployed Azure Fabric infrastructure, enabling advanced data analytics and real-time insights to drive educational innovation through programs like Project S.T.R.E.A.M.
- Deployed more than 250 virtual desktops (VDI), ensuring Program BRIDGE's infrastructure met the District's security standards while providing a high-performance remote environment for offshore resources.
- Maintained a 99.99 percent high-availability server environment, ensuring uninterrupted access to critical digital resources for students, educators, and administrative staff.
- Operationalized the Vulnerability Management Program, enabling proactive enterprise risk tracking and reducing vulnerabilities across all endpoints.
 - Modernized CPS Data Center Network Architecture through Cisco Application Centric Infrastructure (ACI) implementation, improving system reliability, disaster recovery capabilities, and ensuring critical instructional systems remain available to over 300,000 students and 40,000 staff.
- Advanced District Network Visibility and Management by migrating from Cisco Prime to Catalyst Center, strengthening proactive monitoring, automation, and faster issue resolution to minimize classroom disruptions.
- Expanded High-Speed WAN Infrastructure to over 350 schools through the dark fiber WAN Redesign Program, positioning CPS to deliver 20GB connectivity to all 562 schools by 2027. This transformation will increase elementary school bandwidth by up to 40 times and high school bandwidth by 10 times, enabling digital curriculum, online assessments, and future AI-enabled learning environments.
- Upgraded Network Infrastructure in over 120 schools through the E-Rate-funded Data Network Upgrade (DNU) program, delivering modern switches, wireless access points, and high-capacity infrastructure necessary to support 1:1 devices, digital learning platforms, and instructional technology initiatives.
- Strengthened infrastructure workforce capability through strategic training partnerships by collaborating with Organizational Change Management (OCM) and technology partners (Cisco, Microsoft, security platforms) to deliver targeted in-house training, certification pathways, and operational readiness programs—building internal engineering capacity, reducing vendor dependence, and preparing teams to support modern digital learning environments.
- Advanced infrastructure service delivery modernization through ServiceNow governance and Information Technology Infrastructure Library (ITIL) alignment by improving service catalog structure, intake workflows, and cross-resolver group coordination to better support students, teachers, and staff through faster resolution times, clearer ownership, and a more consistent customer service experience across ITS.
- Worked toward decommissioning legacy Microsoft SharePoint infrastructure, which is a critical step toward improving security, performance, and maintainability. The process begins with a comprehensive assessment to identify active sites, content ownership, and business-critical data.
- Migrate the Relativity infrastructure to RelativityOne (RealOne). This provides a strategic opportunity to reduce costs and modernize the eDiscovery environment. By moving from an on-premises setup to a cloud-based platform, the District has saved significant capital on hardware expansion, storage, and ongoing maintenance of the existing Relativity infrastructure.

- Moved to enhance security posture by enabling advanced security features and fine-tuning the Mimecast environment, which has significantly reduced the volume of phishing and spam emails. By optimizing policies such as URL protection, attachment scanning, impersonation protection, and content filtering, the organization has strengthened its email security posture.
- Successfully completed the Google Security Audit, ensuring the Google Workspace environment is aligned with industry best practices and organizational security standards. Strengthened key controls, including Multi-Factor Authentication (MFA), access management, and threat protection, while remediating identified gaps. This achievement enhances overall security posture, reduces risk, and improves compliance and visibility across the environment.
- Completed Demand Response Summer Testing of 99 sites. This program, in conjunction with PJM and CPower (our utility providers), is designed to demonstrate that our Building Automation Systems (BAS) can set back buildings during a grid emergency. By opting into the program for the District, it yields a rebate check back for each building we opt into, and can prove that we can shed the utilities during the testing period. Our target was 5MW (MegaWatt), and we achieved 20MW and unlocked approximately \$750,000 in rebates for CPS from summer testing.

KEY BUDGET INITIATIVES for FY2027

- Continue ERP implementation. The first go-live is anticipated for the end of 2026, requiring all work to be completed, tested, and piloted by the start of the FY27 school year.
- Transition Project S.T.R.E.A.M. to steady state operations. Continue to ensure the District has better access to quality data to inform decisions by transitioning the project to the CPS team, completing the remaining reports, optimizing Project S.T.R.E.A.M. architecture, and developing steady-state plans.
- Continue WAN redesign. Redesign efforts provide new resilient network connectivity to schools through a dedicated fiber-optic network.
- Strengthen mobile device redistribution. Operationalize the reallocation of surplus student devices from schools with excess inventory to those facing shortages.
- Expand the ITS Student TechCrew Program to 30+ schools and designate it as an official CPS Out-of-School Time (OST) Program. Students in grades 6-12 are trained to provide basic technical support for their schools, while also gaining exposure to new and emerging technologies.
- Complete TCO 2.0 implementation. Operationalize efforts to reduce software and application redundancy and costs throughout CPS by ensuring the intentional selection of technology platforms and vendors.
- Execute the ITS Applications, Data, and Analytics roadmap. Reduce technical debt by reducing 2,000 contract hours through the use of Gen AI tools (Claude Code, Google Code Assist, and CoPilot).
- Continue the contractor rate reduction strategy. Reduce overall contractor spending while maintaining service quality and ensuring compliance with data security requirements by focusing on two areas: more contingent work to offshore and nearshore models, and renegotiating rates with current vendors.
- Implement Third-Party Risk Management (TPRM). TPRM assesses and mitigates risks associated with third-party vendors.

- Phase out copper telecommunication lines. Replace copper lines across District sites to maintain compliant backup phone service for life-safety systems as required by the Federal Communications Commission (FCC) Copper Phase Out initiative.
- Modernize identity and access management. Update or replace the existing identity and access management system to ensure security and streamline access to our mission-critical systems.
- Continue data center transition. Continue to move server workloads from our data center to cloud infrastructure and migrate remaining systems to a new data center to reduce cost and improve operational agility.
- Continue to improve demand response (a utility load shedding program) by modifying our BAS to expand on the pilot run over the summer to include the top utility consumers in the District and prepare for a winter proving period with hopes of a rebate similar to last summer's.
- The Identity and Access Management (IAM) RFP initiative is focused on selecting a modern, secure, and cost-effective IAM solution that meets the District's evolving needs. This process involves evaluating leading vendors based on key criteria, including security capabilities, scalability, user experience, integration with existing systems, and total cost of ownership.
- Decommissioning the legacy Microsoft Exchange infrastructure modernizes communication services—such as scan-to-email and application notifications—to Google mailboxes while strengthening data security. Critical systems, including applications and Multi-Function Devices (printers and scanners), are securely migrated to modern platforms such as Mimecast and Google, ensuring data integrity, compliance, and improved accessibility. Moving away from on-premises Exchange eliminates the need for costly hardware upgrades, maintenance, and complex disaster recovery, reducing operational overhead and avoiding significant capital investments.

Innovation & Incubation

MISSION

The Office of Innovation and Incubation (I&I) manages a diverse portfolio of 81 traditional charter schools and one contract school, serving approximately 40,000 students. I&I's primary objective is to uphold rigorous authorizing standards across all schools under its oversight, with a focus on Academic Excellence, Operational Integrity, and Financial Stability.

I&I promotes accountability, collaboration, and continuous improvement across the charter and contract school sector while serving as a liaison between charter schools and CPS departments. The office evaluates proposals for new and renewed schools, provides recommendations to the Chicago Board of Education, and ensures high-quality oversight and management.

In addition to its authorizing function, I&I supports the creation of new educational opportunities for Chicago students by overseeing the incubation of District, charter, and contract school models. Through a structured process, I&I helps new schools establish the foundational systems, resources, and supports needed for long-term success.

MAJOR PROGRAMS

- **Authorization and Renewal of Schools:** Ensures a rigorous, effective decision-making process for opening and incubating new schools and renewing existing ones. Focuses on the design, development, and readiness of new, innovative school models and programs. Engages with key internal and external stakeholders (including parents, community members, 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 authorizing best practices. Ensures that the District adheres to the Illinois State Board of Education (ISBE) and Illinois School Code provisions regarding charter and contract schools.
- **School Academic, Operational, and Fiscal Oversight and Accountability:** Provides oversight for charter and contract 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 Board, Illinois School Code, 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 in the I&I portfolio. Provides additional support through early warning indicators and formal remediation processes to schools with poor performance in any identified areas of oversight.
- **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 contract term. Ensures charter boards have the resources and information needed to make

high-quality decisions for their schools. Responds to all parent inquiries and concerns directed to the Central Office and supports continuous improvement of remediation.

- **District and Charter Schools Sharing Facilities:** Develops processes and establishes support systems for all District and charter schools that share a campus. 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 for each campus. Explores opportunities for collaboration between school communities to foster positive relationships and create school environments that promote student learning.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,795,902	\$ 3,084,779	\$ 3,496,185	\$ 3,295,895
Other Grant Funds	\$ 280,630	\$ -	\$ 124,923	\$ -
Total Department	\$ 2,076,532	\$ 3,084,779	\$ 3,621,108	\$ 3,295,895

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	19.0	21.0	20.0
Total Department	19.0	21.0	20.0

MAJOR ACCOMPLISHMENTS in FY2026

- Delivered the successful transition and opening of six schools (five charter elementary and one contract high school) as District-managed schools by July 1, 2026, serving approximately 1,620 students. Led end-to-end project management across all CPS Central Office departments, external vendors, charter operators, and governing boards, ensuring full operational readiness and a seamless handoff to principals for back-to-school execution.
- Directed the wind-down and student transition of 13 charter and contract schools, impacting approximately 3,200 students, and achieved a greater than 95 percent student enrollment and retention rate. Established and executed a coordinated, cross-functional transition model that ensured continuity of instruction, compliance with legal requirements, and minimal disruption for students and families.
- Launched CPS' first Multi-Tiered System of Supports (MTSS) Professional Learning Community for charter leaders in partnership with the Office of Teaching and Learning. Co-designed responsive, leader-informed curriculum and facilitated monthly convenings engaging 36 schools, strengthening instructional practice and MTSS implementation across the charter sector.
- Led system-wide stakeholder engagement to design and refine the Mid-Cycle Continuous Improvement framework, conducting seven leader listening sessions and integrating feedback to align with District accountability priorities. Established a pilot recruitment strategy to support phased implementation and continuous improvement.

- Designed and executed a charter student voice strategy, embedding authentic student agency into school improvement efforts. Successfully piloted in two schools (one elementary school and one high school) where students are actively developing and presenting “proposals for change” to school leadership, advancing student-centered decision-making.
- Spearheaded the inaugural “State of Charter School Performance” session, with 78 percent of participating school leaders reporting that the data and insights provided were actionable and supported school-level decision-making.
- Conducted 37 targeted coaching engagements, including classroom observations and pre-coaching sessions aligned to the Academic Support Process for schools identified through ISBE summative designations. Delivered three CIWP trainings, incorporating School and District Improvement Grant (SDIG) updates, to strengthen school planning and execution.
- Led the comprehensive revision of the District’s Shared Facilities Policy, governing 34 co-located District, charter, and contract schools serving approximately 13,500 students. Designed and executed a robust stakeholder engagement process—including surveys and 15+ in-person and virtual sessions—resulting in a more transparent, equitable policy framework. Introduced a formal, time-bound Conflict Resolution Process and established a cross-sector Conflict Resolution Committee to ensure the timely resolution of issues impacting the student experience.
- Developed and implemented a more transparent charter renewal framework, clearly linking school performance outcomes to term length recommendations. This work strengthens authorizer rigor, increases transparency, and improves predictability for school communities.
- Established a Financial Early Warning System grounded in leading indicators, informed by trends observed from 2024–2026 charter operator performance. This system enables earlier identification of fiscal risk and proactive intervention. Schools flagged through the process are required to submit enhanced financial reporting (bi-weekly expense tracking, revised budgets, and cash flow analyses), while CPS initiates formal oversight actions, including warning and watch notices, participation in board meetings, and mandated financial planning sessions, significantly strengthening financial accountability and risk management across the portfolio.

KEY BUDGET INITIATIVES for FY2027

- Strengthen CPS’ approach to charter school oversight by shifting to a more proactive, real-time model that identifies risk early and intervenes before issues escalate. This includes updating the financial accountability system to incorporate early warning indicators, improve transparency, and ensure stronger alignment between financial performance and student impact. This work will also establish clearer intervention protocols and guardrails to manage financial distress long term, such as data and transparency tools that will allow real-time visibility into school performance (financial and academic).
- Redesign and implement structured transition and incubation supports to ensure seamless continuity for students and families during school closures, transitions, and governance changes. This includes clear protocols for enrollment, records transfer, and continuity of services, alongside strengthened cross-departmental coordination and dedicated transition

infrastructure. This work ensures CPS meets its legal obligations while minimizing disruption, particularly for students with the greatest needs.

- Coordinate targeted School Leader Summits focused on building capacity in financial management, academic improvement, and operational sustainability, while fostering alignment with District expectations and creating space for shared problem-solving across schools.
- Expand and formalize support for co-located schools by establishing transparent, equity-driven protocols for shared space and resource allocation, informed by school and community input, to improve conditions for all students.
- Strengthen charter governance by equipping boards with clearer data, stronger financial oversight tools, and targeted training to support informed, accountable decision-making and prevent governance-related risks.
- Advance the next phase of the Charter School Accountability Policy by continuing progress toward alignment with the District's Continuous Improvement and Data Transparency (CIDT) priorities, recognizing this as a multi-year effort. This phase will focus on strengthening transparency, refining expectations, and embedding equity-centered frameworks.
- Conduct a CPS system analysis to assess whether existing data systems can support charter-specific CIDT practice measures, and identify necessary enhancements to enable more timely, actionable performance monitoring.
- Implement a mid-cycle performance review process post-renewal to provide earlier insight into school performance, allowing CPS to identify challenges, provide targeted support, and reinforce accountability throughout the charter term.

Inspector General

MISSION

The mission of the Office of Inspector General (OIG) is to provide independent oversight dedicated to protecting the integrity of Chicago Public Schools and the safety of its students. OIG is charged with the responsibility of investigating allegations of waste, fraud, financial mismanagement, and employee misconduct in public education within the jurisdiction of the Chicago Board of Education, including vendors and charter schools, as well as investigating allegations of sexual misconduct by a CPS-affiliated adult, including employees, contractors, vendors, and charter schools, where the victim is a CPS student and/or a minor.

MAJOR PROGRAMS

- **General Investigations:** Investigate 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, waste, and other problems, and recommend solutions, including significant cost savings.
- **Sexual Allegations Investigations:** Investigates cases of alleged sexual misconduct by CPS-affiliated adults in which students may be the victims to ensure students are protected from sexual abuse and harassment.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 4,763,502	\$6,927,795	\$ 6,927,795	\$ 7,151,998
Total Department	\$ 4,763,502	\$6,927,795	\$ 6,927,795	\$ 7,151,998

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	54.0	54.0	52.0
Total Department	54.0	54.0	52.0

MAJOR ACCOMPLISHMENTS in FY2026

- Conducted a major initiative to examine millions of dollars in rising costs on travel expenditures across the District. The OIG found excessive spending, various abuses, and a travel-expense process in need of major reform.
- Substantiated 55 cases in the Sexual Allegations Unit and partnered with CPS departments, including the Office of Student Protections and Title IX, to take appropriate action and ensure students are protected.

- Continued to investigate hundreds of allegations over a range of categories, including sexual misconduct against students, fraud, and other criminal conduct.
- Notable investigations include:
 - A network chief who engaged in a multiyear phony billing scheme with a vendor that defrauded the District of nearly \$90,000;
 - An IT employee who defrauded CPS of at least tens of thousands of dollars by reporting false work hours for contracted services through an IT vendor;
 - Principals who defrauded pandemic relief programs, including the Paycheck Protection Program, as well as State of Illinois pandemic-related rental-assistance programs;
 - A program manager who falsified federal grant applications year after year with inflated program enrollment numbers.

KEY BUDGET INITIATIVES for FY2027

- As required by Illinois law, OIG will continue its mandate to investigate complaints alleging waste, fraud, and mismanagement and identify and address systemic problems within the District. The OIG receives an average of approximately 2,000 allegations from the public and internal complaints from CPS personnel a year.
- Continue to identify areas where CPS can save money by discovering waste within programs and recommending solutions that cure inefficiencies and avoid waste, among other strategies.
- Ensure that CPS employs honest personnel, receives contracted deliverables from vendors, and manages its programs with limited risk of fraud.
- Continue promoting student safety through, among other things, impartial assessments and detailed investigations of allegations of potential adult-to-student sexual misconduct.
- Utilize the OIG's growing body of data and information to aid in recognizing patterns for the prevention of future acts of misconduct and abuse.

Intergovernmental Affairs

MISSION

The Office of Intergovernmental Affairs (IGA) advocates for 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, 17 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

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 322,590	\$ 1,106,105	\$ 1,104,055	\$ 1,266,101
School Generated Funds	\$ 14,906	\$ -	\$ -	\$ -
Total Department	\$ 337,496	\$ 1,106,105	\$ 1,104,055	\$ 1,266,101

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	7.0	8.0	9.0
Total Department	7.0	8.0	9.0

MAJOR ACCOMPLISHMENTS in FY2026

- Successfully secured \$9.7 million in Tax Increment Funding (TIF) to support capital investments at seven CPS schools.
- Successfully secured \$1,898,645 in Menu Funds for 16 CPS capital projects.
- Partnered with Space to Grow, Healthy Schools Campaign, Chicago Department of Water Management, and Metropolitan Water Reclamation District of Greater Chicago to identify five school yards to be transformed into beautiful and functional spaces to play, learn, garden, and be outside.
- Successfully advocated before the Chicago City Council and secured \$10 million in city funding to continue to support the North Lawndale STEAM partnership and created an advocacy group composed of parents, students, teachers, and the North Lawndale Community Action Council to speak in support of the city funding component.

KEY BUDGET INITIATIVES for FY2027

- Partner with the General Assembly to bridge the funding gap by advocating for the \$985 million required to move CPS closer to the state-mandated 90 percent Evidence-Based Funding (EBF) adequacy target by the close of the fiscal year.
- Deepen fiscal and operational coordination with the City of Chicago and Cook County to identify an efficient and timely transfer of tax funds to Chicago Public Schools.
- Engage the Illinois congressional delegation and federal agencies to secure alternative, sustainable revenue streams and competitive federal grant awards.
- Monitor, analyze, and shape legislative mandates at the Springfield level to protect District fiscal autonomy, minimize unfunded regulatory burdens, and ensure compliance during the school board governance transition.

Internal Audit and Advisory Services

MISSION

The Office of Internal Audit and Advisory Services (IAAS) provides assurance and advisory services through independent and objective reviews to continuously improve systems and processes across the District. Our vision is to be a trusted partner in cultivating a culture of continuous improvement and accountability that advances our District's commitments to a high-quality daily learning experience that is rooted in rigor, joy, and equity, the foundations of the CPS Together We Rise strategic plan.

MAJOR PROGRAMS

- **School Audits:** Support school administrators in achieving operational, financial, and strategic objectives by assessing the accuracy of transactions; the safeguarding of assets; compliance with applicable laws, regulations, ordinances, contracts, and Board policies; as well as identifying opportunities for process improvements.
- **District-wide Audits:** Support Central Office in ensuring strong internal controls are in place District-wide. Audits include assessing the 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.
- **Information Technology (IT) Audits:** Identify high-risk IT areas and implement an IT audit program focused on verifying proper controls, data integrity, system efficiency and effectiveness, and industry best practices.
- **Enterprise Risk Management (ERM):** Coordinate District-wide risk management processes that incorporate core risk factors in the mapping of risks to identify, assess, mitigate, and monitor risks. This includes leading a cross-functional Risk Management Committee (RMC).
- **Management Action Plan (MAP) Tracking:** Coordinate MAP implementation to ensure that the corrective actions agreed upon by management are implemented effectively and on time. Rigorously tracking MAPs ensures that risks are not merely identified but are permanently neutralized, fostering a culture of continuous improvement and accountability.
- **Continuous Monitoring Audit Program (CMAP):** Provide specific control testing across the District and schools to expand audit coverage, monitor control compliance, and support management in leading efficient and effective operations.
- **Internal Control Training:** Support the District in providing internal control training to foster a strong control environment, minimize risk, improve compliance, and enhance overall operational efficiencies. Conduct school internal control quarterly training sessions.
- **Special Projects:** Provide assistance to high-priority projects identified by management, the Board, or other stakeholders.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,307,833	\$ 1,836,104	\$ 1,807,504	\$ 1,813,677
Total Department	\$ 1,307,833	\$ 1,836,104	\$ 1,807,504	\$ 1,813,677

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	15.0	15.0	15.0
Total Department	15.0	15.0	15.0

MAJOR ACCOMPLISHMENTS in FY2026

- **Financial and Operational Efficiencies:** Strengthened financial review processes to reinforce accountability and prevent recurring billing discrepancies, safeguarding substantial organizational resources.
- **Internal Control and Risk Management:** Developed and rolled out an internal control certification tool across the entire District. This initiative empowers various departments and schools to formally attest to and actively improve their fiscal and administrative control environments.
- **School-Level Support:** Provided critical School Internal Control Support through targeted audits, specialized training, and advisory services to more than 90 schools and 400 school personnel.
- **Enterprise Risk Management (ERM):** Oversaw the District's comprehensive risk framework, encompassing 80 assessed risks and 198 active mitigation plans, ensuring proactive management of operational, financial, and compliance exposures.
- **Management Action Plan Tracking:** Provided ongoing oversight of hundreds of action plans, accelerating the completion of required improvements and reducing exposure to operational and financial risks.
- **Process Improvements:** Advanced organizational effectiveness by identifying improvement opportunities through audits and supporting the implementation of stronger programs, processes, and controls.

KEY BUDGET INITIATIVES for FY2027

- Enhance the school audit program by refining audit scopes, strengthening root-cause analysis, and improving the clarity of recommendations so schools receive more actionable insights that reduce repeat deficiencies and elevate financial and operational control performance.
- Improve District-wide audit coverage by deepening the annual risk assessment, sharpening risk-based scoping, and increasing cross-departmental coordination to deliver more timely, targeted audits that address the most significant financial, operational, compliance, and technology risks.
- Strengthen the IT audit program by expanding cybersecurity, data governance, and access-control testing; improving collaboration with IT leadership; and increasing the use of data analytics to identify vulnerabilities earlier and support more resilient technology operations.
- Advance the Continuous Monitoring and Auditing Program by expanding metrics, improving data quality, and increasing the frequency of automated testing to provide earlier detection of control breakdowns and more consistent visibility into school and central office compliance.
- Improve internal control training by updating content to reflect emerging risks, incorporating real audit trends, and expanding practical tools and examples so school administrators can build stronger capacity to maintain effective controls and reduce audit findings.
- Strengthen the District-wide corrective action plan process by improving the quality of action plans, increasing accountability for timely remediation, and enhancing reporting to leadership to ensure

control deficiencies are resolved and operational improvements are sustained.

- Enhance the annual internal control certification process by increasing the rigor and evidence expectations of attestations, improving guidance to leaders, and strengthening follow-up on identified gaps to produce more reliable certifications and deeper District-wide risk mitigation.
- Improve the effectiveness of the quarterly Risk Management Committee so each meeting drives clearer risk-based decisions and strengthens alignment across internal audit, external audit, investigations, and departmental compliance functions.
- Advance the CPS Risk Universe by refining risk definitions, improving scoring methodologies, and integrating emerging risks to ensure leadership has an accurate, dynamic, and actionable view of District-wide financial, operational, strategic, compliance, reputational, and technology risks.
- Strengthen the Quality Assurance and Improvement Program by enhancing internal quality reviews, aligning methodologies with the new Global Internal Audit Standards, and preparing for an external Quality Assurance Review to ensure the internal audit function remains effective, credible, and continuously improving.

Junior Reserve Officer Training Corps

MISSION

The Junior Reserve Officer Training Corps (JROTC) Department aims to develop students into leaders through high-quality military instruction and enrichment opportunities. Students are exposed to a curriculum that emphasizes teamwork, critical thinking, and community service, while also offering students opportunities to grow through activities such as archery, drill team, and robotics. These experiences equip students with the skills and discipline needed to succeed in college, the military, the workforce, and civic life.

MAJOR PROGRAMS

- Oversees JROTC programming at 39 high schools, the largest JROTC program in the country in terms of total programs.
- Offers a variety of educational and leadership opportunities to support the connectedness, well-being, and postsecondary success of students enrolled at military academy high schools, as well as those participating in JROTC programs and middle school cadet corps programs

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,748,211	\$ 2,373,715	\$ 1,864,199	\$ 2,034,286
Total Department	\$ 1,748,211	\$ 2,373,715	\$ 1,864,199	\$ 2,034,286
Budgeted at Schools	\$ 9,507,370	\$ 11,500,082	\$ 12,830,082	\$ 14,100,519
Grand Total	\$11,255,581	\$13,873,797	\$14,694,281	\$16,134,805

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	11.0	10.0	11.0
Total Department	11.0	10.0	11.0
Budgeted at Schools	119.0	119.0	118.0
Grand Total	130.0	129.0	129.0

MAJOR ACCOMPLISHMENTS in FY2026

- 100 percent of instructors received informal classroom observations entered into SchoolMint.
- Increased the number of JROTC students earning Early College and Career Credentials (ECCC) by more than 15 percent.
- Began intentionally tracking scholarship information for JROTC students in SchoolLinks.
- Implemented a new data collection tool that tracks ECCC across categories for JROTC students.
- JROTC programs were compliant with Aspen Attestation involving student enrollment.
- All 39 JROTC programs passed their accreditations.

- JROTC staff attended 13 high school fairs and made individual school visits to help bring awareness about the program.
- SY27 consent forms were issued in February, ensuring students and counselors had ample time to complete them ahead of the SY27 programming season.
- Supported instructional development using the SchoolMint platform's web-based coaching. This resource focused on best practices aligned with the Charlotte Danielson teaching framework.
- Helped 270 CPS students submit their National ROTC Scholarship applications.
- Encouraged cadets to pursue the Illinois State Tuition Waiver Scholarship, leading to 70 students receiving this award.
- Provided students with avenues for leadership and personal development that included participation in a variety of extracurricular sports, events, and other activities. These opportunities fostered cadet confidence and reinforced key curricular topics.
- Arranged specialized local JROTC Cadet Leadership Challenge lab sessions for 250 cadets that featured team-building and life skill activities.
- Coordinated a National Archery in the Schools Program certification class for instructors and provided archery equipment for programs. Sent two JROTC programs to Archery Nationals and took first place.
- Supported the participation of a VEX Robot Nationals Team as a co-sponsor.

