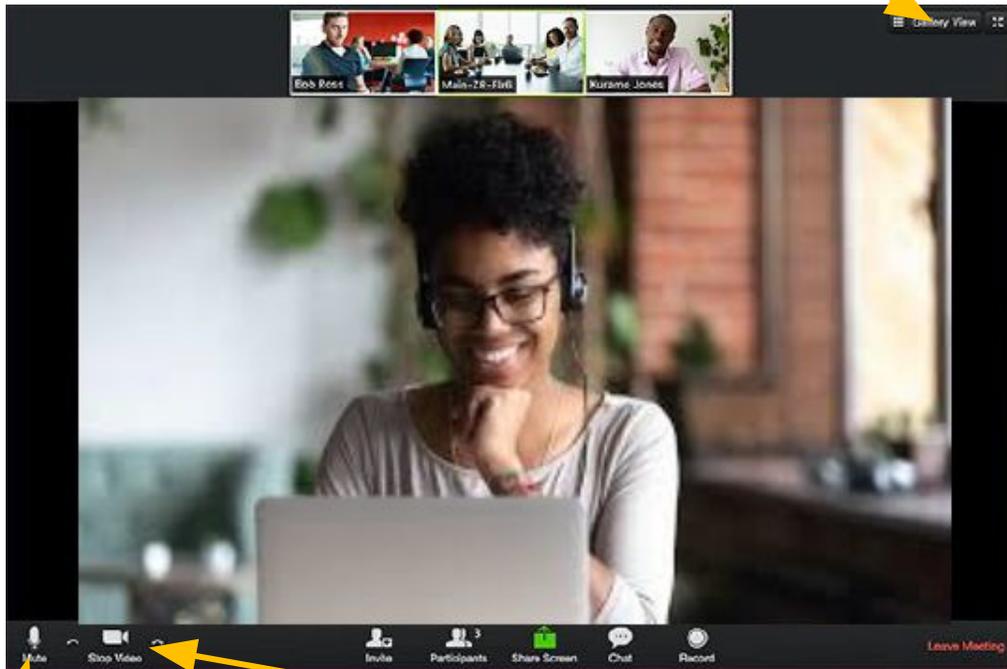


# Welcome! Tips for Using Zoom

This screen is in speaker view. Click **Gallery View** to see all participants. When we share our screen with you, click **View Options** and select **Side by Side** view.



**Mute/unmute mic** here, click the upcarat ^ next to the microphone icon to adjust or test audio settings

**Start/stop video** here, click the carrot ^ to adjust video settings

1. **RENAME YOURSELF:** Name & District.  
If you are joining by 2 devices, be sure both indicate the same name
2. **MUTE YOUR MIC** when not talking to avoid background noise.
3. **USE CHAT** and pay attention to the chat to engage during the presentation. (click so that “Chat” is visible)
4. Ideally, **TURN YOUR CAMERA ON** so we can all connect visually (if you are comfortable).
  - We know it’s hard... kids, pets, significant others, roommates are ok to Zoom bomb. Permission to “stop video” when needed.
5. For best viewing experience, **SELECT GALLERY VIEW** and **SIDE-BY-SIDE MODES**.
6. Press **Esc** to exit “Full Screen” when screen is being shared.

*thankful*

**AND**

*grateful*

# Today's Goals

## Today's objectives:

- Recap the FY21 capital planning process and budget
- Continue to build CPS communities' understanding of the district's capital planning process
- Consult families and collect feedback on capital budget priorities

## Questions to think about:

1. **CAPITAL BUDGET PRIORITIES:** Which are most important for you and your community?
2. **ENHANCED PUBLIC ENGAGEMENT:** How to inform communities of the capital planning process and how to engage with more families throughout this process?

**Please remember to take the SURVEY**

# CPS Presenters



Adrian Segura

Deputy Chief,  
Family And Community  
Engagement



Maurice R. Swinney,  
EdD

Chief Equity Officer



Venny Dye

Director of Capital  
Operations



Ivan Hansen

Executive Director,  
Capital Planning and  
Construction



Ada Gomero

Equity Data Strategist

# A Special Thank You to Our 2020 and 2021 Focus Groups

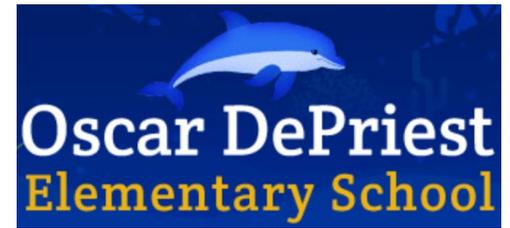
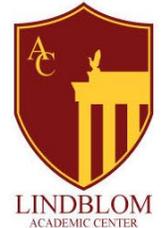


Hyde Park  
Community Action Council



**Chausii Roberson**  
**Chron Cross**  
**Katina Hill**  
**Echelle Mohn**  
**Bridgett White**  
**Natalie Neris**  
**Nicole Abreu Shepard**  
**Zanette Sanders**  
**Joyce Chapman**