KEY BUDGET INITIATIVES for FY2027

- Increase scholarship and career pathway opportunities for JROTC cadets across the four main military branches (Army, Navy, Marines, and Air Force) to equip cadets for postsecondary success.
- Enhance the JROTC co-curricular calendar by incorporating additional technology and STEM activities, aiming to support college and career readiness for cadets.
- Focus on streamlining operational aspects of JROTC-related activities for all 39 programs which includes participation in local, regional, and national competitions.
- Expand strategic recruitment of JROTC cadets by bringing awareness to elementary and high school counselors through professional development opportunities and marketing campaigns.
- Increase recruitment efforts of qualified military instructors to address vacancies across the 39 programs.
- Schedule off-site professional development opportunities for department staff, program leaders, and City Corps cadets that focus on programmatic innovations and postsecondary success.
- Provide continuous professional development opportunities for military instructors throughout the school year with a point of emphasis on curriculum and classroom instruction.
- Acquire career and technical education (CTE) endorsements for JROTC instructors in partnership with the CPS CTE team and the Illinois State Board of Education.
- Integrate STEM-focused curriculum into JCLC summer camp program to enhance cadet engagement, strengthen critical thinking skills, and expand exposure to STEM career pathways.
- Incorporate work-based learning opportunities and team-oriented challenges into the JROTC curriculum to promote career exploration, develop leadership competencies, and improve student achievement outcomes.

Law

MISSION

To provide excellent legal representation for the benefit of students, staff, and the community, consistent with the District's vision, mission, and values.

MAJOR PROGRAMS

The Law Department is organized into eight core practice areas and functional units: (1) Freedom of Information Act Office (FOIA), (2) Investigations, (3) Labor and Employee Discipline, (4) Labor Relations and Office of Administrative Hearings (OAH), (5) Litigation (State and Federal), (6) Policies, Ethics, and Records, (7) School Law, and (8) Transactions. The eight practice areas collectively manage twelve distinct workstreams:

- **Executive:** Reports directly to the Board per By-Law 1-9, and provides essential legal, strategic, and operational oversight for the Law Department. Delivers critical strategic legal counsel to the 21-member Board and District leadership.
- **Freedom of Information Act Office (FOIA):** Responds to requests for records submitted in accordance with the Illinois Freedom of Information Act by identifying, retrieving, and redacting documents containing information exempt from release under the Act.
- **Investigations (LIU):** Reviews District 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. Investigates allegations of employee misconduct, criminal background checks, and Local School Council (LSC) election challenges.
- **Labor and Employee Discipline:** Represents the Board in employee discipline and dismissal matters before administrative agencies, including the Illinois State Board of Education (ISBE). Presents the Board's position in labor disputes through grievance arbitration and unfair labor practice proceedings. Represents the Board in wage claims and Occupational Safety and Health Administration (OSHA) complaints filed with the Illinois Department of Labor.
- **Labor Relations:** Leads all collective bargaining efforts for the District, representing CPS in negotiations with six bargaining units (Chicago Teachers Union [CTU], Chicago Principals & Administrators Association [CPAA], SEIU Local 73, Unite Here Local 1, Teamsters Local 700, and SEIU Local 1), which collectively represent over 30,000 employees. Directs the simultaneous negotiation of two annual collective bargaining agreements, including mid-term bargaining and the full implementation of all resulting contracts. Provides strategic guidance and counsel to internal stakeholders by advising on contract interpretation, compliance, and labor-related matters spanning more than 100 bargaining unit job classifications. Serves as a critical bridge between the District and its union partners, proactively managing relationships and collaborating to advance shared goals and organizational priorities.
- **The Office of Administrative Hearings (OAH):** Conducts administrative hearings on disciplinary charges and contractual grievances for all six bargaining units and processes suspension appeals. Reviews certain criminal background checks via the District's criminal background process to ensure compliance with Board Rules and the Illinois School Code. Provides regular counsel to

various stakeholders on issues related to employee discipline, criminal background, and reference checks, among other topics.

- **State Litigation:** Represents the Board and its employees in litigation relating to matters such as breach of contract, tort and personal injury, workers' compensation for workplace injuries, property tax objections, tuition fraud, garnishments, mechanic's liens, petitions for injunctions and temporary restraining orders, declaratory judgment actions, commercial litigation, court ordered and voluntary arbitrations, mediations, bid protests, debarments, collections, FOIA disputes, state tax levies, OSHA complaints, administrative code violations, excess insurance and additional insured matters, and wage and hour claims. Responds to court-ordered subpoenas for records and personnel. Manages threatened litigation matters, including preserving evidence. Coordinates with the District's Third Party Administrator and Risk Management to monitor the District's exposure and reserves. Manages outside counsel. Pursues affirmative litigation to recover damages when the District has been harmed. Provides regular counseling and liability analysis to internal stakeholders.
- **Federal Litigation:** Represents the Board and its employees in lawsuits and administrative proceedings involving allegations of discrimination, harassment, and retaliation, as well as alleged violations of the United States Constitution or federal law. Represents the District in both state and federal appellate matters. Pursues affirmative litigation to recover damages when the District has been harmed. Manages outside counsel. Provides regular counseling and liability analysis to internal stakeholders.
- **Policy, Ethics, and Records:**
 - **Policy:** Manages the review of the District's policies. Provides guidance to department leaders on reviewing and updating existing policy, as well as drafting new policy.
 - **Ethics:** Advises Board members, employees, and LSC members on compliance with the Board's Code of Ethics. Provides ethics training for the District in video, virtual, and in-person formats, supported by guidance documents. Manages ethics disclosure requirements, including secondary employment, ethics travel certification forms, and ensures compliance with employee ethics filings mandated by state law and Board policy.
 - **Records Management:** Ensures the District's compliance with the Local Records Act, Illinois School Student Records Act, related regulations, and the Local Records Commission of Cook County. Provides oversight, guidance, and training for record maintenance, storage, retention, and destruction.
 - **Former Student Records:** Manages the District's compliance with transcript requests, education verifications, and disability verifications for former students.
- **School Law:** Offers legal counsel to staff on a wide range of legal and policy issues impacting schools, including student records and privacy, the student code of conduct, student enrollment and transfers, school accountability, school restructuring, LSC issues, legislative review, charter school matters, and educational initiatives. Manages the District's response to regulatory bodies, including the Illinois State Board of Education and the U.S. Department of Education Office of Civil Rights.
- **Special Education (SpEd):** Advises and represents the Board in a variety of special education matters. Provides legal support to the Office for Students with Disabilities (OSD) and

school-based staff. Represents the District's interests in state complaints and special education due process complaints.

- **Transactions:** Manages the lifecycle of contracts requested by schools and departments across the District and required by the Board, including processing, drafting, and negotiating. This includes all no-cost and procurement contracts, including, but not limited to, contracts for professional services, equipment leases, educational services, data-sharing, programming, technology, facilities, capital planning, intergovernmental agreements, and memoranda of understanding. Reviews all procurement solicitations to ensure compliance with applicable laws and Board Rules. Provides legal review and counsel in bond issuances, intergovernmental agreements, vendor compliance issues, data breach incidents, charter schools, and compliance with Board rules, policies, and procurement laws.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 12,068,805	\$ 16,468,284	\$ 16,499,101	\$ 15,710,607
Other Grant Funds	\$ 57,939	\$ 89,416	\$ 89,416	\$ 100,559
Total Department	\$ 12,126,744	\$ 16,557,700	\$ 16,588,517	\$ 15,811,166

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	103.0	103.0	99.0
Other Grant Funds	1.0	1.0	1.0
Total Department	104.0	104.0	100.0

MAJOR ACCOMPLISHMENTS in FY2026

The eight core practice areas and functional units have resolved approximately 6,000 matters between July 1, 2025, and February 28, 2026. The department manages a diverse caseload ranging from routine administrative matters to high-risk litigation. In addition to addressing a number of legal cases brought against the Board and its employees, the department provides extensive counseling and training to the Board, employees, principals, assistant principals, and administrators to mitigate risk and ensure compliance. Highlights for the fiscal year to date are as follows:

- **Freedom of Information Act Office:**
 - In FY2026 to date, the office has received 1,357 FOIA requests, indicating that it is on pace to meet or exceed the new record of 2,081 requests received in FY2025. To date, 1,485 requests have been closed.
 - Obtained a favorable determination from the Public Access Counselor (PAC) on a FOIA request made by a *pro se* litigant against the Board seeking records not required to be created to answer his questions.

- Obtained a favorable determination from the PAC upholding a denial of a request seeking minutes of closed sessions of the Board of Education that have not been otherwise made available to disclosure.
 - Obtained a favorable determination from the PAC ruling that denials of requests made for commercial purposes are not reviewable by the PAC.
 - Participated in the Data and Analytics Governance Committee.
- **Law Investigations Unit (LIU):**
 - Successfully closed 294 triage matters, with seven matters currently open and actively managed.
 - Closed 36 formal investigations, and 30 cases remain open and under review.
 - Developed and implemented new standard operating procedures in order to ensure the timely resolution of all reported allegations.
 - Refined LIU's jurisdictional boundaries to ensure investigations are thorough, focused, and cost-effective.
 - Continued to focus the triage process on prioritizing cases by severity, allowing non-harmful and first-time incidents to be addressed at the school level or through Human Resource Business Partners (HRBPs).
 - Worked closely with Facilities Operations and Maintenance, Nutrition Support Services (NSS), and Networks to identify appropriate resolutions without necessitating formal investigations.
- **Labor and Employee Discipline:**
 - Managed, advised, and prosecuted approximately 722 employee discipline cases.
 - Managed, advised, and represented the Board in approximately 627 labor arbitration matters, including unfair labor practice charges and representation cases before the Illinois Educational Labor Relations Board (IELRB).
 - Responded to approximately 95 Illinois State Board of Education (ISBE) subpoenas.
 - Responded to approximately 3,086 Reference Check requests.
 - Collaborated with Talent and the Office of Administrative Hearings (OAH) to transition the review of ESP/PSRP unsatisfactory evaluations from the OAH to Talent's Educator Effectiveness Team. Provided Talent with guidance, along with OAH, and continues to partner with Talent during this transition.
 - Issued five Warning Resolutions to tenured teachers for misconduct, including attendance abuse and tardiness concerns, verbal and physical abuse, failure to report student suicidal ideation, and repeated student removals from class against the school administration's clear directives.
 - Terminated a tenured teacher who intentionally left a student unsupervised at a park after soccer practice, and received other favorable awards from ISBE hearing officers.
 - The IELRB dismissed an unfair labor practice charge filed by a teacher alleging suspension and termination for engaging in protected activity under the Illinois Educational Labor Relations Act. The IELRB ruled in favor of the District, concluding there was no evidence of a causal connection between the teacher's protected activity and the

decision to terminate his employment.

- The IELRB dismissed two consolidated unfair labor practice charges filed against the District by a teacher. The IELRB determined the teacher's claims were untimely and the allegations did not involve any concerted protected activity. Over the past two years, this teacher has filed three ULP charges against the Board related to the termination, all of which the Board successfully defended, resulting in the charges being dismissed by the IELRB.
- The IELRB dismissed an unfair labor practice charge filed by CTU claiming the Board violated the IELRA when it took disciplinary actions against two teachers for allegedly engaging in protected activity during the October 2019 CTU strike. In dismissing the complaint in its entirety, the IELRB found the actions of the teacher who was terminated amounted to strike misconduct, causing a loss of IELRA's protections and rendering the misconduct terminable. As to a teacher who received a Level 2 PIP, the IELRB found the Union's charge to be untimely and outside the six-month jurisdictional period prescribed by the IELRA.

- **Labor Relations:**

- Continued negotiations of the UNITE HERE successor collective bargaining agreement.
- Continued negotiations for the first-ever principals and assistant principals collective bargaining agreement; currently operating under a historical interim MOU that established initial terms for compensation, safety protocols, and due process.
- Continued negotiations of various mid-term bargaining items, including the Virtual Academy, accredited titles, charter closure and transition implications, and assessment procedures.
- Maintained leadership of the elementary school schedule guidance task force, the grading guidelines task force, and the student support task force.
- Continued preparations for the upcoming successor collective bargaining agreement negotiations for SEIU Local 73.
- Provided ongoing guidance and support to school leaders and department heads on labor relations issues.
- Led multiple labor-management committees with various unions, including strategic bargaining, class size, bilingual, transportation, and facilities.

- **Office of Administrative Hearings (OAH):**

- Issued responses to 302 grievances and 381 disciplinary decisions, including termination recommendations later adopted by the Board.
- Updated and released the eighth edition of the template staff handbook to school administrators.
- Collaborated with Talent and the Labor and Employee Discipline Unit to finalize amendments to the Board's Drug and Alcohol Free Workplace Policy.
- Implemented the grievance and suspension appeal process outlined in the Chicago Principals and Administrators Association's tentative agreement.

- Collaborated with Information and Technology Services to streamline processing of suspensions pursuant to Board policy and collective bargaining agreements.
- Led implementation of CPS-CTU Joint Discipline Committee revival per CTU's bargaining agreement.
- Developed a conflicts check protocol for OAH legal interns.
- Implemented multi-user polling using existing Google Workspace tools to increase efficiency in the scheduling of grievance hearings.
- Designed and managed an information exchange between CTU, Talent, and Payroll Services to proactively address or resolve pay errors in advance of grievances being filed.
- Prepared and delivered training for new NSS leadership regarding the discipline process.
- Implemented tracking tool between CTU and internal CPS central office stakeholders that resulted from OAH's 2024-25 Continuous Improvement Work Plan goal.
- Provided support to the Talent Office's Educator Effectiveness team on the ESP and PSRP evaluation process through document review and collaborative sessions related to process improvement and policy decisions.
- Collaborated with Talent on solutions related to student-teacher misconduct concerns.
- Collaborated with OSHW and Payroll Services regarding effective collective bargaining agreement compliance related to work days, pay, and schedule.
- Collaborated with Safety and Security and Payroll Services regarding Crowd Control Specialists' pay and discipline issues to provide guidance in compliance with state and federal law and any applicable collective bargaining agreements.
- Collaborated with Talent and the Litigation Unit to support alignment on CTU's assault leave collective bargaining agreement provision.

- **Litigation:**

- Favorable settlements and appellate decisions include:
 - Participated in the settlement of multi-district litigation against Juul and Altria based on their marketing and distribution of vaping devices. The settlement calls for the distribution of approximately \$18.5 million (gross) to CPS over a three-year period, with approximately 90 percent already paid and approximately 10 percent due in December 2026.
 - Recovered \$100,000 in reimbursement of workers' compensation benefits paid to an employee from a settlement between an employee and a snow and ice removal company. The employee sued the vendor alleging negligence in the vendor's snow and ice removal work at the school.
 - An individual filed suit claiming to have slipped and fallen on an interior stairway at a school. The individual initially admitted that their shoes were to blame, but in a lawsuit alleged a defect in the stair step. The matter was assigned to mandatory arbitration, and the Board prevailed. The plaintiff rejected the arbitration result and demanded a jury trial, but voluntarily dismissed the lawsuit the day before the trial.
 - The Board prevailed in an appeal filed by the owner of an elevator services contracting company. The Board had disbarred the contractor for misconduct,

and the contractor sued, alleging the Board had wrongly damaged its reputation. The Court of Appeals affirmed that dismissal.

- Dismissals and Summary Judgments:
 - The U.S. District Court awarded summary judgment to the Board in a case involving procedural due process claims filed by a former principal. The Board also obtained a bill of costs of about \$4,000 against the former employee who filed suit.
 - The Board and a Network Chief prevailed on a former principal's federal claims that alleged various forms of discrimination and harassment when the former principal was not awarded a contract. After the federal case was dismissed, the former principal filed the two remaining counts in the Circuit Court of Cook County. Ultimately, the court granted summary judgment to the Board and the Network Chief shortly before the jury trial was set to begin. The case is currently on appeal.
 - The Court granted the Board's motions to dismiss in several recent cases, including one where the OIG concluded that a member of the school support staff committed Paycheck Protection Program (PPP) fraud, and another where a teacher asserted national origin discrimination.
- Affirmative Litigation Efforts
 - The Board joined a lawsuit filed in the Northern District of California against certain social media companies. The action seeks compensation for the vast sums expended by the Board as a result of the adverse effects of social media on students.
 - Collaborated with the Illinois Attorney General's Office on litigation to recover the loss of federal grant funding.
- **School Law:**
 - Organized and led a five-day legal conference for over 1,200 school administrators related to relevant legal topics and provided one-hour professional development seminars on various legal topics for administrators and school staff throughout the school year.
 - Provided comprehensive legal guidance to the Office of Local School Council Relations, including procedural compliance, eligibility determinations for both pre-election and post-election challenges to promote a fair, transparent, and legally compliant process across the District's schools.
 - Collaborated with District stakeholders to appeal the U.S. Department of Education's decision to rescind the District's Magnet Schools Assistance Program (MSAP) funding to advocate for restoration of critical resources.
 - Designed and delivered professional development opportunities for school administrators, network staff, and other District staff through monthly webinars on "hot topics" in education law, including student records and privacy, external research and

review board proposals, records management, fundraising compliance, and risk management.

- Implemented strategic process enhancements to the student adjudications process to improve efficiency, transparency, and timeliness for students, parents and guardians, and schools. This resulted in reduced expulsion hearing backlogs and timely determinations.
- Provided legal counsel to central office stakeholders in support of the District's physical education waiver submission to the Illinois State Board of Education, including the submission of required applications and compliance with applicable School Code requirements in order to promote equitable access to instruction and advance operational priorities for students.
- Provided critical legal support to JROTC in establishing enrollment and transfer guidance that is in alignment with federal and state statutes and Board policy to promote school and cadet accountability and reduce legal risk.
- Collaborated with various Central Office stakeholders to develop resources and guidance to support schools navigating immigration-related issues, including protections for student and family information, responding to requests for access to school grounds for immigration-enforcement purposes, and protocols for navigating situations where students are left stranded due to detention or apprehension of a parent or guardian.
- Conducted extensive research into topics affecting education law, including curriculum, immunizations, and minimum health requirements.
- Provided legal guidance on over 400 legislative bills and assisted with drafting legislation to support CPS endeavors.
- Supported schools in processing and coordinating over 800 requests for student records pursuant to subpoenas or court orders.
- Represented the Board in 17 Office for Civil Rights complaints. Despite a federal government shutdown and the closure of the Chicago regional office of OCR, the District closed out five of these matters with no formal findings against the District.
- Represented the Board in over 184 Due Process complaints, mediation requests, State complaints, informal complaints, and 504 matters related to special education.
- Provided extensive support and guidance to the Office for Students with Disabilities (OSD) with special education matters, including attending Individualized Education Program (IEP) meetings and supporting teams with compliance, such as legal requirements relating to the translation of vital IEP documents; annual revisions to the OSD Procedural Manuals; and District-wide compliance efforts relating to physical restraint and time-out training and reporting.

- **Transactions:**

- Opened 311 matters and closed 256 contract matters in FY26.
- Continued implementation of a new Contract Management System (CMS). This system streamlined contract processing and execution for the District, while dramatically improving reporting on contracting trends and business processes.

- Conducted training for Central Office and Office of Network Support staff regarding the contracting process and contracting material development.
 - Closed the Educational Technology, Social Emotional Learning, Out of School Time, Various Trades, and Professional Learning Pools encompassing more than 1,000 vendor contracts.
 - Executed multiple contracts for student placement and assistive technology to ensure compliance with student IEPs and 504 Plans.
 - Completed multiple complex negotiations for the new Enterprise Resource Planning initiative handled by Project BRIDGE.
 - Completed review and improvement of the Board's Intellectual Property policy.
 - Managed all charter school renewal contracts, including drafting and negotiating contracts with each new annual charter cohort. With the evolving challenges faced by CPS charter schools since 2024, Transactions' charter work has included intensive counseling and strategic guidance to departments and the Board to mitigate operational emergencies, charter closures, and student transitions.
 - Provided comprehensive support and counseling to departments and schools across CPS regarding transactional issues, including intellectual property, artificial intelligence, data breach proceedings, limitations of liability, and more.
- **Policy, Ethics and Records:**
 - Advised all departmental policy owners through amending, rescinding, adopting, or readopting Board policies and rules.
 - Conducted training for Board members related to ethics, campaigning, and conflicts of interest.
 - Disposed of more than 2,000 boxes of records currently at off-site storage in compliance with Illinois law and Board policy.
 - Reviewed and processed over 4,000 boxes of records from schools and departments for disposal and off-site storage to ensure compliance with Illinois law and Board policy.
 - Facilitated District-wide requests regarding records-related collections and deliveries.
 - Directed the District-wide diploma fulfillment process, ensuring precise data collection and vendor execution for all graduating students.

KEY BUDGET INITIATIVES for FY2027

- The Department has identified five strategic priorities toward which our staff members are focusing their efforts and individual goals that include:
 - Pursuing excellence in Law Department operations (employee life cycle, outside counsel practices, processes, and diversity);
 - Building stellar systems and structures to strengthen work product (documented unit protocols and expectations);
 - Providing contracting excellence to ensure students have quality supports and services (Contract Management System and improve contracting timelines);
 - Developing holistic Labor Relations practices to foster trusting relationships with stakeholders (collaborative relationships internally and externally); and

- Advancing equity for our most vulnerable students using data and risk analysis to inform practice (e.g., students with disabilities, students in temporary living situations, English language learners, newcomer population).
- Negotiate the UNITE HERE successor collective bargaining agreement.
- Continue negotiating for the first-ever principals and assistant principals collective bargaining agreement; currently operating under a historical interim MOU that established initial terms for compensation, safety protocols, and due process.
- Negotiate various mid-term bargaining items, including the Virtual Academy, accreted titles, charter closure and transition implications, and assessment procedures.
- Continue participation in social media litigation brought by CPS and other school districts against Meta, YouTube, Snapchat, and others. Recent verdicts against these social media companies suggest that they committed tortious conduct in the distribution of their services and that school districts suffered significant financial challenges as a result.
- Continue working with external partners to recover or prevent the loss of federal funding.

Local School Council Relations

MISSION

The Office of Local School Council Relations (OLSCR) is a core pillar of the Office of Family and Community Engagement (FACE). OLSCR specifically manages the democratic process that allows communities to govern their neighborhood schools. We believe that schools succeed when the people closest to the students—parents, staff, and neighbors—have a real seat at the decision-making table. By providing training and daily support to over 500 Local School Councils (LSCs), we help stakeholders turn their passion for education into effective leadership. Our goal is to ensure every LSC is a fair, transparent, and powerful voice for its school community.

MAJOR PROGRAMS

The Illinois School Code guides OLSCR's approach and implementation of LSC operations and engagement.

- **Member Support:** Provides comprehensive, direct support to approximately 6,000 LSC members across 511 schools to ensure effective governance. OLSCR delivers real-time technical assistance and coaching on governance practices, legal requirements, and parliamentary procedure. OLSCR team members have regular contact with LSC members and attend hundreds of LSC meetings each year. OLSCR guides councils in conducting compliant meetings aligned with the Open Meetings Act and District policy. It also provides direct support for high-stakes processes, including principal evaluation, contract renewal, and principal selection.
- **Training and Resources:** Oversees the delivery of required training for approximately 6,000 LSC members across 511 schools, spanning nine core governance and leadership content areas. It provides targeted training to support LSCs during critical processes and authority, including monitoring of the school budget and school academic plan, principal selection, principal retention, and contract renewal. Training is delivered through both in-person and virtual formats to ensure accessibility and broad participation. OLSCR also develops and maintains a comprehensive suite of tools and resources to support members in fulfilling their roles effectively. This includes the LSC Reference Guide, available in both English and Spanish, which serves as a foundational resource for governance and compliance. In addition, OLSCR offers on-demand training modules accessible at any time, allowing members to engage with content flexibly as needed.
- **Elections:** Administers one of the largest decentralized school governance election systems in the country, across all Chicago Public Schools.
 - **Bi-annual LSC Elections:** Oversees the planning and execution of elections across 511 schools, supporting more than 6,200 elected LSC positions. OLSCR leads a comprehensive election infrastructure that includes candidate recruitment and certification, voter eligibility guidance, election day operations, and post-election validation. OLSCR develops standardized procedures, materials, and timelines to ensure consistency across all schools while maintaining compliance with the Illinois School Code

and CPS policy. Additionally, the office recruits, trains, and deploys over 1,200 election judges and provides direct oversight and support to more than 500 school-based staff members who implement election-day activities. This work requires extensive coordination, quality control, and real-time problem-solving to ensure election integrity at every site.

- **Annual Student LSC Elections:** Supports schools in their annual student LSC elections in schools serving grades 7–12, facilitating the election of approximately 642 student representatives each year. OLSCR provides guidance to school leaders on candidate recruitment, election procedures, and student engagement strategies to ensure meaningful student voice in school governance. These elections serve as a critical pipeline for developing student leadership and civic engagement across the District.
- **Bi-annual Local School Council Advisory Board (LSCAB) Elections:** Oversees the administration of bi-annual LSCAB elections and certification of results. These elections elevate LSC members’ voices at the District-level and ensure community perspectives inform Board of Education policy and CPS decision-making.

- **Engagement**

- **Local School Advisory Board (LSCAB):** Supports the work of the LSCAB, a representative body of elected and appointed members that provides formal recommendations and feedback to the Chicago Board of Education and CPS District leaders on policies and practices affecting schools and LSCs. OLSCR ensures alignment between LSCAB priorities and District initiatives while facilitating communication between community leadership and CPS decision-makers.
- **Monthly Engagement Sessions:** Hosts monthly citywide engagement sessions designed to inform, equip, and elevate LSC members through timely updates, targeted guidance, and interactive learning opportunities. These sessions provide a consistent forum for members to deepen their understanding of governance practices, engage directly with District leaders, and train LSC members on their roles and responsibilities. Each session serves as both a capacity-building and feedback mechanism, strengthening transparency and community voice.
- **Conflict Resolution and Mediation:** Offers conflict resolution support to LSCs by connecting councils with trained external partners and providing internal guidance to address disputes constructively. This work helps maintain functional governance, preserve relationships among stakeholders, and prevent escalation that could disrupt school operations.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 1,381,710	\$ 2,523,722	\$ 2,250,044	\$ 2,288,709
Total Department	\$ 1,381,710	\$ 2,523,722	\$ 2,250,044	\$ 2,288,709

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	13.0	12.0	12.0
Total Department	13.0	12.0	12.0

MAJOR ACCOMPLISHMENTS in FY2026

- **Modernized Internal Operations:**
 - Transitioned from paper candidate and judge application forms to electronic forms for FY2026 elections. This improvement made it so school-based staff did not have to manually enter data into the LSC Dashboard, reducing human error and providing the District with real-time data on received applications.
 - Received 6,606 LSC applications.
 - Received 1,800 election judge applications.
- **Election Day 2026:**
 - For this election, we deployed 109 election monitors from the central and network offices. These monitors were stationed on-site at schools to observe LSC Elections and ensure full compliance with established procedures. This number represents the largest deployment of monitors we have ever utilized for an election.
 - OLSCR Operation Center, called “Election Central,” received hundreds of telephone calls from various school communities across the city and provided real-time answers and support.
- **Increased Engagement:**
 - Received a significantly increased number of LSC applications, with 6,606 applications received for the March 18, 2026, election. This represents the highest volume since the 2014 election cycle, surpassing the 6,457 applications received in 2024.
 - Averaged 50–80 participants each month through its virtual LSC Member engagement sessions, where LSC members drop in to attend workshops on budgeting, new principal selection, internal accounts fundraising, Continuous Improvement Work Plan (CIWP) principal evaluation, and other topics.