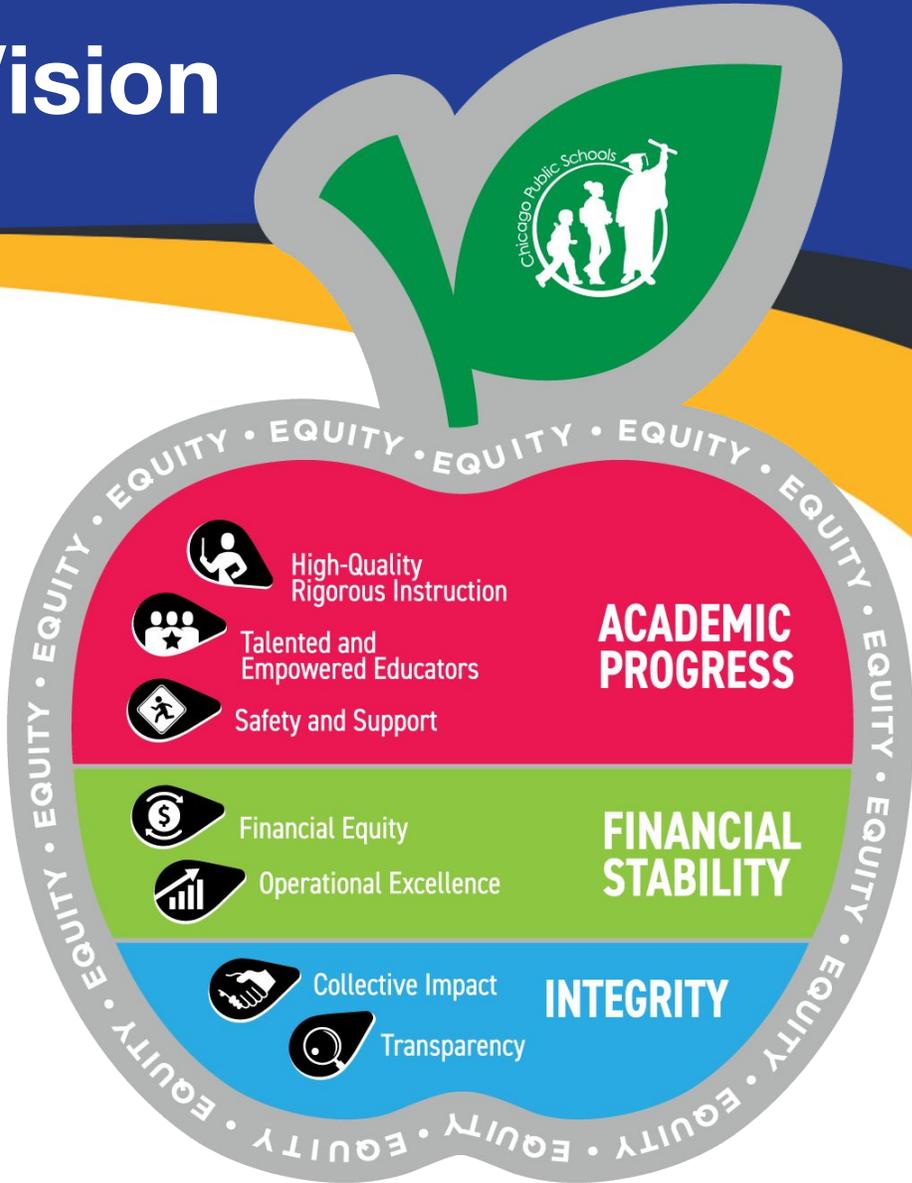
**Lisa Kulisek**  
**Tamara Helse**  
**Maria Sánchez**  
**Claiborne Wade**  
**Emily Lambert**  
**Tim Noonan**  
**Lateshia Hollingsworth**  
**Lorraine Richardson**  
**Maretta Brown-Miller**



# CPS Five-Year Vision

## Commitment #3: Integrity

We respect our students and families, and the diverse communities in which they live, and honor them as partners in our shared mission. We will earn their trust by communicating openly and consistently acting on community feedback.

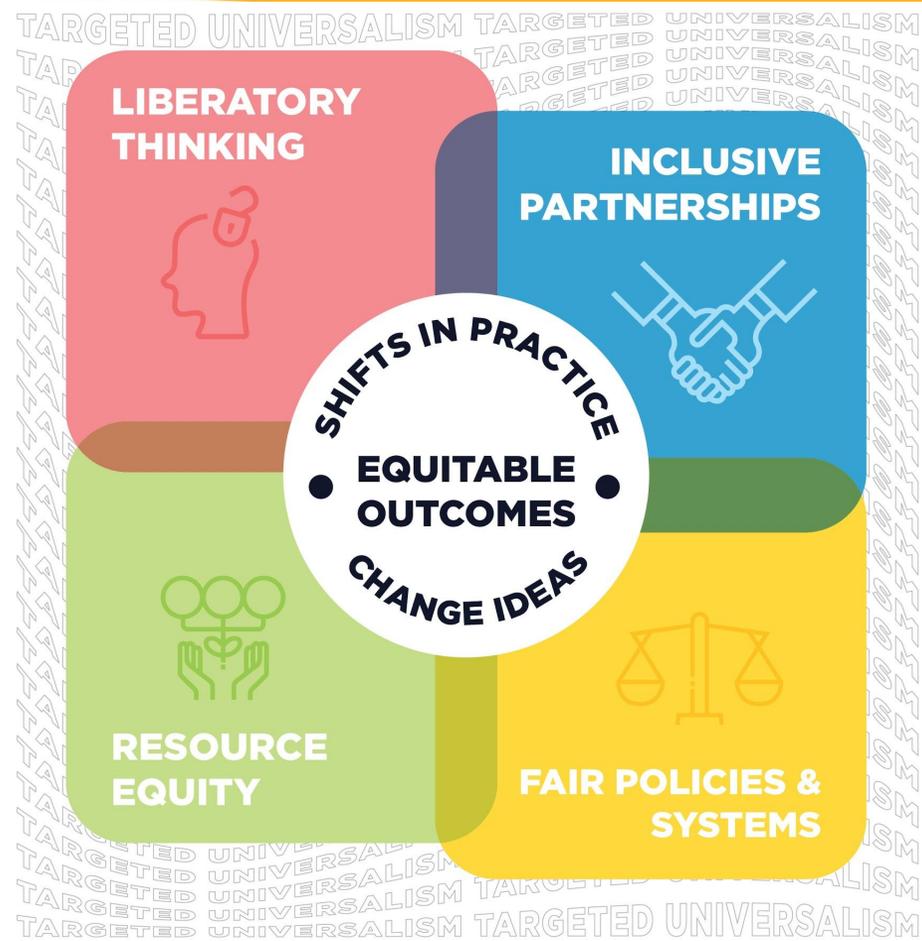


# Defining Equity

## **EQUITY MEANS**

CPS defines equity as championing the individual cultures, identities, talents, abilities, languages, and interests of each student by ensuring they receive the necessary opportunities and resources to meet their unique needs and aspirations

# The Approach to Equity

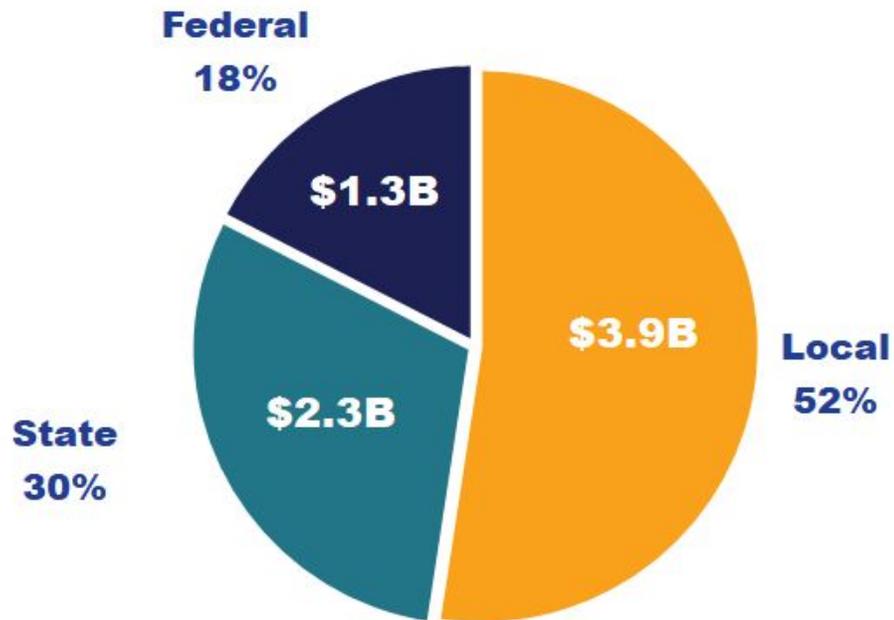


# SPECTRUM OF INCLUSIVE PARTNERSHIPS

						
ROLES	LISTEN	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
STAKEHOLDER PARTICIPATION GOAL	To provide stakeholders space and time to be heard.	To provide stakeholders balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions.	To obtain stakeholder feedback on analysis, alternatives, and/or decisions. To provide an opportunity for the stakeholders to contribute their perspectives.	To work directly with stakeholders throughout the process to ensure that stakeholder concerns and aspirations are consistently understood and considered.	To partner with stakeholders in each aspect of the decision, including developing alternative solutions and identifying the preferred solution.	To place final decision-making in the hands of the stakeholders.
PROMISE TO THE STAKEHOLDER	We will listen to your concerns with the intention of understanding and not only to reply.	We will keep you informed.	We will keep you informed, listen to and acknowledge your concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will work together with you to formulate and prioritize solutions, as well as incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