KEY BUDGET INITIATIVES for FY2027

- **Operational Modernization:** Implement streamlined digital voting systems and election tools to increase efficiency and stakeholder reach.
- **Policy and Governance Review:** Partner with the Policy and FACE teams to update District LSC guidelines and ensure the Illinois School Code is implemented effectively.
- **Professional Development:** Expand staff coaching and training to provide higher-impact support and technical assistance to school councils.
- **Fiscal Optimization:** Shift resources from manual administration to digital platforms to significantly lower election-cycle expenses.

Marketing

MISSION

The Marketing Office operates as an internal agency providing fully integrated marketing strategy and campaign management support to District-managed departments, network offices, and selected schools. Our operational model is structured to provide best-in-class marketing services as close to cost as possible. By centralizing and more effectively coordinating the District's marketing efforts, the Marketing Office is able to make District-wide marketing outreach more strategic, increase alignment with and support the achievement of our new strategic plan goals, and extract more dollar value from marketing investments.

MAJOR PROGRAMS

- **Required Documents & Information:** Coordinate the collection of content from department SMEs and oversee the design, production, and delivery of key documents, booklets, guides, posters, websites, letters, and other outreach media that are required by a legal, operational, or policy mandate.
- **Accessibility Design:** Work with other CPS departments to create, review, and remediate digital content to meet jurisdictionally mandated accessibility standards and allow people with disabilities to effectively perceive, navigate, and interact with the content.
- **Back to School:** Manage all the marketing for the summer back to school campaign designed to get students and staff ready for the first day of the school year. This includes creating and placing all city-wide advertisements, designing marketing material for Back to School Bashes and summer promotional events, creating floats for the Bud Billiken Parade, and developing all promotional material for the staff Summer Leadership Institute and Admin Summit.
- **GoCPS:** Manage all the marketing for the annual GoCPS K-12 application and enrollment campaign including developing and maintaining the informational and school search website, designing and placing citywide advertisements, creating explainer videos, writing and distributing weekly marketing packages, running incentive campaigns for school leaders, and creating training material for staff and parents.
- **Chicago Early Learning:** Manage all the marketing for the annual Pre-K application and enrollment campaign, including developing and maintaining the informational and school search website, designing and placing citywide advertisements, creating explainer videos, writing and distributing weekly marketing packages, running incentive campaigns for school leaders, and creating training material for staff and parents.
- **Healthcare Initiatives:** Manage all marketing for multiple annual healthcare-related campaigns focused on getting families to renew or enroll in Medicaid coverage, promoting healthy practices to prevent and control infectious disorder spreads, explaining districtwide, school-level, and safety protocols, and promoting the use of healthcare benefits. This is all done through the creation and distribution of advertisements, collateral, websites, social media, and other informational collateral.
- **Local School Council Elections:** Manage the city-wide local school council (LSC) elections marketing, which includes creating and running advertisements, process and training collateral,

polling place signage and material, and the informational/election results website for both the candidate campaign and the election campaign.

- **District-wide Web & Digital Media:** Plan, write, design, and help to maintain all of the district's internal and external websites, microsites, and social media platforms in collaboration with the CPS Communications and WebServices teams.
- **School Marketing Support:** Provide strategic marketing council and marketing outreach support to selected schools, which can include creating branded marketing material, running advertising campaigns, or implementing environmental designs.
- **New School Branding:** Provide comprehensive start-up marketing support to new schools that are opened by the district, including designing and implementing school logos, mascots, brand standards, collateral, websites, uniforms, environmental designs, and building signage.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 4,560,930	\$ 2,024,647	\$ 8,816,460	\$ 8,207,628
Title Funds	\$ 302,334	\$ -	\$ 259,789	\$ -
Other Grant Funds	\$ -	\$ -	\$ 24,320	\$ -
School Generated Funds	\$ 15,160	\$ -	\$ 32,795	\$ -
Total Department	\$ 4,878,424	\$ 2,024,647	\$ 9,133,364	\$ 8,207,628

Note: The FY26 Ending Budget reflects transfers from other departments into Marketing to open purchase orders for marketing campaigns, printing, and other expenses incurred during the year. The FY27 budget includes funding that was previously held centrally for districtwide initiatives.

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	7.0	7.0	7.0
Total Department	7.0	7.0	7.0

MAJOR ACCOMPLISHMENTS in FY2026

- Rebranded and relaunched five Acero schools and ChiArts as District-managed CPS schools with marketing materials, including new school logos, stationery, a website, collateral, social media, and environmental designs.
- Developed a process for document accessibility capture and remediation, completed more than 400 separate remediation tasks to ensure compliance with WCAG standards, and rolled out accessibility training and support material to district departments and schools.
- Ran a city-wide GoCPS application marketing campaign that resulted in more than 95 percent of CPS 8th graders using the process to apply to high school. This marks a streak of seven consecutive years of high performance, outpacing participation rates observed in other major urban school districts with similar application processes.

- Ran a city-wide Chicago Early Learning Pre-K campaign that contributed to an increase in Pre-K enrollment, which is playing an important part in stabilizing District enrollment.

KEY BUDGET INITIATIVES for FY2027

- Rebrand and relaunch three military academies under new names with marketing materials, including new school logos, stationery, website, collateral, social media, and environmental designs.
- Further advance and prepare the District for compliance with Web Content Accessibility Guidelines (WCAG) standards by the new deadline of April 26, 2027.
- Manage a full LSC election cycle campaign to secure candidates and get residents out to vote.

Multilingual-Multicultural Education

MISSION

The mission of the Office of Multilingual-Multicultural Education (OMME) is to foster an inclusive community rooted in equity, social justice, and integrity, and cultivate a supportive environment where all Chicago Public Schools (CPS) students can thrive. OMME guides the District in providing a high-quality education for all language learners that is attentive to a culturally and linguistically diverse community of students, families, and educators. In alignment with the District's Five-Year Strategic Plan, OMME expands access to multilingual pathways by strengthening Bilingual, Dual Language, and World Language programs. This mission is supported through advocating for multilingualism and multiculturalism throughout the District, developing and delivering meaningful professional development and resources, and collaborating with additional offices and community partners.

MAJOR PROGRAMS

- **English Learner (EL) Programs:** Provide English language instruction and support to over 88,000 students (27 percent of all CPS students) from diverse language backgrounds who still require proficiency in English to gain meaningful access to instruction. Major EL programs include:
 - **Transitional Bilingual Education (TBE):** ELs participating in TBE programs receive English as a Second Language (ESL) instruction to develop English language proficiency. Core subjects are provided in English and the EL's home language, including 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 and the ELs' (or their parents') native land.
- **Dual Language Education (DLE) Programs:** Offer core instruction in both English and a partner language (currently, all DLE programs in CPS offer Spanish) with the goal of students developing proficiency in both languages. DLE programs meet the state requirements for TBE programs. DLE programs begin at the pre-k and kindergarten levels and provide a route for students to earn the CPS Pathways to the Seal of Biliteracy recognition in fifth or eighth grade or the State Seal of Biliteracy upon graduation from high school.
- **World Language (WL) Programs:** These programs expose students to world languages by developing their listening, speaking, reading, and writing skills in the target languages. CPS currently offers 11 world languages in 238 schools, serving more than 100,000 students.
 - **Critical Language Initiative (CLI):** This initiative focuses on instruction in languages deemed critical to U.S. national security interests. CPS' focus languages are Arabic and Chinese.
- **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 Biliteracy:** A recognition given to students in fifth or eighth grade who are enrolled in Bilingual, Dual, and/or World Language programs and can demonstrate that they are on track to achieve the State Seal of Biliteracy by the time they reach their senior year of high school.

- **Parent Involvement and Community Outreach Programs:** Support EL parents through training, theme-based workshops, leadership-building and advocacy, and ensuring parental involvement in school-based Bilingual Advisory Councils and the citywide Chicago Multilingual Parent Council.
- **International Student Services:** These services support refugees and other students and families who have recently arrived in the United States. They include assisting newcomer families with enrollment, completing registration, screening for EL services, and connecting families and schools to additional support and services.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 7,699,230	\$ 10,941,773	\$ 10,724,938	\$ 14,587,596
Title Funds	\$ 2,209,708	\$ 2,990,736	\$ 3,107,768	\$ 3,303,029
Other Grant Funds	\$ 2,977,344	\$ 3,092,824	\$ 4,203,185	\$ 7,260,412
Total Department	\$ 12,886,283	\$ 17,025,333	\$ 18,035,891	\$ 25,151,037
Budgeted at Schools	\$ 53,968,659	\$ 67,656,500	\$ 74,416,820	\$ 75,927,191
Grand Total	\$ 66,854,942	\$ 84,681,833	\$ 92,452,710	\$ 101,078,228

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	53.0	*64.0	72.0
Title Funds	22.0	23.0	23.0
Other Grant Funds	11.0	11.0	11.0
Total Department	86.0	98.0	106.0
Budgeted at Schools	511.0	517.0	512.5
Grand Total	597.0	615.0	618.5

Note: 10 Bilingual Teaching Assistants were added in FY26 per the District's collective bargaining agreement with the Chicago Teachers Union.

MAJOR ACCOMPLISHMENTS in FY2026

- State Seal of Biliteracy results are still preliminary, as additional testing results will become available over the summer. Currently, 3,161 State Seals were earned by high school graduates, while an additional 2,016 Commendations toward Biliteracy were also awarded. The Seals were awarded in a record 46 different world languages, with top languages being Spanish, Mandarin, Polish, French, and Ukrainian. Seals were earned for the first time in Cebuano (Visayan), Macedonian, Malay, Panjabi (Punjabi), Tamil, and Telugu. 62 students earned a Seal in more than one language, and four students earned the Seal in three different world languages. 87 high

schools had at least one Seal recipient. The diversity of the group reflects the District's efforts to create more pathways to multilingualism for all students: 54.1 percent of recipients were former English learners (ELs), 17.1 percent were current ELs, and 28.8 percent were never ELs.

- A record number of elementary and middle schools have participated and earned the Pathways to Biliteracy Awards for 5th and 8th graders. 4,172 students in 5th grade received the award, and 3,391 students in 8th grade received the award. A record number of 227 schools participated, compared to 206 last year. Awards were given for proficiency in a record of 25 different languages, with almost 96 percent for Spanish.
- As part of the Together We RISE strategic plan, OMME added three new Dual Language Education (Spanish/English) and three new World Language Education (Spanish) programs as part of the planned four-year expansion and commitment to providing pathways for students to become multilingual. The expansion prioritized access for historically underrepresented neighborhoods. Selected schools will receive targeted investments and comprehensive support during a multi-year incubation phase to ensure the sustainability and success of each program.
- This year, the Dual Language team continued to expand and strengthen high-quality bilingual programming across CPS by providing monthly training to the three new Dual Language schools, managing the Districtwide DLE application process, and conducting site visits to onboard three additional schools for next year.
- The team is hosting the 3rd Annual CPS Dual Language Conference, serving 750+ educators across the District, facilitating monthly meetings for DLE coordinators and quarterly meetings for school administrators, publishing a new CPS Dual Language Education Handbook and program brochure, and coordinating the District-wide Spanish Oratory Competition to elevate students' academic Spanish and discourse practices.
- The dual language team continued implementing the Caminata DLE Learning Walk—aligned to the three pillars of dual language, the CAL Guiding Principles, and CPS instructional priorities—which informs school learning cycles, CIWPs, and DLE action plans while fostering collaborative partnerships across DLE schools, underscoring the growing scope of this work and the need for sustained and expanded funding to support high-quality implementation.
- Reached a historic peak of 109,927 students studying 11 languages, resulting in an unprecedented 3,587 students earning the State Seal of Biliteracy.
- Empowered over 1,000 teachers through 50+ research-driven professional development sessions, featuring national experts and the launch of the Skyline World Language Cohort.
- Secured vital collaborations, including a major book grant through the "Window of Shanghai" project, French Heritage programs funded via the French Consulate, and innovative gallery-based learning with the Art Institute of Chicago.
- Delivered authentic cultural experiences through the STARTALK Summer 2025 program, artist-in-residence initiatives, and life-changing study abroad opportunities.
- Three hundred CPS teachers were offered spots in the English Learner Cohorts, where they are taking coursework toward obtaining their ESL or Bilingual Teaching endorsement. CPS is in need of more endorsed teachers in order to provide and improve required services for English Learners.
- Strengthened multilingual learner instruction Districtwide through sustained coaching and professional learning for EL Program Teachers and school leaders, including six ELPT professional

learning sessions and three cycles of school visits totaling more than 1,400 school visits. The team also conducted over 500 Rigor Walks using the EL Lens, supporting increased evidence of language-rich instruction, differentiated support for multilingual learners, and student engagement in grade-level tasks.

- Expanded implementation of Skyline Artes del Lenguaje del Español by leading Year 1 and Year 2+ professional learning, supporting unit internalization, and developing resources to strengthen Spanish Language Arts instruction across classrooms. The team also codified core biliteracy instructional practices and developed system tools, including the Biliteracy Look-For Tool and the Biliteracy Trajectory, to align Spanish and English foundational skills and support coherent biliteracy development.
- Strengthened Tier 1 instruction for multilingual learners by designing and facilitating Effective Instruction professional learning for District curriculum and content teams to ensure language development is embedded in core instruction.
- The Instructional Design and Development team designed and facilitated multiple District-wide professional learning strands to strengthen Tier I instruction for English learners, including 3 learning strands for ELPT professional learning cycles (more than 500 ELPTs), the Effective Instruction series with content and curriculum teams, and leadership learning through ILTI (direct instructional support for over 380 teachers to strengthen classroom implementation of language-based instructional practices).
- 30 Bilingual Teaching Assistants (BTAs) were hired and deployed to schools with a low number of EL-endorsed teachers and significant increases in EL populations. BTAs included staff who spoke Spanish, Ukrainian, Arabic, Dari, and Pashto to support the diverse EL populations at schools.
- Delivered over 70 ELPT Power Hour sessions to 100+ participants. The team also completed 63 on-site support visits and assisted 20 schools with on-demand support. Completed 9 support sessions for new principals during the transition to the District.
- Conducted 9 charter school program reviews (with 20 total expected by year-end) and performed 65 ISBE monitoring visits across multiple networks.
- Supported 594 ELs during the Summer 2025 session, achieving a 100 percent completion rate for attending students in ESL I and II courses. The program expanded to 7 sites with 91 students in Fall 2025 and is projected to reach 9 sites and 160 students in Spring 2026.
- Provided transitioning school support to ACERO campuses and ChiArts.
- Provided targeted professional learning for the Office of Students with Disabilities' Related Service Providers to strengthen their capacity to support English Learners with disabilities. Reached over 300 RSPs and provided in-person training with more than 100 related service providers, early childhood itinerants, and therapists, building awareness of language development, culturally responsive practices, and strategies to better serve multilingual students receiving specialized services.
- Facilitated five parent workshops since the beginning of the school year, engaging over 200 families through virtual and in-person sessions focused on understanding IEPs, language rights, and how to advocate for bilingual and special education services.
- Led quarterly citywide Multilingual Parent Council meetings attended by an average of 440 parents, as well as monthly Bilingual Advisory Committee (BAC) meetings attended by an average of 450 parents. The BAC and CMPC meetings were attended by representatives from

over 200 schools on average at each meeting. Supported schools in establishing and conducting Bilingual Advisory Councils at schools. Eighty-six percent of schools required to have a BAC, as well as 20 additional schools (for a total of 365 schools), have established a BAC.

- Completed over 700 foreign credential evaluations, ensuring students received proper academic placement. By providing direct guidance to hundreds of families, the team streamlined the enrollment process across the District and fostered a welcoming environment for newcomers. Furthermore, they strengthened systemic support through six professional learning sessions for school counselors, programmers, and clerks, and four strategic meetings with refugee agencies to maintain accurate, up-to-date communication with community partners.
- The OMME Center curated three collaborative exhibits (Journey, Día de Los Muertos Around the World, Celebration African Diaspora, and Celebrating the Heritage of Asian Americans and Pacific Islanders) featuring local organizations, ethnic museums, community members, and students to serve as immersive educational tools. These exhibits provided a unique foundation for specialized professional learning sessions and workshops designed to train teachers, parents, and students alike. Beyond these displays, the center furthered its mission by hosting seven parent engagement workshops and multiple instructional sessions to deepen cultural understanding throughout the District.

KEY BUDGET INITIATIVES for FY2027

- Expand access to the English Learner teacher cohorts. The EL cohorts are an opportunity for CPS teachers to obtain the ESL or bilingual teacher endorsement needed to provide instruction and services that are required for English Learners. Currently, in alignment with CBA, the program admits 300 teachers who have 100 percent of their tuition toward courses needed for the endorsement paid for by OMME.
- Expand World Language and Dual Language programs through the Multilingual Pathways strategy to add three more WL and three more DLE programs.
- Maintain a pool of thirty bilingual teacher assistants (TAs) to deploy to support schools with rising EL populations and unmet staffing needs.
- Continue to support the continuous improvement of EL programs at schools by allocating about 450 EL Program Teacher (ELPT) positions to schools and per-pupil supplemental funding (\$1.1 million) to schools that do not qualify for an ELPT position due to a smaller EL population.
- Adopt a District ESL curriculum designed to provide consistent instructional resources for schools serving English learners.
- Fund foundational literacy materials to support the implementation of Skyline ALE (Spanish Language Arts) curriculum.
- Provide all schools with access to a phone interpretation service to enable meaningful engagement with families, particularly regarding enrollment and parent-teacher meetings during report card pick-up, and similar events.
- Increase funding for Seal of Biliteracy testing to expand participation by schools and students (at least \$470,000 is needed to test all fifth-, eighth-, and high school students).
- Continue funding for schools that establish Bilingual Advisory Committees for parents of English learners.

Network Support

MISSION

The mission of the Office of Network Support (ONS) is to support schools by building capacity for continuous improvement cycles, providing differentiated support and resources, and empowering leaders. ONS supports the implementation of all major District initiatives and monitors schools' progress toward the District's commitments to a high-quality daily learning experience that is rooted in rigor, joy, and equity.

MAJOR PROGRAMS

- **Network-Led Continuous Improvement, Strategic Planning, and Data Analytics**
 - General Continuous Improvement (CI): Strengthens the "Gears of CI" (Culture, Structure, Knowledge & Skills) among school teams through communicating clear expectations, delivering professional learning, and sharing tools and resources.
 - Supporting & Monitoring School Continuous Improvement Work Plans (CIWPs): Supports and monitors the CIWP development and implementation by sharing tools and engaging school leaders in related professional learning and workshops fulfilling the IL school code and federal Title 1 requirements.
 - Completing & Implementing Network Plans: Engage in strategic planning for network improvement based on evidence of school practice, performance and priorities.
 - Network Data Strategist Team Management & Development: Serve as direct data support for District-managed schools, connect strategists to District-wide initiatives ensuring that school voice is amplified, and positioning strategists to support implementation.
 - COMPASS: Serving as Redesign Leads in the cross-departmental project, the team drives engagement and gathers feedback from networks and schools to ensure their needs are represented in the design and development of reporting. By upgrading the District's data infrastructure and modernizing the primary data access point, they support all schools and networks through training and rollout to ensure a seamless transition.
 - Lead year-long Data Learning for Network Leadership: The team leads year-long data learning initiatives focused on Network Strategic Plan data reports.
 - Represent school and network needs in work requiring cross-departmental collaboration: The team maintains the primary school-facing compliance reporting mechanism through the ONS Dashboard and essential data infrastructure during the by managing Command Center and State of the School reporting.
- **Department of Principal Quality**
 - School Leader Development: Support the in-role and ongoing development of our 1,100+ sitting principals and assistant principals by providing meaningful and differentiated professional learning aligned to District priorities and schools' & students' needs. Programs include the new Principal and AP Institutes, New Principal Mentorship, responsive opt-in PLCs, Network collaboration PD and PLCs, and Cahn Fellows.
 - School Leader Engagement: Retain school leaders and inspire aspiring leaders through engagement opportunities that shape a District culture of community, care, and celebration, where they feel valued and empowered and their input informs decisions. This

- includes Principal Advisory Council (PAC), DPQ Affinity Groups & Presents series, District-wide School Leader Care Team + Network-based Care Team training support.
- Local School Council (LSC) Principal Supports: Empower LSCs and ALSCs with effective processes, systems, training, resources, and tools for principal evaluation, principal selection/recommendation, and principal contract renewal; equip sitting and aspiring principals with the skills needed to nurture productive relationships with LSCs/ALSCs in service of students' needs and schools' missions. This includes the principal LSC mentoring program and Crucial Conversations PD.
- School Leadership Pipeline: Develop a steady and diverse stream of aspiring leaders - from teacher leaders aspiring to school leadership to school leaders aspiring to District leadership - who are prepared to ensure student success in their next role in CPS. This includes Aspiring AP Institute - Tiers 1-3, Chicago Leadership Collaborative - Pathways 1-3, CPS Executive Fellows, Aspiring Leaders Essentials series, Common App process.
- School Leader Transitions: Identify school leadership needs and talent pool; ensure talent management processes and data systems to support the selection, placement, and onboarding of principals. This includes Eligibility Policy, Process, and List maintenance; Administrators-in-Charge; displaced AP pool; principal contract Database; board reports; LSC postings; and slates for principal selection.
- **Professional Learning**
 - Creates and implements a system of District-wide professional learning for network leaders, network teams, and Instructional Support Leaders (ISLs). Collaborates within ONS, across Central Office teams, academic departments, and with external partners (University of Illinois at Chicago and The Chicago Public Education Fund) to design relevant professional learning that is responsive to networks' and school leaders' needs.
- **School Supports**
 - Facilitate parents' concerns toward resolution and support with appropriate resources in conjunction with various CPS departments.
 - Provide comprehensive assistance to School and District Improvement Grant (SDIG) recipients through targeted support, structures, and resources that directly align with school improvement goals and ISBE compliance.
 - Coordinate and oversee the implementation of critical processes provided by the State Board of Education, including: American Institute for Research(AIR) assessment administration and data analysis, Learning partner programs that deliver targeted instructional support to school communities, and Instructional Leadership Team (ILT) development and ongoing support facilitated through the Illinois Association of Regional Superintendents of Schools (IARSS).

Office of Network Support

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 4,326,585	\$ 3,082,768	\$ 3,094,161	\$ 3,065,376
Title Funds	\$ 746,417	\$ 903,062	\$ 903,062	\$ 935,508

Other Grants Funds	\$ 440,990	\$-	\$ 874,461	\$ -
Total Department	\$ 5,513,992	\$ 3,985,830	\$ 4,871,683	\$ 4,000,884

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	19.0	17.0	17.0
Title Funds	7.0	7.0	7.0
Total Department	26.0	24.0	24.0

Geographical Networks

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 17,861,060	\$ 18,499,062	\$ 18,890,328	\$ 18,790,564
Title Funds	\$ 19,934,219	\$ 17,798,248	\$ 17,397,470	\$ 18,888,487
Other Grants Funds	\$ 5,596,976	\$ 4,400,571	\$ 4,498,060	\$ 4,376,183
Total Department	\$ 43,392,255	\$ 40,697,882	\$ 40,785,858	\$ 42,055,234

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	89.3	104.3	92.1
Title Funds	121.2	123.2	120.4
Other Grants Funds	25.5	25.5	25.5
Total Department	236.0	253.0	238.0

MAJOR ACCOMPLISHMENTS in FY2026

- **Continuous Improvement, Strategic Planning, and Data Analytics**
 - General Continuous Improvement (CI): Familiarized schools with key resources from the [CI Launchpad](#) and select teams strengthened their team structures by learning and applying the Tactical Meeting structure.
 - CIWPs:
 - Acquainted every school leadership team with the SY27-SY29 CIWP template and delivered related training for the Unified CI Platform. Supported 3,000 school users with technical assistance with the CIWP template.
 - Introduced the SY27-SY29 Companion Guide with subject-specific guidance for root cause analysis across the CIWP Practices with CIWP examples.
 - Adapted and delivered training and communications for ALL school leaders and CIWP teams in the process of developing high quality SY27-SY29 CIWPs.

- Guided and supported schools to consistently reach more than 90 percent of District-managed CIWP Goals progress monitored each quarter.
 - Network Data Strategist Team Management, Support, and Development: Implemented new Problem of Practice protocol with team leading to consistent positive feedback (100 percent positive exit ticket responses in both BOY and Summer meeting)
 - Project STREAM/COMPASS: Created a plan to engage school stakeholders from schools in 19 Networks on 8 key reports so that school needs are represented in future reporting.
 - Lead year-long Data Learning for Network Leadership at ONS Meetings: Improved outcomes downstream of topics covered by ONS Data Learning. District-wide YTD metrics improving YTD from the same time last year include 3-8 On Track, 9th Grade On Track, High School B or better rates, Chronic Absenteeism, and Benchmark/Screeners Assessment. Also launched a new quarterly learning series for network leaders supporting strategy progress monitoring with an equity lens
- **Department of Principal Quality**
 - Steadily decreased principal transition rate (all transition types) (18.1 percent in SY22 to 9.5 percent in SY25)
 - Principal departure rate (resignations & retirements) was under our 8 percent goal every year since SY22 (SYs 23-25). We anticipate being just below it in SY26.
 - Increased representation of aspiring Black and Latine leaders in Chicago Leadership Collaborative (CLC), a cornerstone pipeline program, via a strategic structural expansion. The program saw an increase from 40 percent Black participants and 13.3 percent Latine participants in SY22 to 59.2 percent and 26.3 percent, respectively, in SY26. Importantly, this increase is inclusive of Black and Latino male participation. In SY22, 7 percent of CLC participants were Black males, and there were no Latino males in the cohort. In SY26, 12 percent and 11 percent of participants were Black and Latino males, respectively.
 - High numbers of school leader participation and satisfaction in PD offerings
 - We filled just under 1,500 PD seats (1,493) during SY26 with 100 percent of exit slip respondents agreeing or strongly agreeing that the learning “was responsive to their professional needs.”
 - **Professional Learning**
 - Collaborated with Teaching Lab and T&L to review and strategize professional development aligned with improving math and ELA instructional practices across Networks 1,4,7,12 (*Daily Learning Experience*).
 - Collaborated with OECE to discuss and plan ongoing support with aligning Rigor Walk and Pre-K, network supports, and Chief & Deputy PL.
 - Continued partnership with the UIC Center for Urban Education Leadership to provide network leaders with coaching around leading for equity through effective Instruction.
 - Continued partnership with The Chicago Public Education Fund to provide succession planning support to network leaders as they plan for principal transitions.
 - Rigor Walk: Maintains systems to support rigor walk practices that measure and support Tier 1 core instruction continuous improvement with a focus on standards-aligned instruction, to promote collaborative and collective responsibility of adult learning

communities, and to support teacher practice shift to center on student empowerment so that all students have a rigorous, joyful, and equitable learning experience.

- Instructional Empowerment: Maintains a system to train Rigor Leaders across central office departments and network teams. Rigor Leaders are trained to lead professional learning around rigorous instruction, aligned to Marzano's taxonomy, as well as lead rigor walks and debrief sessions to review school-level data, trends, and ensure alignment to CIWPs.
 - Rigor Leader Communities of Practice (CoP): Maintains systems necessary to provide quarterly support to Rigor Leaders through CoPs. CoPs are opportunities for Rigor Leaders to meet with their network teams to receive support and strengthen foundational knowledge around the intent of the IE Rigor Classroom Walk pillars and use of data in making instructional decisions.
 - Collaboration with Instructional Empowerment and planning of individual rigor leader training sessions that provide training in the continued growth and development in the capacity to calibrate a team and coach around RW 3.0 with network and school leaders.
 - Overall management of access to the Instructional Empowerment platform by ensuring each school in the District maintained four active users who could access and input rigor walk data, as well as providing ongoing monitoring and support in the completion of virtual training sessions.
- **School Supports:**
 - Significant growth in school performance, with 52 percent (40) of schools in the RC24 (77) cohort successfully increasing their ISBE annual summative designations for the RC25 cycle.
 - Increased the use of SDIG by 20 percent, preventing CPS from sending a large portion of the grant funds back to the state.
 - Strengthened organizational coherence by facilitating cross-functional collaboration between Continuous Improvement (CI) and Teaching & Learning (T&L). Developed and delivered targeted professional learning for external partners to ensure alignment with District priorities, establishing a unified foundation for school-level support.
 - Ensured every school that required a learning partner was fully supported.
 - Strengthened principal leadership by facilitating strategic sessions that deepened their expertise in the ISBE School Improvement Cycle and state accountability standards.
 - Managed the reporting process to reach a 100 percent completion rate for ISBE SIR 1 submissions, keeping all schools in full compliance with state standards and expectations.
 - Facilitated learning opportunities in collaboration with ISBE, IARSS West 40, Catalyst for Educational Change, & AIR for understanding state designations, the AIR process for the needs assessments, and ISBE indicators for accountability.
 - 100 percent AIR assessments scheduled for schools to have pertinent data in support of developing their new CIWP.
 - Launched a six-week support model to streamline how schools monitor their learning cycles and ensure teaching strategies or leadership practices are working effectively.

KEY BUDGET INITIATIVES for FY2027

- **Continuous Improvement, Strategic Planning, and Data Analytics**
 - General Continuous Improvement (CI):

- Implement for both adaptive and technical shifts (professional learning, tech tool enhancements, etc.) associated with processes and structures for reciprocal accountability (as it relates to schools, networks, and their CIWPs/strategic plans)
 - Energize school improvement efforts by enhancing the State of the School's timeline and data elements to better align with the natural rhythms and increase efficiency.
- School Continuous Improvement Work Plans (CIWPs):
 - Drive towards 90 percent of SY27 CIWP Goals being statused by school teams, within each progress monitoring window, and for CIWP teams to make plan adjustments.
 - Provide guidance such that 100 percent of SY28 CIWP Implementation Plans are high quality and approved by their official approvers.
- Network Strategic Plans (NSPs): Ensure each network has SY27 strategies and plans to provide differentiated support for schools, including CIWP Goals, while implementing District's five-year plan & CIDT.
- Network Data Strategist Team Management, Support, and Development: Provide PowerBI training for all 11 Network Data Strategists ahead of launch of new PowerBI-based platform.
- COMPASS: Support Initial Launch and training of new CPS data platform for all 1,190 administrators at all District-run schools by providing training materials and facilitator training on at least 8 new reports for Networks to use in engaging staff at schools.
- **Department of Principal Quality**
 - Sustain the level of opportunities and quality that school leaders have become accustomed to over the past four years
 - Increase external philanthropic funding & grants for DPQ work by more than 50 percent
 - Restructure roles and organization to ensure effectiveness and efficiency in work
 - Lean into highly-effective models of network collaboration for PD with school leaders
 - Use data to prioritize the highest impact programs and opportunities
 - Create transformational model of pipeline programs that further increases accessibility and reach
 - Use SY26 stakeholder engagement to inform an innovative Request for Qualifications (RFQs) for future pipeline services, contract with vendors in alignment with this goal
- **Professional Learning**
 - **Instructional Empowerment (Rigor Walks):** Continue partnership with Instructional Empowerment to support the use of the Rigor Walk 3.0 tool to strengthen the use of effective instructional practices through learning cycles.
 - **Rigor Leader Development and Support:** Collaborate, plan, and implement a plan with T&L and IE on the next iteration of rigor leader development to ensure readiness to sustain Rigor Walk practices across the District.
 - **ONS Meetings:** Ongoing planning and implementation of all ONS Meetings to support the work of ONS and alignment to District goals and priorities.
- **School Supports**
 - Aligning external resources (SDIG) with CIWP's and Professional Learning Plans

Nutrition Support Services

MISSION

Our mission is to provide students with healthy and high-quality meals and excellent customer service by creating enhanced dining experiences that support academic success. Our vision is to create a world-class dining program that is innovative, aspirational, and student-centered. We operate with respect, integrity, teamwork, and effective communication as a foundation of how we support our students and communities.

MAJOR PROGRAMS

- **Meal Programs:** NSS provides healthy, high-quality meals that support a joyful and equitable daily learning experience for all students. CPS continues to participate in the Community Eligibility Provision (CEP), which allows the District to offer breakfast and lunch at no cost to all students without the need for individual household applications. CPS is certified for CEP through 2028.
 - **National School Lunch Program:** A federally assisted meal program that provides nutritionally balanced lunches to children each school day.
 - **School Breakfast Program:** A federally assisted meal program that provides nutritious breakfasts to students in schools and residential childcare institutions.
 - **Child and Adult Care Food Program:** Provides students with healthy, well-balanced meals and snacks while attending programs outside of regular school hours, including after-school food, Saturday meals, and Saturday snacks.
 - **Fresh Fruit and Vegetable Program:** Provides 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:** Provides breakfast and lunch for students participating in summer programs at CPS schools, as well as lunch to any children ages 18 and younger in convenient outdoor venues across the District.
- **Operations:** NSS ensures schools have the proper resources to provide high-quality meals and an optimal level of service.
 - **Equipment:** NSS manages school kitchen equipment.
 - **ITS:** NSS will upgrade its point of sale and ITS hardware, including terminals, field-based computers, and printers, to streamline the reimbursement process and provide leadership with real-time data for operational decision-making.
 - **Data Analytics and Reporting Tools:** NSS continues to develop Integrated Data Visualization Tools. NSS leadership can now monitor the health of the nutrition program at a granular level. These dashboards track key performance indicators (KPIs).
 - **Daily Absence Dashboard:** Developed and piloted a Daily Absence Dashboard and automated email reporting system. This tool provides real-time visibility into school-level staffing shortages to ensure service continuity.
 - **Compliance and Training:** NSS will provide high-quality, standard training to all staff in order to create a standard dining experience across all schools.

- **Annual Training Requirements:** Under USDA guidelines, all NSS staff must receive a minimum of six hours of continuing education credits annually.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ (23,318,217)	\$ 10,000	\$ 1,290,282	\$ 16,045,938
Other Grant Funds	\$ 1,465,337	\$ 1,978,650	\$ 1,359,100	\$ 1,327,338
Lunchroom Funds*	\$ 150,221,445	\$ 124,611,903	\$ 121,800,438	\$ 97,735,125
School Generated Funds	\$ (3,915)	\$ 487,907	\$ 526,785	\$ 506,278
Total Department	\$128,364,651	\$ 127,088,460	\$124,976,606	\$ 115,614,679
Budgeted at Schools	\$ 88,975,197	\$ 96,046,149	\$ 95,159,150	\$ 109,330,731
Grand Total	\$217,339,848	\$ 223,134,609	\$220,135,756	\$ 224,945,410

Note: The FY27 commodities credit is typically determined in July and is not included in the department's proposed budget. The projected credit is approximately \$11 million.

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
Lunchroom Funds	144.0	140.0	140.0
Total Department	144.0	140.0	140.0
Budgeted at Schools	2,073.0	2,077.0	2,131.0
Grand Total	2,217.0	2,217.0	2,271.0

MAJOR ACCOMPLISHMENTS in FY2026

- Conducted 39 student tastings to gain student feedback on new menu offerings and recipes.
- Collected approximately 13,000 responses from students and caregivers on the CPS School Food Survey to assess SY26 menu initiatives and inform SY27 menus.
- Conducted seven meetings with school dining managers to gain valuable feedback on menus and recipes that assisted NSS in creating more appealing menus for students.
- Invested approximately \$315,315 to update infrastructure and modernize equipment at eight schools.
- Coordinated pop-up events at 25 high schools to feature limited-time offers and made-to-order stations.
- Earned four USDA Health Meal Incentive Awards: Breakfast Trailblazer, Innovation in Nutrition Education, Innovative School Lunch Makeover, and Innovation in Preparation of School Meals.
- Supported meals at schools with significant staffing challenges with new Emergency Meal offerings and an Express Menu.
- Launched NSS Allergy Training for all nutrition staff.

KEY BUDGET INITIATIVES for FY2027

- Meal programs:
 - Menus and Participation: launch District-wide, student-approved CPS Sauce; create and develop new menu items and recipes; facilitate 24 student tastings; continue to offer limited-time and premium menu options in schools; and investigate meal program flexibilities that can increase student participation, such as serving whole milk.
 - Sustainability: Decrease use of single-use plastics, launch bulk condiments, and fully transition to unwrapped utensils.
- Operations:
 - Continue to modernize dining environments and improve the student experience by replacing aging serving lines and lunchroom furniture.
 - Launch Hexagon inventory management program.
 - Continue to develop and use data analytics tools to stabilize staffing, allowing the department to conduct targeted site assessments and make technology-driven operational adjustments to staffing models.
- Compliance and Training:
 - Oversee, implement, and establish training for all District staff, including vendors.
 - Establish comprehensive training opportunities, including the development and launch of NSS Academy and an NSS training school.

Office for Students With Disabilities

MISSION

Through partnership and empowerment, the Office for Students with Disabilities (OSD) is committed to ensuring that every student with a disability experiences success and secures their rightful presence in all academic and social settings. To fully support this goal, OSD works alongside educators, school leaders, and families to dismantle barriers, ensure equitable access, and uphold compliance. Guided by high-quality Individualized Education Programs (IEPs), OSD provides the necessary resources to foster academic achievement and meaningful social inclusion for every student.

MAJOR PROGRAMS

- **Assessment and Assignment** comprises the Citywide Assessment Teams (CATS) and the OSD School Assignment Team.
 - CATS conducts special education evaluations for all non-attending students in the city of Chicago, including the following referral sources: early intervention, Head Start, the Child Find Screening Team, private schools, and homeschooled students.
 - The Child Find Screening Team is dedicated to the early identification, location, and referral of children aged birth to 21 who may have disabilities and benefit from early intervention or special education services. This comprehensive system provides resources and information to facilitate this process. The Child Find Screening Team provides free early childhood developmental screenings for children from birth to age five, focusing on identifying potential difficulties in cognitive, communication, social-emotional, and motor skills, as well as offering hearing and vision screenings. These screenings are available monthly at various Chicago Public Libraries.
 - The OSD School Assignment Team implements the process by which a student is assigned to a school location once the IEP team has determined that a student:
 - Requires an early childhood blended or early childhood cluster program.
 - Aged K-12 requires a significantly modified curriculum with moderate or intensive support.
 - Requires specially designed instruction or an accessible building/non-cluster assignment.
 - This team is also responsible for:
 - Projecting the number of seats needed for students with disabilities, ensuring adequate resources for all students.
 - Conducting a geographic analysis to identify gaps in access to cluster programs and inform targeted site expansion.
 - Engaging school leaders early in the planning process to ensure readiness, appropriate staffing, and space planning.
 - Developing criteria to guide equitable program placement decisions based on student need, service intensity, and least restrictive environment (LRE) considerations.

- **Service Delivery:** The Service Delivery Program comprises five teams: Visual Impairments; Deaf and Hard of Hearing; Home and Hospital Instruction; Early Childhood Special Education; and the Assistive Technology Resource Center. It 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 by this team include direct student instruction and support for staff via training, consultation, and coaching on the expanded core curriculum, orientation and mobility, and curriculum access.
 - Assistive Technology Resource Center: Assistive technology itinerant staff support students aged 3-22 who require services or devices as noted in the areas of communication or curriculum in the student's IEP or 504 Plan. Devices are allocated for student usage and mitigate visual and physical barriers. They can also help diverse learners access the general education curriculum. Services provided include assessment, equipment allocation, customization, training, and repair.
- **Related Service Providers:** Support the Multi-Tiered System of Supports (MTSS) and Behavioral Health Team (BHT) process, providing guidance, support, and, when needed, evidence-based interventions. Provide required special education services based on a student's IEP or 504 needs.
 - OSD manages a team of related service providers (RSPs) in the areas of school psychology, social work, speech-language pathology, occupational therapy, and physical therapy. In conjunction, OSD partners with the Office of Student Health and Wellness nursing department and nursing-related service providers. RSPs serve in multiple capacities, including responding to special educational referrals, evaluations, eligibility determinations, IEP and 504 development, and implementation.
 - RSPs support other initiatives through service delivery within OSD: homebound, nonpublic evaluations and IEPs, Assistive Technology/Augmentative and Alternative Communication (ATRC), and Citywide Assessment Teams to ensure students receive mandated IEP services.
- **Academic Access:**

Over the past year, OSD successfully navigated a strategic pivot to consolidate our disparate teams into a unified, high-performance organization. This transition was designed to eliminate silos, standardize our workflows, and create a single source of truth for our operations. Our current focus includes:

 1. **Tooling & Systems Migration:** OSD is currently mid-implementation of a shared resource model to ensure all team members have access to the same real-time data and collaborative tools.
 2. **Workflow Optimization:** OSD is actively refining new processes based on initial performance metrics to ensure maximum efficiency.

3. **Scalability Planning:** With the foundation set, OSD is now implementing scalable frameworks that allow the consolidated team to handle increased volume without a proportional increase in overhead.
 - Center IEP Quality and effective instruction as the primary lever for student success, rather than treating compliance and instruction as separate domains.
 - Support a single point of contact for school leaders and case managers, reducing confusion and ensuring aligned messaging and expectations.
 - Increase coherence between professional learning, coaching cycles, and decision-making at IEP meetings.
 - Promote fidelity of implementation, allowing support staff to both coach on instructional practice and approve programmatic and placement decisions.
 - Advance our goal of rightful presence, ensuring that instructional access and legal compliance are not siloed but mutually reinforcing.
- 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, and adhere to the District’s internal procedures.
- Attend certain IEP meetings throughout the District and have the authority to commit resources and services for students with disabilities (i.e. transition program and separate day placements).
- Serves as a representative of the District in due process, 504 hearings, and mediations.
- Support with coordinating and overseeing 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.
- Provide training to case managers on the latest information on special education laws, regulations, and best practices.
- Serve as subject matter experts for school-based teams and the Office of Social Emotional Learning for behavior-related matters (e.g. suspensions, expulsion considerations, and other discipline considerations) for students with disabilities.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 250,109,511	\$ 356,497,914	\$ 351,319,338	\$ 369,098,256
Other Grant Funds	\$ 15,206,235	\$ 22,576,898	\$ 23,026,822	\$ 18,273,538
Total Department	\$ 265,315,747	\$ 379,074,811	\$ 374,346,159	\$ 387,371,794
Budgeted at Schools	\$ 1,077,084,664	\$ 1,130,848,238	\$ 1,190,062,603	\$ 1,268,855,020
Grand Total	\$ 1,342,400,411	\$ 1,509,923,049	\$ 1,564,408,762	\$ 1,656,226,814

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	1,871.0	1895.6	1,955.0
Other Grant Funds	108.0	93.0	77.0
Total Department	1,979.0	1,988.6	2,032.0
Budgeted at Schools	11,609.0	13,127.2	12,563.0
Grand Total	13,588.0	15,115.8	14,595.0

Note: FY2027 citywide FTE includes an additional 28 speech pathologists, 12 psychologists, 11 school social workers, 16 occupational therapists & physical therapists, and five case managers.

MAJOR ACCOMPLISHMENTS in FY2026

- Reorganized the Procedures and Instructional Quality departments into a new Instructional Access department, which will absorb the functions of the prior teams. This is an evolution of practice, designed to reinforce the continuum of planning for and implementing effective instruction.
- Developed tools and structures to facilitate the development of school-based position allocations of teachers and paraprofessionals with a focus on transparency and consistency.
 - Further refined the position appeals and adjustment processes for schools to be more consistent, equitable, and based on student needs.
 - The process includes a multi-layered system of checks and balances through three levels of leadership.
 - Special Education Coordinators (SECs) provide consultation to schools around allocations and schedules to promote equity and access.
 - Completed the transition to the ServiceNow platform for additional position requests, which allows for more efficient and timely processing of requests.
- Transitioned the physical restraint and time-out process and team, as well as the behavior team, to the Office of College and Career Success to align with this team's focus on providing behavior support to students.
- Successfully completed roster verifications in a timely manner, enhancing the school assignment planning process throughout the school year. This effort ensured a more accurate representation of student rosters, improving projections for student enrollment.
- Rebuilt Case Manager Meetings to reflect the department's mission of high-quality IEPs that provide effective instruction. Meetings build case manager capacity to provide feedback to teams on special education practices.
- Began exploring high-quality curriculum that is aligned with the CPS Strategic Five-Year Plan.
 - Built collaborative structures in professional learning and District tools for unit internalization and lesson planning aligned to Skyline.
 - Collaborated with the Curriculum and Instructional Design team to create a significantly modified curriculum for students in LRE2 and 3 that aligns with grade-level curriculum.
- Initiated the process of making school assignments for the 2025-26 school year in May. This proactive approach allowed parents to know their children's school placements before the end

of the current school year, which facilitated better planning for families, enabled school staff to enroll students more efficiently, and allowed busing routes to be established by the first day of school in SY26.

- Worked closely with partner stakeholders to implement an effective Cluster Analysis and Expansion Project for the 2025-26 school year. Through these targeted initiatives, we have strategically expanded capacity to completely absorb the current enrollment backlog and fully satisfy projected student demand for the upcoming academic year.
- Reorganized the Service Delivery Department to streamline manager support of combined teams.
- Successfully instituted the Homebound Referral process in SSM, and named Case Managers as “Homebound Coordinators.”
- Initiated the itinerant model for Early Childhood Special Education teachers, which provided the ability for students to remain in their neighborhood school and receive ECSE itinerant support.
- Increased collaboration between the Early Childhood Special Education team and the CPS Office of Early Childhood Education, resulting in enhancements to the Chicago Early Learning website and new ideas for supporting families in navigating early childhood options.
- Hired additional RSPs for all disciplines to meet the increased demand of related services across the District and deliver high-quality professional development to RSP staff that promotes rightful presence and equity for students with disabilities.
- Academic Access Team’s Key Achievements:
 - **Organizational Alignment:** Completed the integration of legacy teams into a centralized structure, resulting in clearer reporting lines and reduced operational redundancy.
 - **Process Standardization:** Defined and documented a core set of unified methodologies that now serve as the foundation for the team’s collective output.
 - **Cultural Integration:** Facilitated cross-functional workshops that have successfully bridged previous gaps in communication and collaborative styles.

KEY BUDGET INITIATIVES for FY2027

- Advance the sustainability and precision of the school position allocation model by integrating continuous improvement cycles, feedback loops, and real-time data to ensure resource distribution remains responsive to evolving student needs and enrollment shifts.
- Strengthen systemwide instructional capacity for students with disabilities by deepening professional learning, coaching, and leadership development. This will include:
 - Fully implementing a restructured OSD support model with defined roles, workflows, and accountability measures for school-facing staff.
 - Leveraging the new senior manager of professional learning to deliver a cohesive, vertically aligned learning strategy for educators and OSD personnel.
 - Expanding proactive, tiered supports for students with intensive behavioral needs, with a focus on prevention, inclusion, and skill-building.
 - Institutionalizing core OSD functions within a permanent staffing model, reducing dependency on temporary or seasonal roles through targeted recruitment and retention strategies.

- Enhancing cross-agency and interdepartmental coordination to serve students in therapeutic and residential placements, ensuring timely access, quality monitoring, and appropriate transitions back to school communities.
 - Providing robust professional learning opportunities for school and network staff to instill best practices with opportunities for collaboration, practice, and feedback.
- Increase the number of evaluation teams from 10 to 12 to enhance the quality and efficiency of the evaluation process.
- Orchestrate a new summer assessment process, which includes:
 - An updated application process and implementation of quality measures for selecting staff, ensuring the most qualified individuals participate.
 - The development of a comprehensive professional training program that all summer assessment staff are required to complete, enhancing the overall quality of assessments.
 - The launch of a new enrollment initiative aimed at ensuring that all students are enrolled and provided with a transportation route by the first day of school for the 2026-2027 school year.
- Partner with the CPS Talent Office to ensure a collaborative process with recruiting, onboarding, and retention to ensure all positions are accounted for, and students' legally mandated services are carried out, supporting the rightful presence of all students with disabilities.
- Create additional manager positions to ensure support for clinicians, school administration, students, and parents, promoting best practices strategies for students with disabilities.
- Create additional positions for speech pathologists, occupational therapists, and physical therapists that will support direct IEP and 504 minutes for students, with a focus on educating students in the least restrictive environment.
- Create a sustainable option for high-quality curriculum across LRE settings to ensure access to grade-level instruction.

Planning and Data Management

MISSION

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

MAJOR PROGRAMS

- **School and Region Planning:** Leads the evaluation of strategic portfolio planning, including co-locations, grade-level configurations, and program allocations. Manages core District policies—including attendance boundaries—and partners with communities to provide data-driven insights for long-term regional planning and resource distribution.
- **Space Utilization and Capacity:** Executes legally mandated reporting on building usage for all District-managed school facilities. Current initiatives focus on enhancing data accuracy through ITS integration to streamline reporting timelines, ensuring facility capacity aligns with academic and operational needs.
- **Attendance Boundary Review:** Oversees the legally required five-year comprehensive review cycle for all District attendance boundaries. This function ensures equitable student access, with the most recent major elementary school review released in spring 2026.
- **Enrollment Forecasting and 20th Day Reporting:** Generates sophisticated, school-level enrollment projections and the official 20th-day enrollment data used by various departments for planning purposes.
- **Spatial (GIS) and School Data Management:** Serves as the primary business owner for the District-wide School Data Management System and manages the geospatial architecture for public-facing tools like the School Locator and related data such as LSC boundaries and Safe Passage routes.
- **District-Wide Mapping and Student Assignment:** Provides advanced geospatial visualizations for various departments to evaluate the equitable distribution of resources across the city. Supports individual student placements for legal compliance and manages the central back-to-school operational support.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 634,358	\$ 836,820	\$ 805,325	\$ 825,370
Total Department	\$ 634,358	\$ 836,820	\$ 805,325	\$ 825,370

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	6.0	6.0	6.0
Total Department	6.0	6.0	6.0

MAJOR ACCOMPLISHMENTS in FY2026

- Released the SY26 Space Utilization data and updated CPS' school capacity standards, which included updates to the elementary school capacity formula.
- Released the SY26 Annual Regional Analysis, a collection of interactive reports that provide information about school enrollment, District demographics, school choice, and program offerings.
- Released the elementary attendance boundary review in spring 2026.
- Continued to review elementary school boundaries prioritised for in-depth analysis.
- Provided strategic data analysis to help inform recommendations submitted to the Portfolio Office.
- Supported internal departments with over 100 annual requests for maps or ad hoc analyses.

KEY BUDGET INITIATIVES for FY2027

- Streamline the process for updating and validating classroom space usage, which will lead to more accurate and timely space utilization data.
- Continue to collaborate with ITS on key data initiatives to bring additional data to school dashboards that includes historical enrollment, choice patterns, and demographic data to support school strategic planning.
- Release the high school attendance boundary review.

Portfolio Management

MISSION

The mission of the Office of Portfolio Management (OPM) is to ensure that every student, school, and community is supported by an equitable, well-resourced educational ecosystem. OPM achieves this by designing aligned systems for enrollment, data-driven regional planning, and the incubation of high-quality school options, ensuring that all Chicago neighborhoods have robust pathways tailored to students' unique learning needs.

MAJOR PROGRAMS

- Oversees three key CPS departments: the Office of Access & Enrollment (OAE), the Office of Innovation & Incubation (I&I), and the Office of Planning & Data Management (PDM).
- Collaborates with external and internal stakeholders to leverage data for neighborhood planning, driving equity of access for all students.
- Governs Portfolio policy updates to ensure consistent community access to rigorous, high-quality, and enriching educational experiences.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 629,689	\$ 728,185	\$ 767,567	\$ 742,511
Other Grant Funds	\$ 287,581	\$ 749,929	\$ 740,936	\$ -
Total Department	\$ 917,270	\$ 1,478,114	\$ 1,508,503	\$ 742,511

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	3.0	3.0	3.0
Other Grant Funds	3.0	0.0	0.0
Total Department	6.0	3.0	3.0

MAJOR ACCOMPLISHMENTS in FY2026

- In the final year of the Chicago Communities Co-Creating Education (CCCE) Grant Project, funded by the U.S. Department of Education's Fostering Diverse Schools Grant, CPS collaborated with stakeholders to develop a community-led educational vision for Austin, Roseland, and Washington Park. Intended to foster ongoing discussion regarding educational planning in these communities, stakeholder advisory groups presented these visions locally in the fall of 2025, followed by official [publication](#) in December 2025.
- Following [Board approval in 2024](#), CPS collaborated with internal CPS departments to support the expansion of 8th grade at the Laughlin Falconer Elementary School (Falconer). Falconer will officially serve students in 8th grade in the fall of 2026, completing Falconer's expansion to a PK-8 school.

- As required by Illinois School Code, the [2025-2026 School Actions Guidelines](#) were published to provide a framework for schools considering shared facility options. While no co-locations will be implemented for the 2026–2027 school year, OPM conducted significant stakeholder engagement and data analysis. The insights gained from this process are being directly integrated into our planning frameworks to ensure future facility decisions are equitable, transparent, and consider community impact.

KEY BUDGET INITIATIVES for FY2027

- Oversee community engagement and the comprehensive review for the Attendance Boundary process, ensuring all adjustments safeguard equitable access to rigorous, joyful, and safe learning environments.
- Facilitate authentic, community-driven dialogue regarding OPM policies to strengthen District supports for schools experiencing enrollment shifts, space constraints, or shared facility dynamics.
- Reduce and mitigate disruptions to student learning by building strong systems and policies that address charter and contract school financial performance challenges.