# FY21 CPS School Funding (RECAP)

## Where does CPS get its funding?

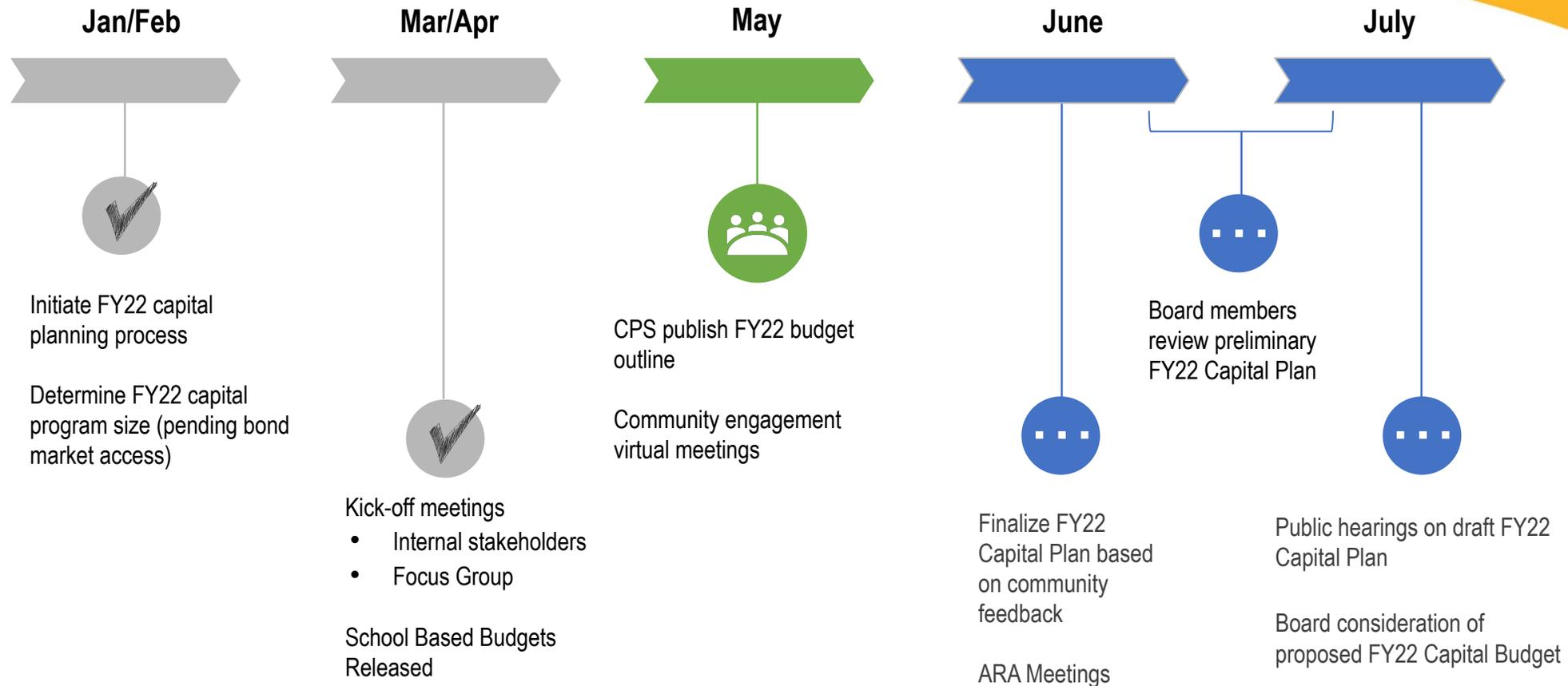


## How does CPS allocate its



**Note:** Totals include all operating and debt service revenues

# FY22 Capital Budget Next Steps and Timeline





# **FY22 Capital Plan Community Engagement Session**

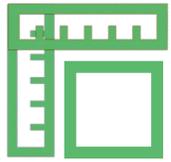
# Topics for Discussion

## Our Goals:

- To recap FY21 Capital Plan
- To build CPS communities' understanding of the district's capital planning process
- To consult families and collect feedback on capital priorities and improving community engagement

- 1 | CPS Building Portfolio
- 2 | Understanding CPS Budgets  
*Recap FY21*
- 3 | Capital Planning Approach
- 4 | Equity Index Factors
- 5 | Capital Budget Categories

# CPS Building Portfolio - Overview



**62** million square foot



**522** campuses



**798** buildings



**\$3.2 billion\*** total need



**81 years** average campus age



**147 years** oldest campus age



*CPS has significant facility needs because of the **size** and **age** of the building portfolio*

# Understanding CPS Budgets

## CPS Budget Types

**Capital:** Used for construction, renovations, and infrastructure-based technology

**Operating:** Used for day-to-day functions of the schools and facilities

**Debt:** Used to make annual payments on bonds and other loans

# Building Needs - Capital vs Operating & Maintenance

## Capital Budget

### Scope

- Major Renovation / Programmatic Investments / New Construction
  - *Roof & windows*
  - *Mechanical, electrical & plumbing*
  - *Site Investments (parking lot, playground)*