Procurement

MISSION

The mission of the Procurement department 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 core values. We ensure all schools and educators have all the products and services they need to excel; we ensure equity in our Procurement processes, with a focus on Minority Owned and Women Owned Business Enterprise (MBE/WBE) development, sourcing and compliance; and we provide all agreement support and ensure the safety of our students and staff.

MAJOR PROGRAMS

- **Sourcing:**
 - Ensures high-value sourcing activities are implemented in a timely manner while meeting the safety, equity, quality, value, and compliance requirements—as determined by Illinois law and Board policy—for the District.
 - Manages and reviews the Board Action Plan (BAP) process across the District for the procurement of goods and services.
 - Manages business processes for over 4,000 current and prospective suppliers.
- **Vendor Management:**
 - Issues vendor numbers to new vendors and manages our annual attestation process with our current vendors.
 - Works with various internal departments to ensure compliance with our internal requirements related to vendor background checks, insurance requirements, and data sharing agreements.
 - Manages the Procurement call center and processes customer service requests received via our ticketing software system for both internal and external stakeholders.
- **Keep Improving District Services (KIDS):**
 - Engages with suppliers to identify opportunities for cost reductions, improved efficiencies, increased rebates, new and better ways to do business, and other avenues to increase the value of goods and services provided to the District.
 - Partners with internal stakeholders to drive continuous improvement in the procurement process, from collecting information from suppliers to the purchasing experience of end users at schools.
- **MBE/WBE Compliance:**
 - Monitors and enforces contract compliance through monitoring, auditing, and verification of prime vendors' commitment to the aspirational goals of 30/7 for MBE/WBE.
 - Promotes and markets the goals of the Business Enterprise Development through networking, establishing outreach and engagement strategies by holding summits, attending conferences, hosting events, collaborating with the City of Chicago, Chicago Sister Agencies, State, and Local Municipalities, and partnering with chambers and organizations.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 2,546,142	\$ 4,363,674	\$ 4,350,614	\$ 3,958,465
Total Department	\$ 2,546,142	\$ 4,363,674	\$ 4,350,614	\$ 3,958,465

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	35.0	35.0	32.0
Total Department	35.0	35.0	32.0

MAJOR ACCOMPLISHMENTS in FY2026

- Exceeded our Savings KPI goal of \$80 million (\$92 million) in FY2026 with the completion of more than 220 procurement projects.
- Processed over 15,000 POs in FY2026 and provided support for over 16,000 internal and external stakeholder inquiries.
- Worked with Finance, Information and Technology Services, and Talent to design the District's new ERP Oracle Fusion software and began user testing of department enhancements.
- Exceeded aspirational goals of 30 percent MBE and 7 percent WBE with Minority Owned and Women Owned Business Enterprises.
- Reduced the amount of off-contract spend through the implementation of spend controls and overall prioritization of contracted services to drive purchasing efficiencies.

KEY BUDGET INITIATIVES for FY2027

- Continue to work with the Finance, ITS, and Talent to implement an enhanced Enterprise Resource Planning (ERP) system as part of Program BRIDGE.
- Continue to identify savings for the District by negotiating costs for all renewals and new agreements presented to the Board for approval, and by investigating other approaches to reduce costs or add value to the District.
- Continue to promote and grow our local diverse supplier base by exceeding our aspirational goals of 30 percent MBE and 7 percent WBE with Minority Owned and Women Owned Business Enterprises.

Safety and Security

MISSION

The mission of the Office of School Safety and Security (OSSS) 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. We 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

OSSS 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 seven 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, but not limited to, social media events, environmental concerns, gang concerns, and any other issues that might jeopardize student safety.
 - Overseeing the CPS crossing guard program.
- **Student Safety Services Team:** Oversees the overall operations of the Student Safety Center, the District's 24/7 command center for safety communications.
- **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:** Plans and implements 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:** Implements the CPS background check process for the entire District, including employees, vendor employees, volunteers, Local School Council (LSC) members, pipeline programs, and charter school partners.

- **Safety Operations Team:** Ensures that all schools and staff have met the safety standards set by the District in the areas of school safety integrity and emergency preparedness. Key responsibilities include the following:
 - Providing training on developing emergency plans and how to conduct emergency drills for incidents such as fires, tornadoes, and other active threats.
 - Conducting Safe Schools Audits.
 - Partnering with the Network Safety Team to ensure that all security officers and crossing guards receive high-quality training to create and maintain a safe and healthy learning environment for all students and staff.
 - Responding to emergency situations that may warrant evacuation, relocation, or lockdowns.
 - Partnering with the Office of Sports Administration to deliver security to high-profile sporting events across the district.
- **Security Technology Team:** Manages the safety technology strategy along with the implementation, maintenance, and support of safety initiatives such as access control, cameras, intrusion alarms, and screening equipment.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 65,686,034	\$ 55,935,707	\$ 58,235,399	\$ 59,694,455
Other Grant Funds	\$ 2,299,406	\$ 562,095	\$ 97,679	\$ 101,056
ESSER Funds	\$ 169,940	\$ -	\$ -	\$ -
School Generated Funds	\$ 2,299,291	\$ 250,000	\$ 287,147	\$ 200,000
Total Department	\$ 70,454,672	\$ 56,747,802	\$ 58,620,225	\$ 59,995,512
Budgeted at Schools	\$ 83,423,357	\$ 88,795,059	\$ 90,385,920	\$ 96,164,036
Grand Total	\$ 153,878,029	\$ 145,542,861	\$ 149,006,145	\$ 156,159,547

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	808.0	812.0	789.0
Other Grant Funds	1.0	1.0	1.0
Total Department	809.0	813.0	790.0
Budgeted at Schools	1182.8	1181.5	1206.8
Grand Total	1991.8	1994.5	1996.8

Note: 13 positions were transferred from OSSS' citywide unit to schools and 12 positions were opened at newly incubated schools.

MAJOR ACCOMPLISHMENTS in FY2026

- Continued collaboration with the University of Chicago Consortium to conduct a research study examining the quantitative and qualitative impact of School Resource Officers (SROs) within Chicago Public Schools. The Consortium is producing a series of five research briefs; two have been published to date, a third is scheduled for release in May 2026, and the final brief will be published in the fall.
- Partnered with Community-Based Organizations (CBOs) to host press conferences to elevate Whole School Safety (WSS) and highlight key findings from the research. In collaboration with the CBOs, developed a one-page external document outlining the Whole School Safety approach
- Collaborated with Continuous Improvement Work Plans (CIWP) and Continuous Improvement Data Transparency (CIDT) teams to integrate WSS into the CIWP planning process, as WSS aligns directly with the Connectedness and Well-Being priority. This integration allows for improved tracking, consistent support, and clearer guidance for schools, as many prioritize this area within their CIWPs.
- Continued collaboration with the Innovation & Incubation (I&I) Office to integrate the Whole School Safety Planning Process into charter school contracts as they come up for renewal. Additionally, select charter administrators were provided with the Whole School Safety Implementation Guide to gather feedback on how the process can be effectively adapted and implemented within charter schools.
- Collaborated with the Marketing Department to develop an intranet page that provides school administrators and Whole School Safety Teams with centralized access to the information, tools, and resources needed to develop and implement their Whole School Safety Plans.
- Collaborated with the Kids First Chicago Learning Task Force to co-develop a parent resource and implementation guide.
- Conducted ongoing certification for more than 1,600 CPS security officers using the Safety-Care Training standards.
- Developed and rolled out a training dashboard for principals and security officers to track their completion status with required training.
- Partnered with the Office of Student Protections (OSP) and the Office of Inspector General (OIG) to set up bi-monthly data reports on School Security Officer infractions to address them more specifically through in-person, scenario-based training, as well as on an individual basis in conjunction with the Office of Administrative Hearings and school principals, to reduce the number of increasing allegations.
 - Bi-monthly data was received and reviewed to determine substantiated incidents involving security personnel.
 - All incidents were analyzed to determine next steps for follow-up (i.e., one-on-one, training refresher, and/or disciplinary action).
 - By prioritizing training in alignment with follow-up, there has been a measurable decrease in security officer incidents from security officers being the second highest respondent role across the district, just below teachers in SY19, to the third lowest category out of seven (7) role respondents.

- Continued enhancement of the new hire orientation training curriculum that provides new school-based security officers with four full days of training to ensure they receive the training necessary to be successful prior to their first day in their new role.
 - Improved the operational readiness of school security personnel by conducting strategic post-onboarding check-ins, ensuring 100 percent compliance with safety protocols, and increasing officer confidence in real-world skill application.
- Delivered updated trauma-informed restorative practices training to 100 percent of all security officers, in addition to the updated Sexual Misconduct Prevention training that was provided both in person and virtually, and incorporates concerning behaviors that security officers are reportedly engaging in.
- Driving the transition to the Standard Response Protocol (SRP) through rigorous stakeholder engagement and iterative feedback loops, ensuring that Emergency Planning Guidelines are not only compliant but deeply integrated into the school community's safety culture.
- Partnered with the Office for Students with Disabilities (OSD) and Facilities to identify Areas of Rescue Assistance in all schools, hang signage, remove evacuation chairs, and distribute new protocols for evacuation procedures for individuals with mobility needs. This is being done in conjunction with the Chicago Fire Department (CFD) and the Mayor's Office for People with Disabilities (MOPD) and will alleviate the District's need to continue purchasing evacuation chairs at approximately \$5,000 per chair.
- Installed a new or upgraded camera system at 6 schools in SY26 as part of the CPS Camera Initiative and continued repairing or replacing antiquated burglary alarm systems.
- Improved the efficiency of school entry processes. Between July 1, 2025, and June 30, 2026, more than 500,000 visitors were processed through the visitor management system, contributing to a growing total of 2 million visits since its implementation.
- Ongoing collaboration with the Crisis Unit and the Department of Principal Quality aims to reinforce and extend support systems for our school leaders in the wake of a loss. This partnership ensures our leaders are provided with space and time to process, receive timely support and resources, with the intention of acknowledging the essential role our leaders play in guiding their school communities through grief and recovery.
- Continued to enforce and implement improved Safe Passage oversight operations standards, including implementing new digital incident reporting systems, standardized invoicing processes, and background check compliance protocols.
- Sustained the Crossing Guard staffing rate at above 95 percent for SY26 and built out a platform-based system with Frontline to better manage Crossing Guard attendance and payroll.
- Continued to refine the centralized hiring process for school leaders to have real-time access to pre-vetted security candidate resumes to more quickly and efficiently fill security officer vacancies with candidates who are interested in working in their geographical area.
- Sustained the School Security Officer staffing rate between 90-95 percent throughout SY26. We will continue to partner with outside agencies that can provide a pipeline of security professionals.
- Successfully launched the Connect Team app to centralize Event Safety scheduling, timekeeping, and communication. The app is a user-friendly platform and has allowed for a more efficient

payroll process and people management. This tool has significantly improved accountability, transparency, and operational efficiency. We've added more users for the renewal to hire more Event Safety staff and to add school-based officers who support sporting events at school sites.

- In addition, we have maintained collaboration with the Office of Sports Administration in weekly meetings to debrief on past events, identify and plan for upcoming sporting events likely to require Event Security coverage or additional security support. As a result, we successfully provided coverage for over 2,800 sporting and sporting-related events, ensuring a safe environment for students, staff, and spectators.

KEY BUDGET INITIATIVES for FY2027

- Continue to engage school administrators, staff, students, school community stakeholders, and community partners in the implementation of the Whole School Safety Planning Process and expand the framework to all District-managed schools
- Implement a creative recruitment strategy to target pre-vetted School Security Officer candidates to serve as event security.
- Continue to expand the Frontline platform to serve as a subfinder for substitute security requests and assign team members to schools in need.
- Continue our monthly partnership with the Illinois State Police Department regarding protocols necessary to effectively and efficiently report Clear and Present Danger incidents across the District through the current centralized process.
- Deploy an incident management system that supports real-time reporting, centralized case management, and data-driven decision-making to enhance workflows, strengthen accountability, and improve overall operational efficiency.
- The Crisis Unit will undertake a full review and revision of the Crisis Manual to ensure alignment with current best practices, organizational structure, and emerging risk landscapes, and continue to deepen collaboration with key departments (OSEL, OSHW, OSD, DPQ) to ensure a coordinated and unified response framework.
- Elevate District-wide safety standards by executing a comprehensive transition from ELSA crisis codes to the Standard Response Protocol (SRP). This initiative will unify emergency communications under a universally recognized, research-based framework, ensuring that students, staff, and first responders can act with decisive clarity and absolute synchronicity during critical incidents.
- Align Emergency Response protocols to best practices through the removal of Evacuation Chairs from schools, and provide training on the new evacuation protocols designed in collaboration with CFD.
- Continue partnership with CFD and MOPD to refine Emergency Response protocols, as needed, to ensure the safety of all students, staff, and visitors in our buildings.
- Implement the CrisisAlert pilot with Centegix. Nine schools will be trained on the use of the CrisisAlert button and will pilot the use of the safety equipment to determine the pros and cons of its use.
- Expand the New Hire Orientation training model to five days. This enhanced curriculum will bridge critical gaps in special education safety protocols and equip new officers with a deeper

toolkit for de-escalating high-tension adult encounters, ensuring a seamless and high-standard transition into their school-based roles.

- Conduct a strategic deployment to priority campuses, providing high-touch training and hands-on guidance to ensure School Emergency Management Teams possess the operational capacity to support their school community in an emergency situation.
- Continue collaborating with the Office of Student Protections (OSP) and the Office of Inspector General (OIG) in setting up data reports on School Security Officer infractions to provide intervention to address and correct the behavior, as well as ensure appropriate disciplinary actions are taken at the school level. This close collaboration and intervention allow us to continue to decrease the number of OSP and OIG infractions security officers engage in.
- Enhance the comprehensive Safety & Security training dashboard for a more user-friendly experience, specifically for principals and security officers to track completion status with required training.

School Counseling and Postsecondary Advising

MISSION

The mission of the Office of School Counseling and Postsecondary Advising is to ensure that postsecondary professionals and advocates implement comprehensive, student-centered, and data-informed practices through an effective model of leadership, collaboration, advocacy, and systemic change to impact academic, social-emotional, and postsecondary outcomes of each and every student 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 postsecondary success and provide a high-quality education to every child. This program achieves these goals by ensuring all students have equitable access to the support and instruction needed to successfully develop and fulfill a concrete postsecondary plan. As part of this curriculum, students are required to complete Individualized Learning Plan tasks through SchoolLinks to evidence their progress toward postsecondary goals.
- **Learn.Plan.Succeed. (LPS) and Financial Aid Graduation Requirements:** Generate structures and systems to support students successfully completing the postsecondary 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 and postsecondary advising certifications that are aligned to key performance indicators intended to ensure that school counselors across the District address the academic, social-emotional, and postsecondary needs of students.
- **College and Career Readiness Direct Service:** Provide network-level support to schools to build a college-going culture; increase career exposure; and drive student-centered postsecondary awareness, readiness, access, and success through High School Connection, Postsecondary Leadership Teams (PLTs), Professional Learning Communities for PLTs and seminar teachers, and collective impact visits.
- **Alumni Support Initiative:** Implement systems and funding to provide CPS alumni with support from graduation through the fall of their second postsecondary year through extended day pay for high school-based alumni coordinators, campus-based near-peer transitional youth leaders, and management of emergency funding.
- **High School Connection:** One of the largest summer programs in the District, High School Connection (formerly known as Freshman Connection) is a high school based offering for students during the summer between their 8th and 9th grade years. Programming includes two content area learning blocks, a connectedness and wellbeing learning block, and postsecondary exposure visits.
- **Scholarship Support:** Expand financial supports for students beyond state, federal, and institutional funding by fostering partnerships with strategic scholarship providers; managing the CPS SchoolLinks 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.

- **School-Based Mentoring:** Serving eighty schools to provide mentoring to a cohort of students in grades six through twelve in order to improve students' connectedness and wellbeing, attendance, and postsecondary Individualized Learning Plan tasks. The program provides a small stipend to the school staff member acting as the mentor lead, ongoing professional development for that staff member, and a small pool of programmatic funds for exposure trips and activities.
- **Target Populations Initiatives:** Analyze data to target groups of students for focused and strategic postsecondary interventions that close opportunity gaps, including school-based mentoring, the Coalition of Advocates for Undocumented Students' Education, the Coalition of Black and Latinx Teen Males, and the Middle School Summit.
- **TRIO Talent Search Grant:** Provide targeted awareness, access, and enrollment support for college access to five target schools (four elementary schools and one high school) in the Pullman community by serving 500 students a year with two full-time staff and four academic tutors.
- **School-Based Mental Health Grant:** Ensure that the District's pipeline for recruiting and retaining high-quality school counselors has financial supports and resource options such as stipends for interns and intern supervision, conference attendance, and certification supports.
- **Stronger Connections Grant:** State grant issued to support student connectedness and well-being in schools, particularly during key transitions such as 8th to 9th grade. This grant funds our High School Connection (formerly Freshman Connection) programming.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 6,499,977	\$ 7,924,093	\$ 7,515,476	\$ 7,853,546
Title Funds	\$ 5,831,21	\$ 2,313,563	\$ 2,304,196	\$ 1,389,495
Other Grants Funds	\$ 3,962,764	\$ 3,352,248	\$ 3,744,772	\$ 477,014
Total Department	\$ 16,293,952	\$ 13,589,903	\$ 13,564,443	\$ 9,720,056

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	39.5	38.0	21.2
Title Funds	13.9	15.5	11.1
Other Grants Funds	2.6	3.6	2.7
Total Department	56.0	57.0	35.0

MAJOR ACCOMPLISHMENTS in FY2026

- The Alumni Support Initiative drove college enrollment for the Class of 2025 to a record-breaking 72.6 percent (70 percent when charter schools are included) and college persistence for the Class of 2024 to a record-breaking 81.3 percent (78 percent when charters are included).

- Drove a District record-high engagement in postsecondary preparation as evidenced by Individualized Learning Plan Task completion in 6th-12th grade in SchoolLinks, the District's sole postsecondary enterprise platform.
- Engaged nearly 100 schools in a philanthropically-sponsored Postsecondary Advising Planning Cohort. This initiative provided three days of intensive training and quarterly cohort sessions, as well as a newly developed Postsecondary Advising Planning Template to support and drive students' postsecondary outcomes through interventions supported by \$3,000 grants to each qualifying school.
- Drove the District's Free Application for Federal Student Aid (FAFSA) to 82 percent compared to the 54 percent national completion rate, and ensured that 97 percent of CPS seniors met the financial aid graduation requirement, which includes the Illinois Alternative Application for students on the immigration spectrum.
- Successfully supported all schools with the Learn.Plan.Succeed. graduation requirement, leading to a 95.15 percent completion rate for all schools, with 54.66 percent of students providing preferred evidence (which indicates that students are at the final step possible for their postsecondary path).
- Led the District in scholarship application completion, resulting in the Class of 2026 being offered a record-breaking \$3 billion in scholarships to date.
- Provided direct service to more than 3,000 students through postsecondary exploration events such as Network College Fairs and the Middle School Summit.
- Continued to secure philanthropic funding to support the District's alumni emergency fund that has, to date, provided more than \$2.1 million to 2,370 alumni from the Classes of 2020–2025 to support persistence in their postsecondary education.
- Expanded the school-based mentoring program from 70 schools in SY25 to 80 schools in SY26 to provide targeted and robust mentorship to priority population students and increase Individualized Learning Plan task completion and the student on-track metric.
- Expanded the full-year Alumni Success Initiative, which allowed 95 high schools in the winter and 110 high schools in the summer to provide multi-tiered support to the Classes of 2024 and 2025 throughout their first two years of postsecondary education.
- Coached eleven new schools to earn the national honor of becoming a Recognized ASCA Model Program (RAMP) through the American School Counselor Association (ASCA) and provided each a \$2,000 stipend for program enhancement or school counselor conference attendance.
- Increased the submission of schools completing the District's ASCA Model Programming Plan by 70 percent from 211 schools to 359, indicating increased fidelity with ideal staffing structures and programming to support students across the domains of postsecondary, social-emotional, and academic achievement.
- Engaged more than 400 schools in the usage of C4 for grades 6–12, available District-wide through Skyline.
- Enhanced the work of the College Compact by leveraging partnerships with 38 institutions of higher education to implement research-backed practices to support CPS alumni persistence and success. Secured \$1.5 million in philanthropic funding for a Promising Practices Innovation Fund, which supports Compact partners in driving persistence and completion for CPS alumni on their campuses, supporting nine shared strategies.

- Funded memberships to the Illinois Association for College Admission Counseling (IACAC) for all 471 high school counselors and college and career coaches, as well as membership to the Illinois School Counseling Association (ISCA) for all elementary and high school counselors.
- Trained one or more school counselors from every elementary and high school through in-person Professional Learning Communities, which emphasized the Multi-Tiered System of Supports and ASCA model alignment.
- Trained more than 122 school counselors and staff via the Chicago Undocumented Champion Credential to equip counselors with specific postsecondary advising strategies for supporting undocumented students.
- Supported 83 high schools in offering High School Connection to over 9,000 rising 9th graders.
- Increased partnership engagement and efficacy by designating a data strategist focused on postsecondary partnerships who has increased data fidelity and transparency for postsecondary access partnerships, as well as high-quality services in CPS schools.

KEY BUDGET INITIATIVES for FY2027

- Sustain the growth and quality of the Alumni Support Initiative at all District-managed high schools for both summer and winter sessions to ensure continuous improvement in college enrollment and persistence rates in alignment with the Continuous Improvement and Data Transparency Policy.
- Oversee targeted improvements to the CPS Success Bound (C4) curriculum to increase usage and improve the completion rates of Individualized Learning Plan (ILP) Tasks and successful postsecondary key performance indicators.
- Increase school and student engagement rates in High School Connection to ensure that approximately 50 percent of incoming 9th-grade students participate. Along with CPS Success Bound and key ILP Tasks, it is one of the major ways to improve 9th-grade on-track rates.
- Create a Black Student Success cohort within our Postsecondary Advising Planning Cohort to ensure impactful practices for Black student postsecondary outcomes are implemented with fidelity and drive outcomes.
- Provide a robust professional development (PD) calendar that tracks exit slip responses, attendance, and awards badges and credentials for key adult competencies for school counselors, seminar teachers, school leaders, and college and career coaches in direct support of the Continuous Improvement and Data Transparency Policy.
- Increase the number of School-Based Mentoring groups in middle grades that target Black Student Success or students on the immigration spectrum to increase their sense of connectedness and wellbeing, as well as ILP task completion.
- Continue to refine systems for scholarship completion and documentation to improve our annual scholarship reporting alongside our other financial aid completion structures.

Social and Emotional Learning

MISSION

The Office of Social and Emotional Learning (OSEL) partners with schools, networks, and departments to develop and sustain supportive learning communities founded on caring relationships and the integration of robust targeted and intensive systems of support that meet the social emotional needs of all students. OSEL supports training, coaching, and implementation of research-based strategies to foster restorative school and classroom culture grounded in trauma-engaged practices, de-escalation strategies, and targeted social-emotional learning (SEL) and behavioral health interventions.

MAJOR PROGRAMS

- **Tiered SEL Teaming Structures:** In partnership with the Office of Network Supports and other CPS departments, design training, cycles of learning, and consultation support to create, enhance, and sustain tiered SEL teaming structures in every school community that address schoolwide culture and climate and behavioral health aligned to school climate standards and indicators. Improving schoolwide culture and climate also focuses on building a tiered system of support for behavioral and mental health needs, including teaming structures and referral procedures that facilitate the delivery of therapeutic strategies and targeted interventions for students with greater social and emotional needs. These therapeutic strategies provide focused skill development specifically designed to positively impact a student or small group of students.
- **Classroom Behavior Support, Behavioral Health Interventions, and Community Partnerships:** Collaborate with the Office of Teaching & Learning on the implementation of SEL curricula, assessment tools, and support with integrated practices to increase the implementation of SEL instruction aligned to standards and use of evidence-based and culture-relevant curricula and assessment tools. In partnership with the Office for Students with Disabilities, implement a referral structure classroom behavior consultation by Board Certified Behavior Analysts. In partnership with various departments and vendors, provide a training menu of SEL and behavioral health interventions and implementation support for school-based interventionists, teachers, and assigned community partner staff, as well as increase support for school-level progress monitoring of implementation goal attainment. Enhance systems of supports to build community partnerships to support tiered SEL and behavioral health interventions for all students. Support schools in developing, implementing, and improving coordinated service delivery with community partners.
- **Restorative Practices and Student Discipline Support:** Provide cycles of learning and coaching to implement evidence-based, restorative strategies for students and adults. Reduce the inequitable overuse of suspension, expulsion, and physical restraints by providing training, coaching, and resources to support school staff in establishing safe and supportive school discipline practices, centering accountability through positive relationships, and healing-centered interventions. Provide training, support, and resources in a continuum of restorative practices to proactively build community, relationships, and a sense of belonging for students and adults in our schools. Provide expanded training, resources, and ongoing support that meet the needs of school administrators, discipline leads, and Restorative Justice

Coordinators districtwide to better support teachers in the use of restorative classroom strategies.

- **Physical Restraint and Time-out (PRT0):** Provide training to school and district staff in evidence-based practices for physical restraints and time-out, in accordance with ISBE requirements, and reduce the use of physical restraints and time-outs district-wide. Provide school administrators with technical assistance and oversight in the completion of PRT0 event documentation in accordance with ISBE requirements.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 4,864,882	\$ 8,197,689	\$ 8,654,428	\$3,602,455
Title Funds	\$ 7,983,606	\$ 4,622,162	\$ 4,622,162	\$ 4,500,000
Other Grants Funds	\$ 5,039,130	\$ 1,338,208	\$ 1,338,792	\$ 697,539
Total Department	\$ 17,887,619	\$ 14,158,059	\$ 14,615,382	\$ 8,799,994

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	25.1	21.0	17.0
Title Funds	0.9	0.0	0.0
Other Grants Funds	12.0	11.0	7.0
Total Department	38.0	32.0	24.0

MAJOR ACCOMPLISHMENTS in FY2026

Classroom Behavior Support, Behavioral Health Interventions, and Community Partnerships

- Responded to more than 420 requests for classroom-level behavior support resulting in consultations, observations, and plan development using applied behavior analysis.
- Trained more than 720 school-level behavioral health interventionists (i.e., school counselors, social workers, psychologists) in group behavioral health interventions to support the expansion of the school-level menu of supports.
- Coordinated paid and no-cost behavioral health and mentor partnerships with more than 400 SEL No-Cost Agreements, organizing services across more than 230 schools to expand school-day programming services, resulting in mentoring services provided to 6,300+ students and behavioral health services provided to 4,100+ students.
- Continued supporting the implementation of a training model for Network SEL Specialists that focused on the specialization of Tier I strategies through the integration of SEL instruction and coaching.

Restorative Practices & Student Discipline Support

- In FY2026, reduced total out-of-school suspensions district-wide by 13.8 percent, with a reduction of out-of-school suspensions for Black students by 13.6 percent and for students with

disabilities by 5.6 percent. Reduced district expulsions by over 10 percent. Reduced the number of out-of-school suspensions of 3 days or more by 26 percent.

- Provided training for over 1,500 administrators, school discipline and restorative justice leads, including districtwide training and professional learning community sessions engaging administrators and discipline leader attendees across over 500 elementary and high schools.
- Engaged district-wide cohorts of school-based restorative justice coordinators in healing-centered professional learning and provided quarterly community of practice support.
- Provided training for student groups in over 30 schools in the implementation of restorative justice practices.
- Provided Training for over 2,000 school safety officers, discipline, and restorative justice staff in newly developed full-day restorative practice foundations training.
- Provided school-based restorative practices coaching in schools identified for priority support.

Physical Restraint and Time Out (PRTO) Support

- Over 3,400 staff received Safety Care training in person to provide safe de-escalation and physical restraints if required.

KEY BUDGET INITIATIVES for FY2027

- Increase the number of schools implementing culture and climate teams and behavioral health teams through training, data monitoring, and integration of district-supported tools to manage team functioning in order to build high quality tiered systems for school culture improvement support and behavioral and mental health needs.
- Continue elimination of the overuse of out-of-school suspension and expulsion for Black students and students with IEPs, who are historically disproportionately excluded as a result of student discipline infractions through training, data monitoring, policy change, and connections to restorative, evidence-based behavioral health interventions.
- Create additional high quality professional learning content for school administrators and school discipline designees related to the implementation of the CPS Student Code of Conduct and Addressing Bullying and Bias-Based Behavior Policy, including required asynchronous content that utilizes the district's Safe School's training platform
- Increase the number of school administrators and school team staff trained on restorative justice practices, including introductory and advanced practices to be used in the creation of restorative school cultures and supportive discipline responses. Revise and socialize a district-wide framework for implementing restorative justice practices at the school level to all school stakeholders in collaboration with partner departments and the CPS marketing team.
- Increase the number of schools with student leadership groups trained in the implementation of restorative practices in service of creating positive school cultures and responding to peer behaviors.
- Ensure that all schools are provided with training and technical assistance to implement evidence-based de-escalation practices, safe physical restraints, and required documentation of incidents involving physical restraints and time outs. Continue the reduction of the number of physical restraints or time outs used across all schools.

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

- **CPS SCORE!:** Empowers middle school student-athletes by providing a consistent “Open Road to Excellence” across all seasons of play. We are dedicated to fostering character, teamwork, and foundational skills in multiple sports, ensuring our 6th–8th graders develop the competitive spirit and discipline necessary for success on and off the court.
- **High School Sports:** Champions an equitable playing field for every high school student, ensuring that zip codes and backgrounds never dictate athletic opportunity. By removing barriers to entry and providing universal access to a diverse array of sports, we strive to cultivate an inclusive environment where every student-athlete has the resources, coaching, and support to reach their full potential.
- **Infrastructure and School Renewal:** Ensures that every school in our network is a premier environment for athletic achievement. We are committed to the continuous renewal and modernization of equipment, providing the high-quality tools and safe facilities necessary for students to compete at their best. By systematically supporting all schools with updated resources, we eliminate infrastructure gaps and ensure that excellence is standard across the board.
- **The "Positive Coaching Alliance" Model:** To cultivate a culture of mentorship, we provide comprehensive professional development for all coaches centered on the “positive coaching” philosophy. Our goal is to equip leaders with the tools to teach life skills through sports—transforming every practice and game into a classroom for resilience, integrity, and teamwork. We invest in our coaches so they can, in turn, invest in the holistic development of our student-athletes

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$29,050,812	\$30,788,455	\$ 46,446,717	\$ 42,689,668
Other Grant Funds	\$ 722,956	\$ 385,473	\$ 200,000	\$ 1,154,094
Total Department	\$ 29,773,768	\$31,173,928	\$ 46,646,717	\$ 43,843,762
Budgeted at Schools	\$ 7,535,142	\$8,111,030	\$8,172,597	\$ 6,318,313
Grand Total	\$ 37,308,910	\$39,284,958	\$ 54,757,746	\$ 50,162,075

Note: FY26 CBA funds (\$15.5M) were loaded to the department's budget as the school year progressed.

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	26.0	21.0	22.0
Total Department	26.0	21.0	22.0
Budgeted at Schools	46.0	46.0	58.0
Grand Total	72.0	67.0	80.0

MAJOR ACCOMPLISHMENTS in FY2026

- Delivered successful, high-quality [CPS SCORE](#) Championships for wrestling, basketball, flag football, volleyball, cheerleading, soccer, track and field, and cross-country running.
- Delivered successful, high-quality High School Championships for 20 sports, including baseball, girls flag football, wrestling, track and field, water polo, and more.
- 30 percent of students within CPS participated in athletics this season (90k+).
 - 40k+ high school athletes.
 - 50k+ elementary school athletes.
- Nine elementary sports programs offered.
- 17 high school girls sports programs offered.
- 15 high school boys sports programs offered.

New Records Set and Top Accomplishments:

- Lane Tech baseball became the first Class 4A school to win a sectional in CPL baseball history.
- Lane Tech girls wrestling captured the inaugural CPL Girls Wrestling Dual Team City Title.
- Chicago Academy brought home its first-ever state trophy in soccer, securing 4th place.
- King won their first-ever city championship in flag football and finished the year as one of the top-ranked teams in the country.
- CPL hosted the first-ever Latino Baseball Classic, showcasing Latino culture and pride through the sport of baseball.
- Simeon track and field made history, winning their first 2A Girls 4x4 IHSA State in track and field.
- Kenwood student Danielle B. broke the all-time scoring record in basketball at the school (boys and girls), totaling over 2,000 points in her four-year career as a Bronco.
- Farragut boys basketball made their first final four in the IHSA Basketball state tournament in over 25 years, finishing fourth.
- Marshall boys basketball won their first state title in basketball in almost 20 years.
- Farragut won its first-ever 16-inch softball city championship, the school's first championship in over 20 years, proudly representing Little Village.
- For the first time since the 1960s, Taft won the CPL baseball championship at historic Wrigley Field.
- Whitney Young flag football finished another impressive season as the IHSA runner-ups.
- Westinghouse's Jasmin G. became the CPL all-time leader in girls soccer scoring, surpassing 150 goals over her four years at the school.
- Marquis C. broke NBA star Quentin Richardson's scoring record at Whitney Young, totaling more than 1,830 points.
- South Shore's track and field star Jordan H. became a national champion, completing the 60-meter hurdle in 8.18 seconds at the New Balance Championship.

- Kelly girls wrestling made history at the IHSA state championships, with Sara M. finishing 2nd in state at 170 lbs, and Yasmine G. finishing 6th in state at 115 lbs.
- Lake View's Luis C. became one of the first Wildcats in program history to medal in the IHSA state cross country tournament.

CPS SCORE! City Champions (5-8 grade):

- Cross Country
 - 5th / 6th grade: Coonley (Girls)
 - 5th / 6th grade: Bell (Boys)
 - 7th / 8th grade: Lane Tech (Girls)
 - 7th / 8th grade: Whitney Young (Boys)
- Volleyball
 - 7th / 8th grade: O.A Thorp (Girls)
 - 7th / 8th grade : Jamieson (Boys)
- Boys Soccer
 - 7th / 8th grade: Mitchell Elementary
- Wrestling
 - 5th / 8th grade: Sullivan ES
- Basketball
 - 7th / 8th Grade: Bell (Girls)
 - 7th / 8th Grade Beasley (Boys)
- Cheer
 - Brooks (Small)
 - Emmett Till (Medium)
 - Bell (Large)
- Flag Football
 - 7th / 8th grade: Morgan Park (Boys)
 - 7th / 8th grade: Beasley (Girls)
- Girls Soccer
 - 7th / 8th grade: Lane Tech
- Track and Field
 - Girls Track and Field
 - 5th / 6th grade: Pulaski
 - 7th / 8th grade: Kenwood
 - Boys Track and Field
 - 5th / 6th grade: Powell
 - 7th / 8th grade: Whitney Young

High School City Champions:

- Cross Country
 - Lane Tech (Girls)
 - Lane Tech (Boys)
- Football
 - Morgan Park
- Flag Football
 - King
- Golf
 - Whitney Young (Girls)

- Payton / Jones (Boys)
- Boys Soccer
 - Taft
- Girls Swimming and Diving
 - Lane Tech
- Girls Tennis
 - Whitney Young
- 16-inch Softball
 - Farragut
- Girls Volleyball
 - Whitney Young
- Basketball
 - Curie (Boys)
 - Kenwood (Girls)
- Bowling
 - Lane Tech (Boys)
 - Morgan Park (Girls)

KEY BUDGET INITIATIVES for FY2027

- Modernize athletic programming across all cylinders by investing in high-quality, up-to-date equipment that ensures student-athletes have the tools necessary to compete at an elite level.
- Elevate the competitive experience by delivering premier, high-quality championship events for all high school programs and expanding robust seasonal championships for seven core elementary school sports.
- Streamline event operations by establishing a transparent, standardized funding and communication model for security personnel at all OSA-hosted positive events.
- Cultivate a culture of excellence by establishing a formal Champions Ceremony during all major title games to honor and celebrate the historic achievements of past championship teams and athletes.
- Modernize and update concessions at all football stadiums using vendors while creating \$100K in profits.
- Expedite the hiring of ESP staff to become athletic directors to save \$400K plus in athletic director stipends.
- Move to a rotating days-off system for stadium attendants to reduce overtime pay in spring 2027.

Student Health and Wellness

MISSION

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

MAJOR PROGRAMS

- **Health Promotion:** Provides subject matter expertise, professional development, technical assistance, and resource implementation necessary to ensure District health-related curriculum and policies advance equity and improve access to high-quality health information on the topics of nutrition, physical activity, mental and sexual health services, sexual health education, and LGBTQ+ student and staff support.
- **School Nursing:** Provides direct and indirect clinical, care coordination, and consultation services to students and families to advance health equity. Allocates required nursing services in schools; addresses acute and chronic health conditions; and works to assess, prevent, and mitigate illness through the application of the nursing process.
- **Public Health Operations:** Leads efforts on health data, disease prevention, and public benefits enrollment. Analyzes health data to inform decisions, responds swiftly to communicable disease outbreaks, and ensures families can access enrollment support for public benefits, including Medicaid and Supplemental Nutrition Assistance Program (SNAP). These efforts impact Title I funding.
- **Student Health Services:** Works to eliminate barriers to health by providing access to direct, school-based, and mobile health services, including vision and hearing screening, immunizations, physical exams, eye exams, and dental exams. Maintains external partnerships for 32 school-based health centers and various mobile health care providers.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	17,123,594	\$ 89,062,851	\$ 88,631,597	\$92,471,399
Other Grants Funds	5,475,829	\$ 3,557,3231	\$ 3,872,527	\$1,415,821
Total Department	\$ 22,783,60	\$ 92,620,174	\$ 92,504,123	\$93,887,221

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	786.2	855.2	771.5
Other Grants Funds	12.8	13.8	13.0
Total Department	799.0	869.0	784.5

MAJOR ACCOMPLISHMENTS in FY2026

- **Health Promotion:**

- Hosted student focus groups regarding substance use involving 150 CPS student participants.
- Over 200 CPS staff have been trained in Youth Mental Health First Aid.
- Over 1,600 students received prevention education and pledged to live vape-free through a partnership with CDPH's "Inked Intentions" anti-vaping campaign.
- 17 high schools in Networks 14, 15, and 16 have been engaged in a substance use prevention health promotion project with an average implementation rate of 46 percent. This includes safety kits sent to 107 schools.
- Of the 300 schools that indicated having growing spaces in the SY25 Healthy CPS Survey, half were activated and in compliance with Eat What You Grow (EWYG), a CPS Certification Program during SY25, representing a 30 percent increase. A total of 43 schools were eligible for support with school garden construction.

- **Public Health Operations:**

- Completed more than 1,800 Medicaid, SNAP, and TANF applications, leading to more than 3,000 individuals being enrolled and maintaining a Medicaid enrollment of at least 82 percent among eligible students.
- Received more than 6,000 Healthy CPS Hotline calls, primarily trending toward assistance with public benefits enrollment, along with school health services and school health requirements.
- Attended over 1,050 outreach events and held over 40 enrollment events for public benefits.
- Disease Prevention and Response Specialists responded to at least 2,100 school-reported cases during FY26 in collaboration with Nursing. Specialists completed 221 visits with school administrators during the school year, and at least 8,000 outreach calls were made for medical compliance.
- Implemented the Healthy CPS Survey, School Health Profiles, and the Illinois Youth Survey to ensure programs and policies are data-driven and reflect feedback from students and school staff members.
- Implemented the final year of a \$7.9 million Epidemiology and Laboratory Capacity (ELC) grant for data infrastructure improvement in partnership with ITS.
 - This project improved data and technology infrastructure for an effective public health response by connecting CPS to the I-CARE vaccine registry, expanding case management software to include all reportable diseases, and modernizing student health records and dashboarding as part of Project STREAM.
- Continuously improved CPS immunization data infrastructure by partnering with ITS to update both the data import from the State I-CARE vaccine record registry and immunization data storage.
- On track to complete all mandated state reporting to ISBE and IDPH for immunizations, physical exams, vision exams, vision screenings, hearing screenings, dental exams, sexual health education, and physical education minutes.

- Through February 2026, over 85,000 CPS students have received at least one vision screening, and over 87,000 students have received at least one hearing screening.
- Over 30,000 CPS students have received an eye exam in the past 12 months.
- Over 102,000 CPS students have received a dental exam in the past 18 months.
- **Nursing:**
 - Successfully filled vacant staff nurse positions to meet a 60-90 day vacancy-to-fill ratio.
 - Expanded the number of Certified School Nurses completing the CSN program from a baseline of 34 percent to 37 percent, totalling 242 certified school nurses.
 - 100 percent of eligible nurse managers attained their PEL-CSN certification.
 - Strengthened mental health interventions with 83 nurses completing the Youth Mental Health First Aid course.
 - Six CPS nurses were awarded national DAISY awards this school year, totaling 24 awardees since the inception in 2023.
 - Three nurses received statewide recognition as Pinnacle Leaders at the University of Illinois Power of Nursing Leadership event.
 - Achieved 90 percent compliance for student immunizations.
 - Worked with school administrators at both District and charter schools to ensure compliance with Illinois laws regarding designated care aides. As of the current school year, 409 school employees have completed the Initial Diabetes Designated Care Aide training, and 620 school employees have completed the Initial Seizure Designated Care training.
- **Medical Compliance:**
 - 90.3 percent of students are compliant with all immunizations, up from 86.4 percent in SY 24-25. This is the highest overall immunization compliance since the reporting year before the pandemic (SY 19-20).
 - The overall medical compliance (physical exams and immunizations) percentage has increased from 84.90 percent to 85.46 percent.
 - 256 schools meet or exceed 90 percent for overall compliance.
 - Over 5,500 patient encounters (60 percent who were uninsured) received vaccination or examination services.

KEY BUDGET INITIATIVES for FY2027

- **OSHW:**
 - Implement, educate, and sustain the rollout of the Cardiac Emergency Response Plan (CERP).
 - Create and revise policies that impact the overall CPS Strategic plan based on evidence and backed by data-driven approaches, including the reviews of the District's Local School Wellness policy, Administration of Medication policy, OSHA-related policy, and supporting procedural guides.
 - Roll out a risk management reporting program to improve continuous quality improvement practices and focus on risk mitigation and management.
- **Health Promotion:**

- Implement evidence-based interventions, including Youth Mental Health First Aid training, with school nurses, STLS liaisons and advocates, and other school-based employees to improve students' experiences when accessing mental health resources. Increase access to mental health referrals through the school-based health center model and the Chicago Department of Public Health referral network. Provide technical assistance to schools that have identified substance use and mental health support needs, including post-crisis supports and external referrals.
- Manage federal, state, and local grant awards, including “Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools” Program, and implement Strategy 1A-1D effectively (Health Education).
- Increase compliance in Healthy CPS scores District-wide by providing effective technical assistance and resources. SY25 saw 83 percent of CPS schools complete the Healthy CPS Survey; on average, responding schools aligned with 74 percent of the Healthy CPS criteria, with the goal of reaching a 95 percent District response rate by 2029.
- Develop a standard operating procedure for the construction of school gardens to support capital development projects and increase OSHW's capacity to provide oversight of growing initiatives.
- **Student Health Services:**
 - Provide student access to Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) services (e.g., immunizations, physical exams, dental exams, and eye exams) focusing on children who are uninsured or underinsured, or have Medicaid.
 - Manage screening, identification, and referrals for students with vision and hearing needs.
 - Develop, implement, and evaluate relationships with Chicago’s hospitals and healthcare systems, including 32 school-based health centers and various mobile health providers.
- **Public Health Operations:**
 - Implement and evaluate care coordination resources and protocols to support an effective communicable disease response.
 - Review and develop OSHW key performance indicators based on the CPS Strategic Plan and OSHW Continuous Improvement Plan for FY27, while providing strategic epidemiology and data support to all OSHW program areas.
 - Implement the 2027 Youth Risk Behavior Survey and analyze the 2026 School Health Profiles Survey.
 - Maintain efforts to ensure eligible students are enrolled in Medicaid and other public benefits.
 - Manage federal, state, and local grant awards, including “Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools Program” and implement Strategy 1E effectively (data collection through school-based surveillance).
- **Nursing:**
 - Continue working to staff the equivalent of one full-time nurse in every school.
 - Maintain OSHA-compliant intervention during cardiac or respiratory arrest through a standardized distribution of disposable CPR mouthpieces.

- Work closely with partners to address potential funding gaps with stock albuterol programs.
- Collaborate with legal healthcare partners to provide targeted training on best practices in clinical documentation, reinforcing the legal integrity of school nursing services.

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 promote a district that is free from abuse, discrimination, harassment, and retaliation. We collaborate with our stakeholders to remove barriers to academic programs and activities to provide an equitable, inclusive, and safe learning and work environment. By working together to safeguard civil rights, we positively impact school communities affected by harm.

MAJOR PROGRAMS

- **Title VI of the Civil Rights Act of 1964 (Title VI):** Title VI protects people from discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance. As a school district receiving federal financial assistance, Title VI applies to CPS, including all of its schools, education programs, and activities.
 - Title VI states that “No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”
 - Aligns with Illinois Human Rights Act, Racism Free Schools Act, Illinois Bullying Prevention Law, and Chicago Human Rights Ordinance.
- **Title VII of the Civil Rights of 1964 (Title VII):** Title VII protects employees and prospective employees from discrimination on the basis of race, color, religion, sex, or national origin. Title VII applies to all CPS employees and prospective employees, and provides protections that overlap with Title VI and Title IX for employees and prospective employees only.
 - Title VII states that “It shall be an unlawful employment practice for an employer (1) to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of such individual’s race, color, religion, sex, or national origin; or (2) to limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee, because of such individual’s race, color, religion, sex, or national origin.”
- **Title IX of the Education Amendments of 1972 (Title IX):** Title IX protects people from discrimination based on sex in programs or activities that receive federal financial assistance. Similar to Title VI and Title VII, Title IX also applies to CPS, including all of its schools (including Contract, Charter, and Options schools), educational programs, and activities.
 - Title IX states that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity, including but not limited to educational programs, employment, and admission receiving Federal financial assistance.”

- The District's Title IX Coordinator is responsible for coordinating CPS efforts to comply with and carry out the District's responsibilities under Title IX and implementing regulations to investigate, stop, prevent, and remedy sex or gender-based harassment or discrimination, sexual misconduct, and retaliation.
- Aligns with Illinois Human Rights Act, Faith's Law, and Chicago Human Rights Ordinance.
- **General Staff Misconduct:** General staff misconduct encompasses several different types of adult-to-student harm, including corporal punishment, physical abuse, verbal abuse, and failure to report harm by staff in accordance with state law and District policy.
 - Aligns with Illinois Abused and Neglected Children Reporting Act and collective bargaining agreements.

For each of the major programs, OSP provides the following specialized supports to meet students' diverse needs, ensuring safe and supportive school communities:

- **Intake and Triage:** Review all reports of abuse, harassment, and discrimination involving students and adults and determine appropriate next steps, including appropriate notifications and level of investigation (if applicable). Provide guidance to school administrators for school-based investigations and ensure safety planning when appropriate.
- **Supportive Measures:** Coordinate internally and externally to provide student and staff services, counseling, and support to students involved in or experiencing allegations of sexual harassment, sexual misconduct, bias-based harm, or abuse.
- **Investigations:** Lead culturally responsive and trauma-informed investigations to ensure equal access to education and work, and investigate severe and pervasive allegations of discrimination, harassment, sexual harassment, sexual misconduct, and retaliation between students and staff and between District staff. Additionally, lead investigations into allegations of physical or verbal abuse, corporal punishment, discrimination, and other employee misconduct impacting students.
- **Compliance:** Ensure compliance with Title VI, Title VII, and Title IX, as well as other state, federal, and local laws that protect students and staff from discrimination based on sex, gender, sexual orientation, race, color, national origin, and other protected categories. Audit schools to ensure equity in athletic and educational programs and activities.
- **Training:** Develop and implement mandatory training for every member of the CPS community. Create and provide targeted training in response to OSP and EOCO data, national trends, and industry standards.
- **Policy:** Create and implement a cadence for reviewing, revising, and rescinding District policies and practices to comply with federal, state, and local laws. Outline mandatory reporting procedures and District expectations to contribute to overall student and staff wellness and retention.
- **Data and Reporting:** Collect and share data with the Board of Education, internal stakeholders, and the public. Analyze data to inform the response to key areas that affect students and staff, as well as the development of OSP and EOCO initiatives.

- **Restorative Justice:** Implement a restorative justice framework through informal resolution to address conflict and misconduct in a mutually peaceful manner for students, staff, and CPS community members, while also repairing the harm caused by the wrongdoing.
- **Prevention:** Oversee programs to engage staff and students as change-makers within their school buildings. These prevention programs promote a deeper understanding of civil rights issues impacting our school communities and equip participants to develop solutions that bring about positive change, awareness, and active intervention against civil rights violations.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 3,237,419	\$ 5,165,252	\$ 5,161,397	\$ 5,541,477
Other Grant Funds	\$ 159,889	\$ 165,269	\$ 214,119	\$ 133,213
Total Department	\$ 3,397,308	\$ 5,330,521	\$ 5,375,516	\$ 5,674,691

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	44.0	44.0	44.0
Other Grant Funds	1.0	1.0	1.0
Total Department	45.0	45.0	45.0

MAJOR ACCOMPLISHMENTS in FY2026

- OSP Intake Specialists triaged 9,000 reports from the beginning of SY26 (BOY) through March 2026, maintaining a backlog of less than 5 percent of reports.
- From BOY SY26 through March 2026, OSP opened and assigned 237 OSP-led investigations and investigative consult cases.
- From BOY SY26 through March 2026, OSP investigators closed 316 OSP-led investigations and investigative consult cases during this time frame. Additionally, 43 Title IX investigations have been completed, a 95 percent increase from SY25.
- OSP Student Protections Coordinators provided administrator guidance and/or student support for 1,782 school-based investigations, 234 new OSP investigations, and 165 OIG investigations from BOY SY26 through March 2026.
- OSP provided guidance and support (when requested) in 2,505 cases designated as “Support Only” (cases not within the purview of OSP) from BOY SY26 through March 2026.
- As of March 2026, our therapy partner, Gaggle, has matched 92 percent of referred students with a therapist within two days of referral for SY26.
- As of March 2026, 263 of Gaggle therapy sessions have been held with students involved in OSP cases for SY26.
- As of March 2026, 91 percent of Gaggle therapy sessions scheduled have been completed (not canceled or student no-shows) for SY26.

- In collaboration with OSP, Gaggle has developed pre- and post- surveys for students receiving Gaggle services and began piloting the student survey to measure the functional impact of support. Gaggle also developed a parent survey to be piloted before the close of SY26.
- OSP has developed a quarterly report model that provides all District-managed schools with a personalized overview of their cases, case status and compliance, and training compliance data.
- The OSP Investigations Team Lead provided a high-level review of 29 school-based investigations and assisted school administrators to ensure the school-based investigations were prompt, thorough, and equitable.
- The OSP Investigations Team Lead and OSP Investigations Director collaborated with the CPS Office of Administrative Hearings to develop an employee discipline refresher training for the HRSP/HRBP team related to school-based investigations involving OSP and EOCO incidents, strengthening support for administrators across central office departments.
- Eighty-two draft investigative reports were completed by the part-time Investigations Report Writer to support efforts in timelier resolution of cases.
- One hundred percent of OSP Investigators completed Forensic Interview Foundations training by CornerHouse to conduct trauma-informed and forensically sound interviews with students. OSP Investigators also met bi-weekly with a forensic interviewing coach to strengthen and develop interview skills that are trauma-informed and developmentally appropriate.
- The OSP Compliance and Training Team led professional learning for 365 staff members at over 40 schools as well as District-wide professional learning.
- The OSP Compliance and Training team have led training for over 675 students on preventative skill building, OSP basics, and policy mandates.
- The OSP Compliance and Training Team trained 481 Student Protections School Representatives (SPSRs) on policies regarding their role and how to conduct school-based investigations.
- The OSP Compliance and Training Team monitored athletic interests for ninth-grade students by surveying students across the District to identify and ultimately expand sports offerings at CPS high schools. This workstream with 24 schools helped pinpoint any inequitable gaps in athletics opportunities.
- Our Inclusive Coaching Cohort with the Chicago Bulls supported training for 25 schools with numerous workshops and received ongoing coaching from NBA league professionals.
- Through the Civil Rights Scholars Program, we continue to train and support an annual student cohort each summer consisting of 20 high school students from across the District on expanding their leadership capabilities, building community across the District, and shaping CPS' response to bias-based harm.
- OSP collaborated with the Office of Network Support to implement a protocol for temporary assignment to Virtual Academy during emergency removals to another district.
- In response to the increase in reports of students experiencing dating violence in schools, the OSP Compliance and Training team created and disseminated a Dating Violence training for staff to increase awareness of the specific type of harm and provide steps to report and address it.
- EOCO collaborated with the Office of Safety and Security, Office of Network Support, and Office of Labor Relations to develop a District response for support/interim measures involving principals.