### Schedule

Few months to 2+ Years

## Facilities Operating & Maintenance

### Scope

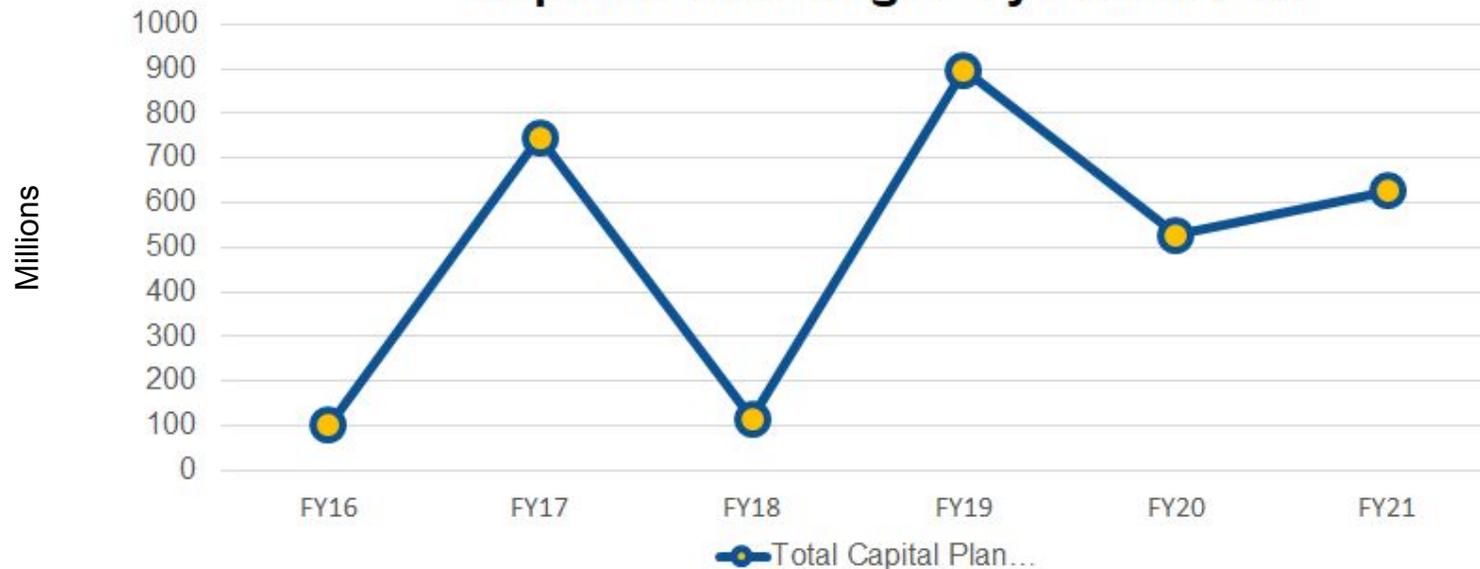
- Day-to day Operations/Maintenance
  - *Custodial Services*
  - *Landscaping/Snow removal*
  - *Waste Services*
  - *Electric/Gas (supply & distribution)*
- Minor Repairs

### Schedule

Days to weeks

# Historical Capital Budgets

## Capital Plan Budget\* by Fiscal Year



**Note:** \*Excludes outside funding and capital support services

- CPS has **significant building needs**
- Overall need **exceeds annual funding levels**
- Historically, annual **funding levels are variable**
- **Prioritization is critical**

Capital budgets vary annually so project prioritization is critical.

# RECAP - FY21 Capital Budget Priorities and Community Feedback

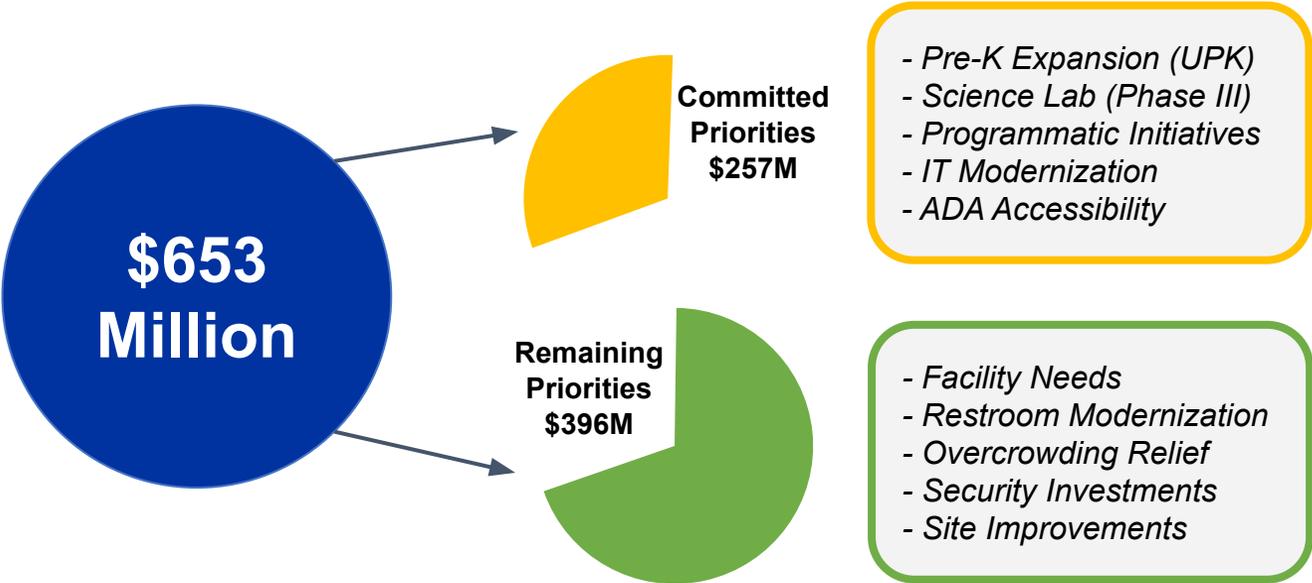
*Nearly 700 participated in the virtual community meetings and over 800 survey responses received*

 Roof / Envelope Needs	 Mechanical, Electrical & Plumbing Needs	 Programmatic Investments	 IT & Security Investments	 Turf Replacements
 Overcrowding Relief	 Playground Replacements	 Parking Lot Repairs	 Restroom Upgrades	 Building Accessibility

# RECAP - FY21 Capital Budget

The FY 2021 capital budget includes \$653 million that focused on:

- Priority facilities needs at neighborhood schools
- Full-day Pre-K and expansion of technology upgrades
- Finalizing the HS science lab modernization initiative
- ADA accessibility and restroom modernization



Budget Category	FY21 Budget* (\$Millions)
Facility Needs	\$314.7
Interior Improvements	\$11.0
Programmatic Investments	\$202.0
Overcrowding Relief	\$40.0
IT, Security, and Other Investments	\$37.0
Site Improvements	\$22.3
Capital Project Support Services	\$26.0
<b>Total FY20 Capital Plan:</b>	<b>\$653.0</b>

\*Excludes potential outside funding

# RECAP - CPS Equity Index and Community Feedback



**Community Factors**  
Hardship Index Score  
Students Residing in Invest S|W  
Community Life Expectancy Index  
Students Experiencing Homelessness

**Equity Index**  
CPS's tool to ensure that budget decisions help advance equity.



**Demographics**  
Race/Ethnicity  
\*Free/Reduced Lunch  
\*\*English Learners  
Students in Special Education



**Capital Investment**  
Historical Capital Funding  
Historical TIF Funding

# RECAP - CPS Equity Index

## Community Factors

### Community

---

- Hardship Index Score** *The average number of students residing in areas of concentrated disadvantage based on 6 socioeconomic indicators of public health significance.*
- Students Residing in Invest S|W** *Ensures alignment with City's Invest South West initiative. Percent of students at a given school who reside in one of the city's INVEST S/W community areas.*
- Community Life Expectancy Index** *Useful in evaluating the effects of inequality while controlling for the range in cost of living. Life Expectancy Data (2010): Number of Years (based on community area in which the attending student resides).*
- Students Experiencing Homelessness** *CPS students that lack a fixed, regular, and adequate nighttime residence. CPS schools and networks provide assistance in removing these barriers to qualified Students in Temporary Living Situations (STLS), including the provisions of services such as transportation, school uniforms, school supplies, fee waivers, and referrals to community resources.*

# RECAP - CPS Equity Index

## Demographics and Historical Capital Funding

### Demographics

---

#### Race/Ethnicity

*Helps to address historical inequities. Indicates if a school has a student population over 90% single-race or ethnicity (Black or Latinx)*

#### Free/Reduced Lunch

*Economically disadvantaged students come from families whose income is within 185 percent of the federal poverty line.*

#### Limited English Proficiency (LEP)

*Assists in providing resources to schools that provide significant resources to language learners.*

#### Special Education

*Assists in providing resources to schools that provide significant resources to special education programs.*

### Historical Capital Funding

---

#### Historical Capital Funding

*Assists in addressing historical differences in Capital Funding (Since 2010) and TIF funding (Since 1999).*

# RECAP - FY21 Spending and Hardship

## Other FY21 Investments (TBD Locations)

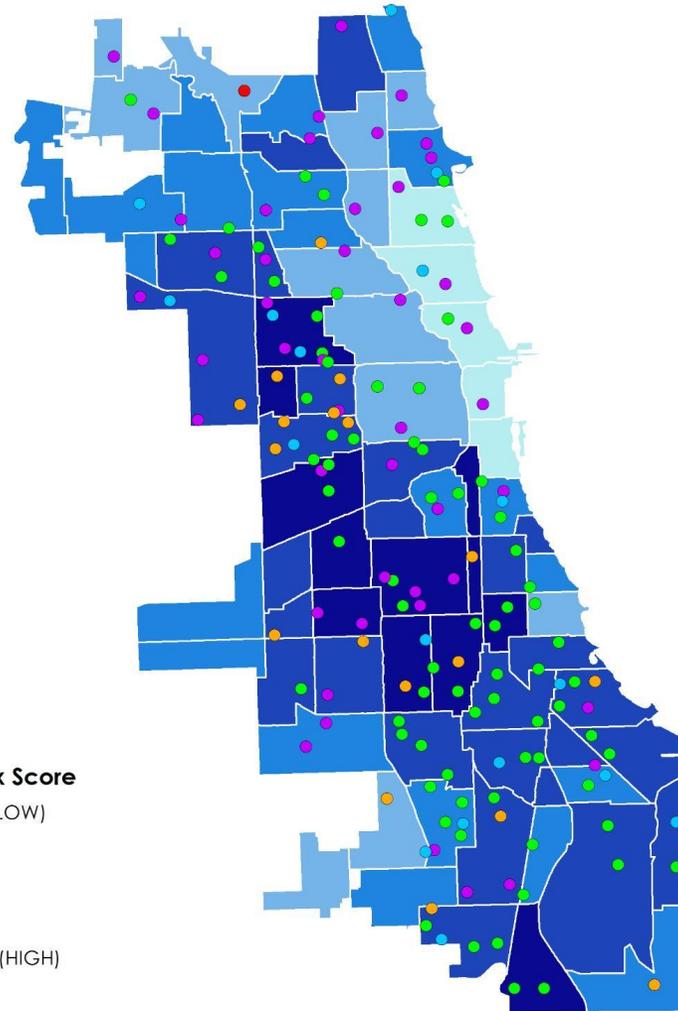
- Emergency/Unanticipated Facility Repairs
- Maintenance Priorities
- Critical Temperature Controls Replacement Program
- Masonry Remediation Program
- Student Accommodations
- Full Day Pre-K Expansion 2021
- New Facilities programmatic investments
- Space To Grow Projects
- Site Upgrades
- Additional Priority Restroom Upgrades
- Additional Priority Fire Alarms Upgrades