- EOCO has absorbed Title IX athletic equity investigations. Sixty percent of EOCO investigators have been certified in Title IX Athletics.
- EOCO has opened and assigned approximately 500 EOCO-led investigations, consults, and triages from BOY SY26 to March 2026.
- In addition to their investigative caseloads, EOCO investigators have served as Title IX decision makers in 17 cases from BOY SY26 through March 2026.
- In addition, the OSP Policy Advisor served as a Title IX decision-maker for 29 cases from BOY SY26 through March 2026, increasing timelier resolution of complex cases of harm.
- EOCO has provided consultations to school and department leaders on 25 separate matters in SY26 as of March 2026.
- Approximately 100 EOCO matters were assigned specifically for EOCO-investigator-led intake, investigation, or dedicated support (safety plans, caution meetings, etc) in SY26.
- From BOY SY26 through March 2026, approximately 15 percent of the EOCO matters assigned to investigators led to a substantiated finding and a referral to employee discipline.
- OSP revised the District's Reporting of Child Abuse, Neglect and Inappropriate Relations with Students policy with extensive stakeholder engagement.
- In consultation with the Law Department's Employee Discipline Unit and the Talent Office, OSP created and executed the Protecting Chicago's Children's (PCC) Training Compliance Plan to improve the District's mandatory training compliance rates and ensure awareness of District's staff's reporting responsibilities to keep students safe. As of September 29, 2025, the PCC compliance rate was 39 percent and the Department of Children and Family Services (DCFS) training compliance rate was 45 percent. The PCC Training Compliance Plan was executed on October 3, 2025. As of March 27, 2026, the PCC training compliance rate was 93 percent and the DCFS training compliance rate was 94 percent.

KEY BUDGET INITIATIVES for FY2027

- Ensure 100 percent of all staff complete Title IX and Title VI training to ensure compliance with updated federal regulations and procedures. Identify a Title VII training to ensure EOCO investigators are equipped with best practices and updated guidance regarding federal regulations.
- Continue focus on resolving OSP and EOCO investigations from prior school years, improving efficiency and case closure timelines by maintaining adequate staffing levels.
- Identify no- or low-cost training in the continued professional development of investigators to ensure equitable and trauma-informed investigations for students.
- Ensure 100 percent District-wide compliance for Student Protections Student Representative (SPSR) attestation and training.
- Identify areas of opportunity to increase the PCC mandated training rates to 90 percent completion.
- Expand our bias-based harm curriculum and peer-to-peer training model by 15 percent to schools.
- Increase the number of opt-ins for our Informal Resolution process which offers students, families, and staff a restorative, non-punitive alternative for mitigation of conflict and harm.

- Continue efforts to cultivate an annual cohort of high school students through our three-week-long Civil Rights Scholars program which emphasizes civil rights through a social justice lens and includes five Chicagoland field trips.
- Develop a bank of training related to common EOCO complaints and/or concerns. Once developed, these trainings may be deployed quickly to address staff issues at a particular site, increasing support and timelier resolution to concerns for school administrators.
- Increase stakeholder engagement outside of policy development to ensure all facets of engagement are incorporating the student, parent, and school administration experience.
- Increase data reporting capabilities with the procurement of a new case management system. Customize the system to meet the needs of multiple workstreams of harm and increase transparency and accountability to stakeholders.

Student Support and Engagement

MISSION

The Office of Student Support and Engagement (OSSE) envisions a district in which every student, regardless of their personal circumstances or the barriers they face, has the ability to access programs and resources that prepare them for successful lives beyond high school. OSSE works to steer the systems, structures, and student supports necessary to drive student engagement, as evidenced by students coming to school regularly, participating in learning and extracurricular activities, and benefiting from strong connections to their school.

MAJOR PROGRAMS

OSSE is successfully streamlining every workstream to facilitate a strategic move to a collective focus on the student experience, as evidenced by average daily attendance and student retention. Our FY26 strategy recognized that students attend school when they feel safe, seen, and supported. By establishing a clear throughline from basic outreach and stabilization to high-interest engagement, OSSE is working to optimize its resources to ensure that every student, including those furthest from opportunity, has a compelling reason to be at school every day.

- **Attendance and Enrollment:** Provides the tools and training necessary for schools to move from reactive tracking to proactive prevention. This work aims to unify efforts through a Multi-Tiered System of Supports (MTSS) lens. We empower schools to identify at-risk students early, applying targeted resources to improve the student experience and drive down chronic absenteeism rates District-wide. This team also delivers cross-departmentally developed tools, training, and resources for schools and networks to utilize as they implement enrollment policy and apply the MTSS lens to their strategic efforts to reduce chronic absenteeism.
- **Student Engagement:** Establishes and manages the infrastructure for the high-interest programming that transforms a school building into a joyful and connected community. By funding before-school, after-school, and weekend initiatives, this department creates the conditions for connectedness essential to reducing absenteeism. These programs are the primary tools for helping students form the peer and adult relationships that make them *want* to show up, stay engaged, and discover their personal paths to success.
- **Students in Temporary Living Situations (STLS):** Actively protects the educational rights of students experiencing housing instability. In the current landscape, the team serves as a critical attendance stabilizer, addressing the specific enrollment and logistical challenges that lead to chronic absenteeism. By providing immediate essentials like transportation, uniforms, and supplies, STLS ensures that a student's living situation does not dictate their attendance record, fostering the stability required for a positive student experience.
- **Transitions and Stabilization:** Specializes in the recovery phase of the attendance throughline. By monitoring students returning from Nancy B. Jefferson (NBJ) or those with extended absences, the team provides high-touch Tier III interventions. Through reconnection advocacy and restorative re-entry, we actively disrupt patterns of chronic truancy, ensuring that the transition back to the learning community is seamless, supportive, and permanent.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 14,296,694	\$ 16,288,623	\$ 14,296,694	\$6,324,638
Title Funds	\$ 8,729,699	\$ 8,336,264	\$ 8,729,699	\$6,642,076
Other Grants Funds	\$ 26,381,468	\$ 15,423,535	\$ 26,381,468	\$11,847,704
Total Department	\$ 49,940,860	\$ 40,048,422	\$ 49,940,860	\$24,814,419
Budgeted at Schools	\$ 8,502,582	\$ 5,434,322	\$ 8,502,582	\$ 5,324,342
Grand Total	\$ 57,849,903	\$ 45,482,744	\$ 57,849,903	\$ 30,138,761

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	17.2	14.0	10.0
Title Funds	10.0	9.5	8.5
Other Grants Funds	27.8	25.5	16.5
Total Department	55.0	49.0	35.0
Budgeted at Schools	58.0	59.0	52.0
Grand Total	113.0	108.0	87.0

MAJOR ACCOMPLISHMENTS in FY2026

- Launched an updated Out-of-School Time (OST) funding model anchored by the Opportunity Index and aligned with the District's new discretionary fund framework. This shift ensured that fiscal resources were allocated equitably, prioritizing schools with the highest need to maximize impact on student connectedness.
- Strengthened fiscal accountability while maintaining high-quality programming by refining overspending reviews and monitoring processes for both OST and academic competitions.
- Executed District-wide training mandates, including training all school staff on the McKinney-Vento Act (MKV) through the Safe Schools platform, conducting intensive training for STLS advocates and liaisons on MKV legal mandates, and delivering specialized administrative training on mid-year policy updates to ensure leadership alignment.
- Modernized STLS operations by transitioning to a digital eligibility form, enabling real-time tracking and assessment of data and trends while ensuring richer data capture and more precise support for students in temporary living situations.
- Launched the Branching Minds platform for STLS advocates. This digital transition improved action plan completion rates and monitoring, ensuring vulnerable students remained connected to their learning communities.
- Surpassed 1.5 percent reduction in District-wide chronic absenteeism for SY26.
- Increased projection accuracy for 8th-to-9th grade transitions and successfully reduced unverified transfers. Through rigorous data audits, summer outreach, and school-level training

on withdrawal coding, OSSE ensured that every student remained accounted for during critical transition years.

- Launched the District's first public-facing attendance website, expanding access to clear, user-friendly attendance guidance and resources. OSSE also developed family-facing enrollment materials to support consistent communication and strengthen engagement across schools and communities.
- Implemented new filters and workflows in Aspen to further enhance student outreach, enabling schools to quickly identify and connect with students needing support.
- Established a cross-departmental OST Data Collaborative, convening monthly with OSA, OSEL, OSCPA, FACE, CSI, and SCS to align data collection and reporting, advancing our progress toward the District's five-year goal of 50 percent student participation in OST opportunities.
- Strengthened accountability and transparency through a standardized KPI collection process for Strategic Source Vendors, improving visibility into program reach across 174 unique schools and informing more strategic investment decisions.
- Expanded the Program Quality Strategy Framework through a 90 percent increase in site visits, integrating observation tools, and using feedback to drive continuous program improvement.
- Advanced the Northwestern/Digital Youth Network/CPS OST Opportunity Landscape Project through collaborative monthly meetings and by hosting a November 14 focus group with school and central office staff to review a Partner Connect Tool. Designed to help schools identify and connect with local CPS vendors and community-based providers, the tool will improve alignment of resources to school and student needs. Feedback from the session will guide enhancements to usability and relevance, supporting equitable access to high-quality OST programming and more strategic resource utilization.
- Increased OST budget utilization from 48.9 percent to 60 percent, and student attendance from 65.7 percent to 69 percent, while expanding access to extracurricular programs
- Launched a "Chess Champions" pilot with partners Twist and Shout and Accepted Admissions, targeting students in temporary living situations (STLS) from Parker, DePriest, and Ogden Elementary schools, advancing equitable access to high-quality enrichment through coordinated OST and Academic Competition support.
- Successfully launched OST Spring Break Programming, engaging 94 students across five high-interest opportunities, including Bronzeville Fencing, Ladies of Virtue, Schoolhouse Kitchen & Studio, True Star, and Twist and Shout Chess, providing meaningful enrichment and hands-on skill-building during the spring intersession.
- Elevated Academic Competitions through citywide, state, and national recognition, highlighting student achievement and visibility. Notable milestones include the March 19, 2026, Chicago Bulls City of Champions Program honoring Kenwood Debate, Englewood STEM Chess, and CVCA Academic Decathlon teams as "academic athletes"; Englewood STEM Chess qualifying for the National High School Chess Tournament; Lasalle II Magnet sixth grader Seraj Zerhouni winning the CPS Citywide Spelling Bee and advancing to the Scripps National Spelling Bee; Taft High School debate captains appearing on FOX 32's Good Day Chicago; and the Whitney Young Magnet high school Academic Decathlon team winning its 24th consecutive state championship.

Expanded opportunities engaging over 500 students in the Citywide Math League and nearly 400 in summer camps, reinforcing college and career readiness pathways.

KEY BUDGET INITIATIVES for FY2027

- Refine and further expand the implementation of the OST Program Quality Framework, providing targeted coaching and support to elevate student experience and quality consistency. Fiscal accountability will be strengthened through refined overspending review and monitoring processes for both OST and academic competitions.
- Expand the digital intake platform District-wide to build upon the success of the initial pilot in advocate schools. For FY2027, this centralized digital model completely replaces the remaining paper compliance trails across all campuses. By using real-time data capture, the predictive early warning system flags indicators of housing instability instantly, allowing for targeted support before academic attainment or attendance rates decrease.
- Roll out the automated transit program pilot in CPS District high schools, leveraging an established operational infrastructure for immediate implementation. This initiative replaces manual, single-use transit passes with reloadable Ventra cards linked directly to existing student data systems, enabling the use of real-time transit usage data as a proactive tool to track and support stable student attendance.
- Maintain the optimized staffing structure to ensure intensive advocate resources stay concentrated at high-density campuses. In FY2027, the phase-out of school-based STLS advocate positions continues at sites with fewer than 75 STLS students, in direct compliance with the CTU Collective Bargaining Agreement, keeping team members positioned where displacement acuity is most severe.
- Institutionalize a standardized student enrollment process through ongoing, mandatory training for all front-office, school-based, and central office staff. The focus for FY2027 is to deepen alignment across central CPS departments to permanently eliminate systemic enrollment barriers and guarantee a consistent, compliant intake experience for every transient family.
- Stage 2 of the Middle School SOAR pilot focuses on strategic timing and concurrent data tracking. By expanding a targeted engagement program to 7th and 8th grades in high needs schools and tracking attendance data alongside SOAR Mentoring/Advocacy, we will establish a clear, data-driven foundation to assess the pilot's viability for District-wide expansion.
- Expand intensive mentoring referral base for justice-involved youth and strengthen partner accountability through quarterly data review convenings focused on key KPIs such as youth consent, engagement, and persistence rates.
- Refine SOAR by incorporating partner feedback survey data to streamline the program referral process, strengthen relationships with current collaborators, and analyze 10+ absence attendance data to develop new partnerships for student support with high needs schools.
- Leverage partner feedback survey data to further refine program structures and processes, allowing for increases in specialists' caseloads and expanded support for chronically absent students by 30 percent for SY27.
- Partner with the Office of Network Support (ONS) to improve compliance with attendance plan requirements by enabling schools to upload plans directly into the ONS dashboard, creating a centralized process that strengthens oversight, standardizes review of fraudulent enrollment

concerns, ensures consistency across networks, and guarantees every school maintains an active attendance plan.

- Fine-tune the outreach continuum by expanding student outreach documentation requirements, clearly defining five-day outreach expectations, and exploring centralized daily outreach options to eliminate paper documentation, while strengthening family-school connections through more consistent, timely, and documented communication with families.
- Strengthen data and fiscal accountability by conducting specialized office hours and targeted Aspen training to proactively close reporting gaps and ensure daily data entry fidelity.
- Deepen outcome measurement by building tracking models that directly link program participation to student grades, daily attendance, and social-emotional learning (SEL) growth.
- Expand strategic messaging by providing tools that help schools explicitly embed OST and Academic Competitions into their Continuous Improvement Work Plan (CIWP) as core student engagement and attendance strategies.
- Intensify efforts to ensure equitable access to high-quality OST programs through refined data tracking, expanded site visits, and actively incorporating student voice to move beyond compliance via our standardized program quality rubric, establishing integrated feedback loops to maintain positive and impactful student experiences.

Sustainable Community Schools

MISSION

The Office of Sustainable Community Schools (OSCS) prioritizes shared leadership where families, students, school staff, and community members are empowered and equipped to be decision makers to transform their local school communities and foster collective well-being. OSCS is centered on prioritizing historically disinvested communities and operates as a cohort model, fostering collaboration by cultivating professional learning communities and coaching opportunities for staff.

MAJOR PROGRAMS

- **Sustainable Communities Schools (SCS):** Funds 36 schools with \$18 million yearly, as established in the Chicago Teachers Union (CTU) collective bargaining agreement (CBA).
- **Community Schools Initiative - 21st Century Community Learning Centers (21CCLC):** Funds 36 District-managed Community Schools at \$5.4 million.
- **Full Service Community Schools (FSCS):** Funds five schools with \$1.1 million in federal grant funds.
- **Community Schools Initiative - External (CSIx):** 27 District schools implementing the CSI Model where CPS is co-applicant and the External Organization is the fiscal agent/grantee directly implementing programs.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	9,090,269	\$ 14,515,730	\$ 13,341,315	\$25,311,760
Title Funds	\$999,022	\$ 798,142	\$ 798,142	\$ 804,507
Other Grants Funds	\$ 10,311,157	\$ 6,510,429	\$ 9,814,230	\$8,149,106
Total Department	\$ 20,400,448	\$21,824,301	\$23,953,687	\$34,265,373
Budgeted at Schools	\$ 2,903,493	\$ 2,767,958	\$ 3,967,958	\$ 4,337,409
Grand Total	\$ 23,303,941	\$ 24,592,259	\$ 27,921,645	\$ 38,602,782

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	12.1	13.7	14.7
Title Funds	1.3	7.0	7.0
Other Grants Funds	7.6	1.3	1.3
Total Department	21.0	22.0	23.0
Budgeted at Schools	31.5	40.8	41.1
Grand Total	52.5	62.8	64.1

MAJOR ACCOMPLISHMENTS in FY2026

- Engaged more than 15,500 students and 3,240 adults in before- and after-school programs.
- Acquired two new 21CCLC grants, which allowed us to continue implementing the Community Schools model in eight schools for a total of \$1.2 million in funding.
- Expanded SCS from 20 schools to 16 additional new schools and added 14 new Lead Partner Agencies to the SCS board report for inclusion in expansion of SCS.
- In partnership with CTU, agreed upon two evaluation processes for SCS:
 - Participatory action research in partnership with Center for Urban Research and Learning (CURL) at Loyola.
 - Evaluation including quantitative and qualitative data in partnership with Praxis Institute.
- Identified promising best practices through the AIR Effectiveness Analysis for 21CCLC schools.

KEY BUDGET INITIATIVES for FY2027

- Leverage a new \$7.5 million investment to increase the number of SCS from 36 to 51, as aligned with the CTU's CBA.
- Continuously seek additional grant opportunities to expand resources in schools, including submitting applications for the new 21CCLC grant proposal for FY2027. Collaborate with other departments to seek and obtain grant opportunities
- Seek supplemental funding for the FSCS FY27 cohort through the Department of Education.

Talent Office

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:** Develops, recruits, retains, and empowers educators through initiatives such as sustaining 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 passionately recruiting teachers, nurses, social workers, and counselors to serve Chicago's students.
- **Educator Effectiveness:** Leads the design, implementation, and continuous improvement of performance management systems for all CPS employees, including REACH (teacher evaluation), Principal/AP Evaluation, RISE (central office evaluation), and ESP/PSRP (school support staff evaluation). We manage data for all aspects of District evaluation systems, ensuring systems are grounded in clarity, equity, and continuous improvement. We provide training, tools, and direct operational support to school-based and central office stakeholders, shifting the focus from compliance to employee development. Our team provides programming and policies that integrate seamlessly with performance-management protocols, ensuring expertise is recognized, developed, and leveraged at every level of the organization.
- **Human Resources (HR) Operations:** Optimizes the foundational systems and services that power our workforce. By overseeing core functions, ranging from records management and substitute services to a high-volume engagement center, we ensure the organizational infrastructure is both resilient and responsive. Our team manages the complexity of tens of thousands of annual staffing adjustments with precision, adhering rigorously to state and federal mandates. By streamlining the onboarding lifecycle, we remove administrative friction for educators and school leaders, allowing them to remain focused on instructional excellence. Furthermore, we leverage the Safe Schools platform to institutionalize a culture of safety and compliance through standardized, District-wide professional development.
- **HR Business Partners (HRBPs):** Serve as the primary strategic partners for a dedicated client portfolio and are instrumental in driving operational excellence across the talent landscape. The team provides expert advisory in workforce optimization, succession planning, and organizational design, ensuring departmental structures align with District-wide goals. By synthesizing frontline insights into actionable intelligence, the team enables leadership to refine talent-related workflows and enhance institutional efficiency. At its core, the HRBP model is defined by a proactive, solution-oriented consultancy that balances rigorous employee advocacy with a commitment to high-performance culture and professional standards.

- **Health, Benefits, Wellness, Leaves, and Disability Management:** Responsible for the administration of health, leave, and disability benefits, wellness programs, and all employment-related insurance for all District staff. In this work, the healthcare and benefits department offers comprehensive health and wellness programs and resources to equip employees to achieve their best holistic health.
- **Lead with CPS:** Provides high-quality training and professional development for employees across the District and ensures that our employees have opportunities to develop and advance in their careers while serving Chicago's students. For our teachers, there are four formal teacher leadership pathway roles that elevate and retain highly effective and diverse teachers in high-need schools based on CPS' opportunity index. For central and network office staff, we commit to providing training, cohorts, and mentorship for all employees.
- **Compensation and Organizational Design:** Develops and oversees equitable and transparent compensation programs that are designed to attract, retain, and reward employees across the District. Provides strategic workforce planning, job architecture, and organizational design guidance to District leadership to ensure alignment with strategic priorities, promote operational excellence, and reflect the District's commitment to equity and transparency.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 66,768,368	\$ 46,261,215	\$ 43,708,535	\$ 93,081,135
School Generated Funds	\$ 160,069	\$ 132,339	\$ 854,378	\$ 263,512
Title Funds	\$ 5,163,799	\$ 6,391,797	\$ 12,398,130	\$ 3,238,990
Other Grant Funds	\$ 7,124,363	\$ 9,816,606	\$ 10,744,838	\$ 6,865,256
Total Department	\$ 79,216,599	\$ 62,601,957	\$67,705,881	\$ 103,448,893

Note: The FY27 proposed budget reflects investments to substitute coverage across the District and special education retention pools.

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	147.0	248.0	568.0
School Generated Funds	1.0	3.0	2.0
Title Funds	67.0	62.0	17.0
Other Grant Funds	104.0	104.0	51.0
Total Department	319.0	417.0	638.0

Note: FY27 includes 375 retention pool positions for special education teachers and classroom assistants. Four positions transferred from the Law Office

MAJOR ACCOMPLISHMENTS in FY2026

- As of March 30, 2026, 52 CPS graduates enrolled in the upcoming cohort for the Teach Chicago Tomorrow program, on track to reach the goal of 100. Expanded the number of four-year Institutions of Higher Education (IHE) offerings to National Louis University.
- Achieved a pre-service-to-lead teaching conversion rate of over 70 percent for P-STEP student teaching participants over the course of program inception in Spring 2023. In SY25, 71 percent of the cohort was retained; 85 percent of those retained are teachers of record; 81 percent of school-based hires are in high-need schools; 16 percent are in substitute or rotating positions; 3 percent are not in high-need schools. Sustained the Teacher Residency Program for the 2025-26 school year, training 146 resident teachers, 66 percent of whom will be endorsed to teach Special Education.
- Launched and expanded [Lead With CPS](#) strategy for central and network office staff. For central offices, one in three employees has engaged in professional development (training, cohorts, and mentorship). 622 staff have engaged in 39 development opportunities at least once. 74 percent of staff who engaged were staff of color. Those who engaged had an eight (8) percentage point higher retention rate from 2024-25 (96 percent versus 88 percent). Those who engage in Lead with CPS learning are more likely to be promoted (30 percent versus 19 percent).
- For Lead with CPS for teachers, we further formalized and expanded the central teacher leadership pathway in high-need schools and among diverse teachers through Teachers Lead Chicago (TLC). As of March 2026, there are 826 teacher leaders in 359 schools. 58 percent of teacher leaders are teachers of color. Notably, 87.2 percent of Black TLC teacher leaders were retained in SY26, compared with 86.1 percent of Black teachers in the District overall, contributing to stronger retention of our Black educators. In general, over the past three years, Black and Latinx TLC Teacher Leaders have been retained at their schools at rates up to 8 percent higher than the CPS overall retention of teachers in the same group. This stability not only saves the District significant turnover costs but also fosters the "relational trust" and representation to support academic outcomes for students of color. 238 out of 359 (66 percent) of TLC schools have opportunity indexes at or above 3.0, representing that teacher leadership is being implemented in the highest-need, underserved schools to grow teacher practice, collaboration, retention, and ultimately student learning. Specifically for our New Teacher Mentors, 358 are mentoring 715 new teachers; 67 percent of New Teacher Mentors are in schools with an opportunity index of 3.0 and above. Our priority is to provide the most in-school new teacher preparation to the most underserved schools.
- Continued to implement a three-tiered communications plan to report REACH teacher evaluation data across the organization with notable process improvements from SY25. Compliance data is updated on a weekly basis, allowing District and school leaders to have meaningful conversations to prioritize completion of evaluations in a manner that is consistent with best practices outlined in the collective bargaining agreement. Improvements from SY25 to SY26 include an increased focus on identifying trends and providing disaggregated to Network leaders, including disaggregating evaluations by evaluator.
- Provided three training sessions to Network Chiefs and Deputies to improve the quality of evaluations for Principals and Assistant Principals. The team has provided in-person training at network meetings at the request of principal supervisors, reaching nine networks thus far. This

resulted in 100 percent of principals and over 90 percent of APs receiving an evaluation. Survey data from participants indicated a high degree of satisfaction with the training, and plans are in place to continue collaboration with the Office of Network Support in SY27.

- Created and adopted new competencies and new scoring rubrics for RISE. Redesigned the protocols to support implementation of the RISE evaluation system for central office staff, which was the first revision to the framework since its initial launch in 2017. The team designed and executed comprehensive “train the trainer” sessions for senior leaders during summer 2025, reaching over 200 Directors, Executive Directors, Deputy Chiefs, and Chiefs. Designed and delivered opportunities to calibrate central office managers on the evaluation process. Attendance at calibration sessions increased 30 percent from SY25, reaching 75 central office managers between BOY launch and MOY evaluation deadline. In addition, the team created and implemented a compliance tracking system for RISE evaluations, providing weekly updates to cabinet members.
- Created two new learning modules for managers to clarify the process for ESP/PSRP evaluation. Presented to the Principal Advisory Committee to solicit feedback on how to improve this process. Created and implemented a new communication protocol to explain steps required for follow-up with employees who score less than proficient. These communications were sent to over 200 school leaders based on mid-year evaluations. Designed, piloted, and implemented a DocuSign process for ESP evaluations to increase efficiency and reduce paperwork burden on administrators.
- Utilized continued funding from the Department of Education’s School-Based Mental Health Professionals Grant to hire over four dozen diverse counselors, social workers, and psychologists supporting students’ mental health in school. We are building additional relationships with university partners to attract talent starting from a practicum and intern level, to then retain those individuals as full-time hires. We are also building sustainability practices to continue high levels of retention for related service providers in partnership with the Office for Students with Disabilities.
- Achieved significant participation and engagement in the Be Well program, including over 7,000 enrollments in wellness programs, 270 Be Well Ambassador engagements, and a 48 percent increase in newsletter open rates. Employee rewards were successfully implemented to incentivize this proactive participation.
- Expanded specialized, virtual-first benefits to proactively address high-cost health issues, including: Hinge Health for Musculoskeletal and women's pelvic floor care, Oshi Health for Gastrointestinal (GI) care, Pelago for substance use care (tobacco, alcohol, opioid, cannabis), with 242 enrollments to date, and Posterity Health for male reproductive and hormonal health.
- Enhanced medical and dental plans to offer preventive care at no cost, and increased coverage for services like fertility and hearing aids, and ended the extended costly GLP-1 pharmacy benefits.
- A partnership with the United States Associates (USA) increased healthcare enrollment (PPO, HMO, HSA) by 16 percent and FSA enrollment by 8 percent.
- Successfully identified and protested \$1.34 million in charges through a comprehensive unemployment benefits audit.