## Budget Category

- Facility Needs
- Interior Improvements
- Overcrowding Relief
- Programmatic Investments
- Site Improvements

## Hardship Index Score

- 8.6 - 15.0 (LOW)
- 15.1 - 30.0
- 30.1 - 45.0
- 45.1 - 60.0
- 60.1 - 84.2 (HIGH)

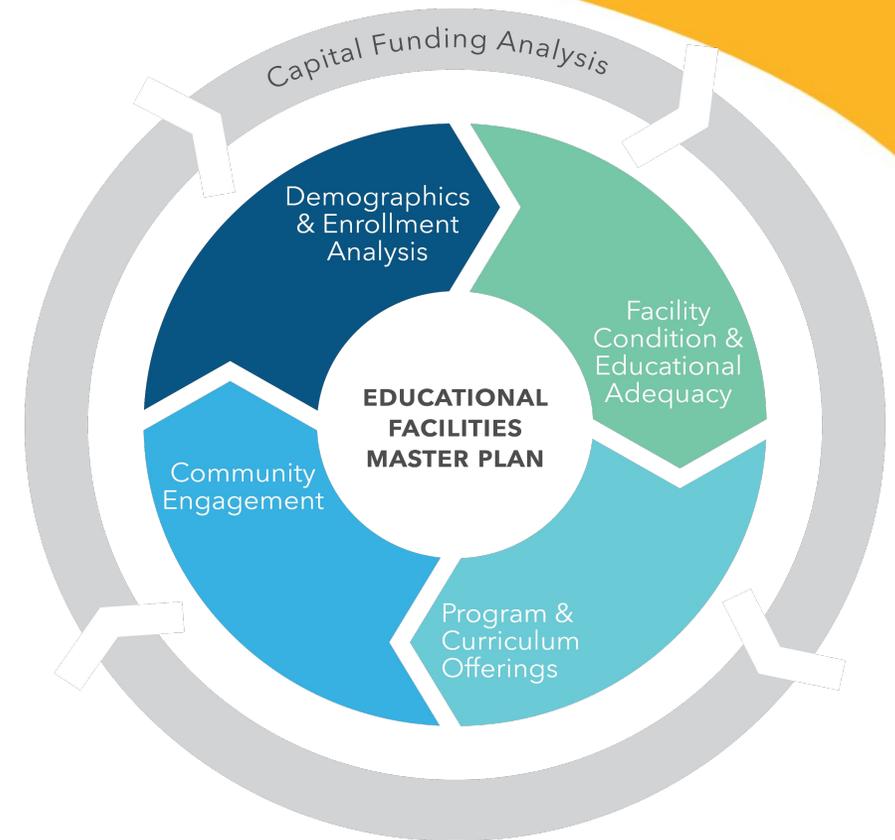


# FY22 CPS Capital Planning: Our Approach

For capital planning, **CPS prioritizes projects based on need.**

CPS' capital plan will **focus on equity and transparency**

Align with **educational initiatives and available capital funding**



# CPS Capital Planning: Our Process

Capital Needs



The FY22 capital budget follows the FY21 approach, with the following focus areas:

Capital Plan



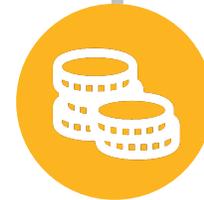
Updated Facilities Condition Assessment



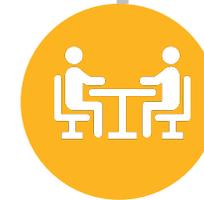
Enhance transparency and community engagement



Continue community input on budget priorities



Support district initiatives (ADA, and Universal Pre-K)



Ongoing guidance from Office of Equity

# Facilities Condition Assessment Latest Update

## Program Overview

The facilities condition assessment is a visual inspection used to capture and record each building system's condition and to inventory built-in facility features such as total building count, overall square footage, count of rooms/spaces, etc.

## Program Posting

The latest assessment reports will be posted on cps.edu by the end of May 2021.

In a continued effort to enhance transparency, CPS is developing a **dedicated facilities assessment webpage** (on cps.edu) which will provide a single location to retrieve information on the facilities assessment process and a searching function to download the assessment report for any CPS owned and operated facility.

Campus Summary		Year Constructed	Number of Floors	Building Area (Sq Ft)
BuildingName	Yr			
Main	1949	2	18,360	
Addition 1	54	2	11,792	
Addition 2	19	2	38,154	
<b>Campus Total</b>			<b>68,306</b>	