- Implemented merit pay for central office staff, aligned with employee performance. Provided increased training and process improvements to the RISE performance management process for central office staff. Live webinars were viewed by over 1,000 central office staff, and virtual/live training was provided to over 150 managers.
- In FY26, the Talent Office made significant progress in strengthening the educator workforce pipeline and supporting schools in meeting staffing needs. Through continued partnership with principals, the team provided consistent, hands-on support to fill vacancies, including targeted outreach and participation in 10+ fall and spring job fairs. Early hiring efforts have also shown promising results, with close to 50 teacher early offers extended in hard-to-fill areas such as Special Education. These recruitment efforts are complemented by strong retention outcomes, including a clinician retention rate exceeding 90 percent, underscoring the District's ability not only to attract but also retain high-quality talent.
- Our Opportunity Schools initiative has already successfully hired 150 teachers for the upcoming school year, demonstrating a robust start to our annual staffing cycle. A core commitment to diversity and inclusion is reflected in the demographic data for these new hires: 73 percent of these teachers identify as people of color, aligning with the District's equity goals and ensuring our teaching staff more closely reflects the diversity of our student body. In addition, the team is driving school-level strategies centered on meaningful teacher appreciation, including recognition programs and public acknowledgments of teachers' vital contributions.
- A major priority for the Opportunity Schools team has been the strategic improvement of our Special Education Classroom Assistant (SECA) recruitment process to ensure high-quality support for our students with special needs. Our efforts have resulted in the successful onboarding of nearly 1,000 new substitute SECA professionals to the District this school year. Crucially, the team is simultaneously focused on creating a clear pathway for these substitutes to transition into full-time SECA roles, stabilizing our SECA workforce.
- The Substitute Services Department significantly increased the teacher fill rate throughout SY26. As of March 2026, the year-to-date fill rate reached 93.04 percent, an increase from 74.21 percent in SY23, 78.8 percent in SY24, and 86.45 percent in SY25, ensuring more consistent instructional support for schools across the District. This progress reflects several key drivers: effective use of Frontline, the District's automated substitute placement system; a record-high substitute pool of more than 9,500 across all subgroups in partnership with the Opportunity Schools recruitment team; targeted High Needs, SPED, and bilingual incentive programs; the deployment of 170 core cadre substitutes available for Networks to support schools; and enhanced benefits that allow substitutes to accrue sick and PTO days.

KEY BUDGET INITIATIVES for FY2027

- Support the incoming cohort of Teach Chicago Tomorrow scholars across programs as they enter their first year as college students, as well as work with second-year City College scholars to ensure matriculation to 4-year institutions to complete their program, including coordination with university partners.
- Support scholars in their freshman through senior years to ensure that they effectively complete field experience, student teaching, and licensure exams to secure their teaching endorsement(s) for timely hire as teachers of record.

- Sharpen our straight to 4-year college program model, which now enrolls more than 68 percent of each cohort each year, and re-establish a wraparound service provider partnership to ensure smooth and effective academic counseling and professional coaching to retain scholars through program completion.
- 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.
- Invest in a tiered incentive structure for the Sharecare platform and specialty virtual care partners (Hinge Health, Pelago, Oshi Health, Posterity Health) to drive a significant increase in engaged membership. The goal is to steer members toward these preventative and high-value virtual channels to reduce reliance on higher-cost in-person specialist and facility-based care, thereby maximizing estimated cost avoidance.
- Budget for the expansion of cost-containment audits beyond unemployment benefits to include a full-scale dependent eligibility verification audit and an in-depth review of high-dollar medical claims (claim recovery audit). These initiatives are designed to proactively identify and recoup improper payments and ensure that all resources are directed exclusively toward eligible members and medically necessary services, leveraging the success of the FY2026 unemployment audit.
- Partner with the Office for Students with Disabilities and the Office of Student Health and Wellness to coordinate federal grant funding that broadens recruitment programming and access to professional development programs for mental health professionals. The District will also continue to invest in pipeline expansions for clinicians and targeted recruitment for high-need positions while creating a robust mental health professional development framework.
- Implement and increase the impact of Teachers Lead Chicago (TLC) for formal teacher leadership pathway roles in highest-need schools: Resident Mentor, School-Based New Teacher Mentor, Instructional Team Coach, and Lead Coach. Maintain at least 1,000 teachers serving in TLC roles in the highest-need schools to grow highly effective teacher retention and quality. We will prioritize recruitment and nominations for New Teacher Mentors for schools that are most underserved and in need of first-year mentorship support by giving first priority to schools with opportunity indexes at or above 2.5 and above-average three-year new teacher hires. For Instructional Team Coaches, eligible schools for these roles will be those with opportunity indexes of 3.0 or above and above-average student populations, in order to account for teacher release time to coach and develop peer teachers.
- Continue to partner with Procurement, Information and Technology Services, and Finance in implementing Program BRIDGE: Enterprise Resource Planning (ERP) Modernization Program.
- Expand HR4U automated client interaction tool to enhance customer experience as it relates to employment assistance for both prospective and current employees.

Teaching and Learning

MISSION

The Office of Teaching and Learning's mission is to strengthen the Instructional Core and ensure the conditions are in place to create rigorous, joyful, and equitable learning experiences for all students.

MAJOR PROGRAMS

- **Arts Education:** Ensures that every student receives a high-quality arts education by creating conditions at the classroom, school, District, and state level that allow the arts to grow and flourish.
- **Student Assessment and Multi-tiered System of Support (MTSS):** Supports all school teams with designing and implementing balanced assessment systems and equity-based MTSS frameworks.
- **Science, Technology, Engineering, and Math (STEM):** Supports high-quality, innovative STEM learning experiences for students, professional development for STEM teachers, and whole-school integrated STEM programming across the District.
 - **Computer Science (CS):** Strives to maximize every student's innate potential through a CS education defined by equity, empowerment, and opportunity.
 - **Elementary School:** Ensures all students have equitable access to computer science and computational thinking in elementary school through a system of school pathways, training, development, and curriculum.
 - **High School:** Focuses on supporting all high schools in meeting the Computer Science graduation requirement and increasing access to advanced and accelerated CS, AI, and data science opportunities. Areas of focus include: postsecondary success, Black student success, and rightful presence of students with disabilities.
 - **Science:** Empowers students to engage in meaningful science learning experiences that prepare them for success in college, career, and civic life; support the development of science toward discovery and social good; solve core planetary challenges; and contribute to the cultivation of just, sustainable, and thriving communities.
 - **Math:** Implements high-quality curriculum that encourages students to explore and grow their identities as math-doers, problem-solvers, and sense-makers. Provides professional learning opportunities that help educators internalize the curriculum; provides access to grade-level content; and explores ways to notice, interpret, and empower the student experience.
- **Teacher Development (formerly Professional Learning):** Supports multiple teacher leadership, teacher mentoring, teacher development, and professional development initiatives across CPS. Content teams and Network ISLs will be co-planning and co-facilitating professional learning sessions. The Teacher Development team and content managers will build baseline content. Specialists manage connections, provide PL Quality Control (design, scope, and delivery), and assist with classroom visits and data collection.
 - **Skyline:** Leads the District's curriculum-based professional learning strategy to improve teacher practice, student learning, and student wellbeing through implementation of

high-quality curriculum with integrity.

- **Student Voice and Engagement:** Works to ensure all aspects of schooling in CPS are inclusive of and responsive to the lived experiences of students, includes young people as key stakeholders in making decisions that impact them, and strengthens youth-adult partnership across the District.
- **Literacy:** Works to ensure that all CPS students have equitable access to opportunities to develop advanced literacy skills, preparing them to thrive in school and beyond. Equips schools and educators with the resources and professional development necessary to access and implement high-quality, comprehensive, and equitable English Language Arts (ELA) curriculum. Expands and enriches learning opportunities through community partnerships and engages families as partners in joyful literacy learning.
- **Social Science:** Sets and drives a bold, research-aligned, and innovative K–12 social science instructional vision for Chicago Public Schools. Provides curricular resources to school leaders and teachers, while equipping District leaders with tools to sustain high-quality, culturally responsive inquiry-based learning. Builds educator capacity and refines District policies to create anti-racist classrooms that honor students’ lived experiences and position them as powerful civic actors.
- **Health and Physical Education:** Supports schools in providing high-quality health and physical education programs so that students acquire the skills and knowledge to become healthy and physically literate individuals.
- **Curriculum, Instruction, and Digital Learning (CIDL):** Leverages community assets and culturally diverse resources to create an inclusive curriculum that reflects student voices, removes barriers, and prepares learners for postsecondary success. Uses authentic engagement and strong partnerships to provide teachers with the resources and support to deliver personalized, impactful learning experiences.
 - **Curriculum Development:** Develops and revises comprehensive PK–12 Skyline curriculum in ELA, artes del lenguaje del español (Spanish language arts), math, science, social science, world language, visual arts, physical education, and health education.
 - **Digital Learning Environment and GenAI:** Further develops the functionality and usability of the District’s digital learning environment, including the Skyline curriculum and the integration of GenAI capabilities.
 - **Supplemental Resources:** Maintains the District’s Educational Technology Catalog.
 - **School Librarians:** Supports school librarians, libraries, and a pipeline of new school librarians in partnership with the University of Illinois.
- **Advanced Learning and Specialty Programs (ALSP):** Oversees the implementation of Advanced Placement (AP), Gifted, International Baccalaureate (IB), Magnet, Competency Based and Personalized Learning programs across CPS. Empowers learners to be successful and positive contributors in their school communities, postsecondary pathways, and life.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 38,198,328	\$ 91,992,687	\$ 78,337,277	\$ 81,805,797

Title Funds	\$ 57,362,522	\$ 24,710,785	\$ 20,854,803	\$ 17,889,946
Other Grant Funds	\$ 10,988,566	\$ 12,498,990	\$ 12,763,444	\$ 3,494,257
Total Department	\$ 106,549,416	\$ 129,202,462	\$ 111,955,524	\$ 103,190,000
Budgeted at Schools	\$ 33,414,934	\$ 35,235,589	\$ 35,235,589	\$ 36,587,663
Grand Total	\$ 139,964,350	\$ 164,438,051	\$ 147,191,113	\$ 139,777,663

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	160.4	155.4	165.0
Title Funds	95.6	91.6	75.0
Other Grant Funds	7.0	7.0	1.0
Total Department	263.0	254.0	241.0
Budgeted at Schools	266.0	266.0	257.0
Grand Total	529.0	520.0	498.0

MAJOR ACCOMPLISHMENTS in FY2026

- **Arts Education:**
 - For the first time in over a decade, CPS has a comprehensive, data-driven view of arts education across the District.
 - Provided a professional learning convening with 300+ arts educators from across the District.
 - Successfully supported 73 Fine and Performing Art Schools' implementation of wall-to-wall arts learning.
 - The REVERBERATE festival featured 170 performances from over 2,000 CPS students from 96 schools.
 - Obtained \$1.7 million in grants to expand arts opportunities for students.
- **STEM Curriculum-Based Professional Learning:**
 - **Computer Science:** Trained 1,268 teachers in Effective Instruction and 177 teachers in Robotics. Eighty-eight schools participated in ESports and increased partnerships.
 - **Science:** 140 educators were supported in the adoption of Skyline Science, 275 supported for unit internalizations, and 173 educators engaged for experienced Skyline implementation.
- **Student Assessment and MTSS:** Achieved record-breaking engagement and positive student outcomes during the school year across two key areas:
 - Professional Learning and Engagement: The department saw its highest-ever engagement, training over 4,200 teachers, RSPs, and instructional staff. This included monthly PLCs for nearly 3,250 elementary and high school interventionists/leads across

all networks, workshops for over 1,800 pre-k teachers now utilizing the Branching Minds platform, and targeted support for 250 participants in Innovation & Incubation (I&I) Charter schools. These efforts were backed by strong field support, averaging 32 direct school visits per month and earning a 4.2 out of 5 satisfaction rating.

- Data-Driven Student Impact: Enhanced intervention fidelity successfully shifted student needs toward foundational instruction. From the beginning of the year to the middle of the year, Tier 1 placement increased to 68.4 percent in reading and 70.5 percent in math, while Tier 3 intensive needs decreased to 13.5 percent in reading and 11.4 percent in math. Overall, the percentage of identified students actively receiving a documented academic plan rose significantly to 66.1 percent (up from 57.6 percent last year), ensuring more students received the timely support needed to succeed.
- **Balanced Assessment:** Successfully advanced equitable, data-driven assessment practices and enhanced system infrastructure during the school year:
 - Assessment Administration and Platform Redesign: Executed a comprehensive redesign of the Checkpoint assessment platform to improve student usability and accommodations. Through April 2026, this modernization supported the administration of 2,279 Skyline assessments across 286 schools, totaling 372,567 unique student assessment events.
 - District Accountability and Strategy: Directed the Assessment Vote Plan with a 99 percent on-time submission rate across 514 District schools, while spearheading cross-department analysis protocols (lesson-level through state testing) now embedded across all District-facing professional learning.
 - Curriculum-Embedded Assessment Updates: Partnered cross-departmentally to update and implement District-wide design tools and criteria. This work scaled high-quality, standards-aligned, and culturally responsive end-of-unit assessments for K–8 ELA, K–12 Math, K–5 ALE, the new K–10 Social Science curriculum, and early units of the new Science curriculum.
- **Professional Learning and Network Partnerships:** Collaborated with Networks 2, 3, 6, 7, 8, and 13 to lead 26 customized Assessment for Learning sessions for 338 District administrators. An additional 18 evidence-based sessions reached 70 managers, 247 ILT members, 170 lead coaches, and 72 early-career teachers across various District initiatives.
- **Professional Learning:** Drove substantial gains in educator capacity and student performance across four core areas:
 - Skyline Implementation: Executed a cohort model serving 4,429 first-year and 1,114 veteran educators across 214 schools, earning a 98 percent satisfaction rate. Students in participating schools outperformed peers with 33 percent greater growth in math and 12 percent greater growth in reading.
 - Instructional Leadership Team Institute (ILTI): Engaged over 3,000 school leaders across four institutes, resulting in 87 percent of District-managed schools establishing quarterly PL goals, and 97–98 percent of participants reporting increased leadership capacity.
 - Distributed Leadership: Supported 340 teacher leaders through coaching, collaboratives, and PLCs. As a result, 91 percent of supported schools and 87 percent of teacher leaders are tracking to move up one or more proficiency bands on District frameworks.

- New Teacher Induction and Mentoring (NTIM): Guided 400 new educators and developed 600 induction teacher leaders. Mentored new teachers achieved an 80.3 percent retention rate, significantly outperforming non-mentored peers at 63.3 percent.
- **Literacy:** Advanced reading proficiency and adoption rates across the District:
 - Expanded Skyline ELA to 315 schools and increased District adoption to 85 percent.
 - Strengthened implementation support for 1,500 educators.
 - Expanded intervention access and technology support.
 - Convened 32 literacy partners and expanded family engagement opportunities.
- **Social Science:** Advanced rigorous, culturally responsive instruction and expanded citywide partnerships through four key milestones:
 - Skyline Pilot and Curriculum Refinement: Launched the SY26 Skyline Social Science Pilot across 12 schools with 22 teachers—successfully refining 23 new units aligned to state and national inquiry standards—while designing a new Districtwide AP Social Science pathway model.
 - Professional Learning Delivery: Facilitated 84 standards-aligned training sessions for 653 educators (potentially impacting over 38,000 students) alongside specialized sessions for the city-mandated Reparations Won curriculum and the Financial Literacy graduation requirement.
 - Strategic Partnerships: Collaborated with 26 external organizations, placed the Chicago Torture Justice Center Speakers Bureau in more than 14 classrooms, and strengthened the Facing History and Ourselves partnership to embed local and critical histories into all Grade 6–10 curricula.
 - Civic Engagement and Grant Funding: Supported the statewide Illinois I3 initiative with a 70-teacher CPS cohort, expanded the NextGen City Council program to eight schools, and secured \$90,000 in grants and philanthropic funding to develop a District digital media literacy toolkit.
- **Physical Education and Health:** Expanded educator capacity, advanced critical safety standards, and drove student post-secondary readiness across four key areas:
 - Professional Learning and Partner Integration: Delivered 34 professional learning sessions (an 18 percent attendance increase) with a 96 percent satisfaction rate. Teachers led 33 percent of these sessions, which integrated 21 community partners to provide resources and curriculum.
 - Aquatic Safety and Teacher Leadership: Awarded 173 specialized teacher certifications—including 54 Basic Water Rescue, 86 Lifeguard/Recertifications, and 33 Water Safety Instructions. Additionally, successfully launched the inaugural Teacher Leadership Program with nine capacity-building sessions.
 - Curriculum and Policy Advancement: Spearheaded the development of a comprehensive, District-wide Health Education Policy, utilizing diverse focus groups to ensure community alignment ahead of the upcoming October 2026 Board proposal.
 - Student Outcomes and Career Readiness: Prepared 38,111 students to successfully complete the 30-hour classroom and Behind-the-Wheel Driver's Education course, while helping four students earn their professional Lifeguard Instructor (LGI) certifications.
- **CIDL:** Advanced instructional infrastructure and curriculum accessibility:

- Collected and published data for the District's high-quality curriculum metric—as outlined in the CIDT policy—while supporting school leaders and teacher leadership teams in updating their plans.
- Revised all PK–12 Skyline instructional and assessment resources for increased rigor and accessibility, including piloting new Social Science, Science, and Biliteracy curricula; middle school compacted math; and K–9 Visual Arts resources.
- Continued developing a GenAI architecture for Skyline to leverage AI-driven insights for curriculum development, grading, feedback, and teacher-driven differentiation.
- Provided schools with the physical classroom materials associated with the digital curriculum and released the Educational Technology Catalog 2.0.
- Supported incoming school librarians and expanded the local talent pipeline through the dedicated CPS Librarian Cohort.
- **ALSP:** Expanded advanced placement access, deepened educator capacity, and drove enrollment growth across specialty programs and advanced coursework:
 - Increased the number of eligible accelerated placement applicants from 763 to 3,487, expanded external student testing from 594 to 3,319 students, and improved the testing conversion rate for eligible students who were contacted and applied from 78% to 95%.
 - Delivered extensive educator development by facilitating 16 ongoing professional learning communities, executing 84 individual training sessions, and supporting 11 AP and IB working groups/communities of practice.
 - Provided deep instructional support to classrooms through 39 program coordinators and 79 IB coordinators, who combined to deliver nearly 7,000 coaching touchpoints to over 1,500 teachers District-wide.
 - Hosted 37 District IB workshops for 688 teachers, while coordinating AP Summer Institute training slots for up to 250 AP teachers across District-hosted and vendor-approved sessions.
 - Drove measurable growth in advanced coursework, including a 5.5 percent increase in AP exam enrollment, a 23 percent surge in AP Seminar registration, and enrollment gains across IB pathways, highlighted by a 14 percent increase in Career-related and a 10.4 percent increase in DP course enrollment.
 - Partnered with Equal Opportunity Schools to serve 34 schools, hosting three dedicated school leader convenings that averaged 70 administrators per session.

KEY BUDGET INITIATIVES for FY2027

- **Arts Education:** Expand access to certified instruction, rigorous curricula, and ongoing professional learning. This year, the initiative will further deepen student expression and academic growth across more than 70 Fine and Performing Arts Schools and through inclusive Districtwide student programs. This sustained commitment is backed by the Creative School Fund, which continues to provide vital grants and leverage partnerships with over 600 arts organizations, alongside the ongoing preservation of the Works of Art Collection's 5,000 original pieces.
- **Computer Science:**
 - Expand access and elevate attainment for all students, with a dedicated focus on Black

student success and post-secondary readiness through advanced CS courses.

- To ensure a rightful presence for students with disabilities, the department utilizes Universal Design for Learning (UDL4CS) and robotics to foster meaningful, integrated learning alongside general education peers, complemented by Unified Special Olympics programming in out-of-school time (OST) spaces. This year, the department will further develop neighborhood technology eco-systems to strengthen ES-to-HS pathways, increase access to its Lending Library, and expand teacher capacity in high-demand fields like Computational Thinking, AI, and Data Science.
- **Student Assessment and MTSS:** Through the renewal of the Branching Minds platform—which consolidates academic, behavioral, and social-emotional data via screeners like the DESSA and SRSSIE—the department provides the tools, guidance, and professional learning necessary to enact an equity-based MTSS framework with fidelity. Furthermore, educators will be empowered to analyze curriculum-embedded assessments and deploy District-funded interventions in math and reading. This includes Amira, an AI-powered reading tutor aligned with the Skyline curriculum and Summer Bridge, and Freckle, an adaptive math platform syncing with Star Math data to seamlessly target individual student learning gaps.
- **STEM:** Expand its high-quality curriculum and instruction by scaling the K–12 Science Teacher Leader Program for approximately 70 leaders and 200 educators. In collaboration with Loyola and Northwestern Universities, this community of practice empowers teacher leaders to enact change and build instructional capacity across the District. Additionally, the department is managing the transition to new foundational instructional materials for Skyline Science K–8 through stakeholder engagement, cohort pilots, and targeted professional learning. To deepen classroom connections, the team is engaging local museums, universities, and community partners to deliver professional learning for K–2 educators—including preparing for the SY27 state climate education mandate—while continuing to evaluate network partnerships and host the annual STEM Exhibition.
- **Student Voice and Engagement:** Continue expanding Student Voice Committees (SVCs) across the District to strengthen programming and meet the Whole School Safety Policy mandate requiring active SVCs in all high schools by SY29. In partnership with the Board of Education (BOE), the department will continue the BOE Student Voice Roundtable Initiative to foster intergenerational dialogue that informs policy change, while also hosting student-led, stipend-supported Student Voice Convenings. Furthermore, the department will provide inclusive, responsive professional learning—backed by a new five-year Cultivate contract with UChicago—to help educators leverage student experience data, strengthen youth-adult partnerships, and integrate social-emotional learning (SEL) across all subjects and grades throughout the school day.
- **New Teacher Induction and Mentoring (NTIM):** execute the District’s Teacher Induction and Mentoring Policy across three primary workstreams, with specific implementation details contingent upon finalized funding. The program will deliver induction professional learning, including the annual New Teacher Orientation, to boost instructional effectiveness and retention for pre-service through early-career teachers. Additionally, NTIM will ensure all new-to-District teachers are informed of and connected with school- or District-based mentors upon request, while simultaneously providing differentiated, job-embedded coaching for induction teacher

leaders measured against the Induction Teacher Leader Framework.

- **Distributed and Supportive Leadership (DSL)**
 - Direct school support through differentiated teacher leadership models.
 - Scale District best practices through Teacher Leader and Coaching Collaboratives.
 - Strengthen ILT Institutes through data-driven learning cycles and job-embedded coaching.
- **Social Science:**
 - Skyline and Instructional Support: Execute Year 2 of the New Skyline Social Science pilot and provides targeted professional learning focused on process-based writing, interdependent discussion, and K–5 scheduling.
 - Curriculum and Policy Mandates: Lead multi-year revisions for the city-mandated Reparations Won and Participate Civics curricula, while aligning district resources with IL Inclusive History Mandates, Commemorative Days, and upcoming Financial Education requirements.
 - Civic Engagement: Develop District general elections guidance, increase voter registration via Chicago Votes, and expand access to Chicago Metro History Day (prioritizing high-need student groups), the Mikva Challenge, and the NextGen City Council program.
- **Physical Education and Health:** Expand programming, curriculum, and safety initiatives across five streamlined focus areas:
 - Curriculum and Driver's Education: Expand the PK–12 Skyline curriculum through high school, upgrading the Driver's Education fleet with five new vehicles to support over 30,000 students, and funding student internships alongside dedicated instructor compensation.
 - Aquatics Safety and Compliance: Hire dedicated certification staff, certifying over 150 adult staff and 50 lifeguards to meet CTU agreements, and expanding a Dryland Aquatics Framework to deliver foundational water safety lessons in gym settings for schools without pool access.
 - Professional Learning: Provide equipment and funding a competitively selected teacher leadership team to deliver high-quality professional learning to 500 educators District-wide.
 - Student Leadership: Purchase 100 Illinois High School Association (IHSA) student official licenses to build conflict resolution and hands-on officiating skills.
 - Communications: Develop a consistent health and PE messaging framework and distribute the finalized District health policy and implementation guides.
- **CIDL:**
 - Continue to collect and publish data related to the District's high-quality curriculum metric—as outlined in the CIDT policy—and support school leaders and teacher leadership teams in updating their plans.
 - Continue to revise the instructional and assessment resources associated with all PK–12 Skyline courses to make them more accessible, rigorous, engaging, and supportive of all learners. In particular, develop a Significantly Modified K–8 ELA curriculum.
 - Continue the development of GenAI architecture for Skyline, which is designed to use AI-driven insights and analytics to enhance curriculum development processes and support teacher-driven differentiation, grading, and feedback.
 - Provide schools with the classroom materials associated with the digital curriculum.

- Support new school librarians and continue to build a pipeline of local librarian candidates through the CPS Librarian Cohort.
- Launch an updated Digital Learning Environment that hosts the digital Skyline resources, designed to improve user experience and functionality.

Transportation

MISSION

The mission of the Office of Student Transportation Services is to improve student achievement by providing safe and timely 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

- **Transportation for Students with Disabilities:** Provides transportation from home to school for more than 14,000 students with special needs and more than 500 students with specific medical needs through approximately 1,200 routes provided by 18 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, car seat, and harness or restraint system.
- **Option for Knowledge Transportation:** Provides access to a variety of programs (including magnet academic centers, gifted programs, and classical schools) through hub sites for approximately 2,000 K–8 students on approximately 270 routes. Transportation is often based on living one-and-a-half to six miles from school.
- **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:** Centrally staff and manage bus aides for 14,000 students with Individualized Education Programs (IEPs) who require a transportation aide.
- **Bus Monitors:** Centrally staff bus monitors who oversee general education students at hub sites.
- **Financial Incentive Program:** Provide funding to eligible families in lieu of transportation services.

BUDGET SUMMARY

	2025 Actual Expenses	2026 Approved Budget	2026 Ending Budget	2027 Proposed Budget
General Funds	\$ 192,432,408	\$ 204,167,230	\$ 204,039,084	\$ 220,612,214
Other Grant Funds	\$ 4,131	\$ -	\$ 17,596,314	\$ -
Title Funds	\$ -	\$ -	\$ 327,949	\$ -
Total Department	\$ 192,436,539	\$ 204,167,230	\$ 221,963,347	\$ 220,612,214

Note: The FY27 budget reflects a projected increase in the number of students with disabilities who are eligible for transportation services.

POSITION SUMMARY

	2026 Budgeted Positions	2026 Ending Positions	2027 Proposed Positions
General Funds	719.0	755.0	719.0

Total Department	719.0	755.0	719.0
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MAJOR ACCOMPLISHMENTS in FY2026

- Optimized use of CPS and non-public routes, transporting 86 percent of students who require transportation despite a significant bus driver shortage.
- Despite the national school bus driver shortage, we increased drivers by close to 2 percent over last year.
- Increased student routing by 4 percent compared to the 2024–25 school year.
- Reduced the amount of families participating in the financial incentive program by 71 percent due to their students receiving routes.
- Introduced one phase of hub stops, significantly expanding transportation access for over 2,000 general education students.
- Increased tiering to 88 percent which allowed us to utilize the same vehicles more than once.
- Changed bell schedules at 34 schools which allowed us to increase tiering, improve route optimization, and transport 400 additional students in comparison to last year.
- Formed a Principal Committee to garner support and feedback regarding future bell schedule shifts.
- 50 electric buses have been awarded to five bus companies to be utilized in highly polluted communities.

KEY BUDGET INITIATIVES for FY2027

- Identify more schools to shift bell times to optimize additional routes for better seat utilization and increased capacity.
- Identify an external vendor to assist with vendor management and billing.
- Work closely with networks and schools to monitor student ridership.
- Collaborate with the STLS team to monitor cost sharing programs and reduce spending.