Category : Exterior		Building : Main		Quantity	UOM	Rank	Recommend Replacement	Comments
<b>Entrance</b>								
Entrance Control - Audio	2	1	EA	6	6-10 years			
Exterior Doors - Exterior FRP Door	2	2	EA	6	6-10 years			
Exterior Doors - Transom Lite	2	2	EA	6	6-10 years			
Exterior Stairs - Concrete	2	10	LF	5	6-10 years	Pieces of concrete missing on wider first stair of Entrance 2.		
Exterior Stairs - Stone	2	68	LF	6	10+ years			
Exterior Doors - Exterior FRP Door	3	2	EA	6	6-10 years			
Exterior Doors - Transom Lite	3	2	EA	6	6-10 years			
Exterior Stairs - Concrete	3	10	LF	5	10+ years			
Exterior Stairs - Stone	3	68	LF	6	10+ years			
Exterior Doors - Exterior Steel Door	3.5 Basement Mechanical Room	1	EA	6	6-10 years			
Exterior Doors - Transom Lite	3.5 Basement Mechanical Room	1	EA	6	6-10 years			
Exterior Stairs - Concrete	3.5 Basement Mechanical Room	60	LF	6	10+ years			
Stair Handrail - Steel_Stair Handrail	3.5 Basement Mechanical Room	30	LF	6	10+ years			
<b>Foundation</b>								
Foundation - Concrete	Entire Building	355	LF	7	10+ years			
Superstructure - Concrete	Entire Building	18,360	SF	7	10+ years			
<b>Lighting</b>								
Exterior Lighting - Parapet or Roof Mounted	Entire Building	2	EA	6	6-10 years			

# FY22 Capital Needs - Budget Priorities



Roof / Envelope  
Needs



Mechanical, Electrical  
& Plumbing Needs



Restroom  
Upgrades



IT & Security  
Investments



Programmatic  
Investments



Overcrowding  
Relief



Playground  
Replacements



Parking Lot  
Repairs



Student Recreation  
and Athletic  
Resources



Modular  
Refurbishment  
Program

**Two Additional Priorities**

## ADA Investment Strategy

- Capital budget commitment to spend \$100 million over 5 years
- Support CPS' long-range initiative, in coordination with Mayor's Office, by providing each campus with:



An accessible parking lot with a route to the main building



An accessible entrance to the main building



An accessible route from the entrance to the main interior floor (usually first floor)



An accessible main office



An accessible set of public restrooms

# Roof/Envelope Needs



**Typical Scope:** Roof replacement / Window replacement / Masonry replacement

**Typical Schedule:** 1 - 2 years (majority of work over summer break)

## Impact to Learning Environment



Accelerated deterioration of crucial systems (i.e. roofs)



Collateral damage to other systems (i.e. plaster, paint, ceilings, floor tile)



Potential impact to facilities operation



Risk of health and safety issues, such as crumbling lead paint, air quality, and/or mold growth



Greater cost to repair



Water ponding and biological growth



Displaced Chimney Masonry



Failed plaster/interior finishes



Temporary stabilization of brick erosion

# Mechanical, Electrical & Plumbing Needs



**Typical Scope:** Heating (boiler) or cooling (chiller) replacements / Lighting upgrades / Piping replacements  
**Typical Schedule:** 1 - 2 years

## Impact to Learning Environment



Potential air quality issues for students



System failures (i.e., gas leak, burst pipes)



Risk of student relocation during extreme temperatures



More efficient and environmentally friendly systems



Antiquated boiler (beyond useful life)



Failing heat distribution piping



Antiquated controls



Corroding distribution piping

# Restroom Upgrades



**Typical Scope:** Student bathroom renovation including new finishes and fixture replacements

**Typical Schedule:** 6 months - 1 year (majority of work over summer break)

## Impact to Learning Environment



Health/sanitation issues



Potential for non-operational fixtures/bathrooms



Increase of trip/slip hazards



Efficient and environmentally friendly fixtures and accessories



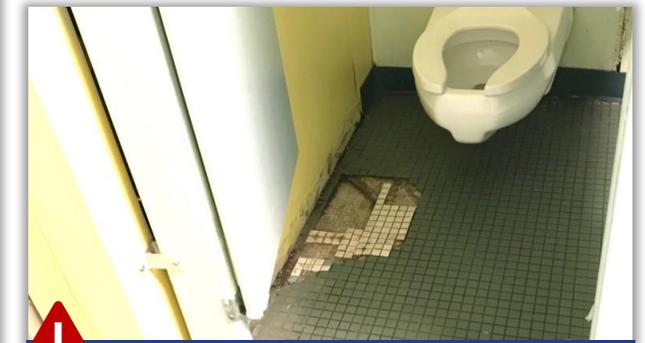
Safe, clean, and user-friendly facilities



Antiquated fixtures and poor design



Damaged finishes



Damaged flooring

# Programmatic Investments



**Typical Scope:** Renovated or new classrooms to support various district lead initiatives (Pre-K expansion, HS science lab upgrades, STEM, STEAM, etc.)

**Typical Schedule:** 6 months - 1 year (majority of work over summer break)

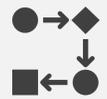
## Impact to Learning Environment



Modernizing classrooms to support 21st century learning environments



Increased availability of high-quality program spaces



New and improved equipment and flexible layouts



Mitigate potential environmental concerns (e.g., lead, asbestos)



Science lab renovation

# Overcrowding Relief



**Typical Scope:** New building construction (annex/addition, new school, modular/portable classrooms)

**Typical Schedule:** 1 – 3 years

## Impact to Learning Environment



Protect ancillary programs that are often eliminated or downgraded due to lack of space



Avoid the need for non-conducive learning environment (e.g., closets used as classrooms)



Resolve building code violation(s)



Create a more individualized learning experience



Improve school logistics and scheduling



New School Construction

# IT & Security Investments



**Typical Scope:** Internet access for enhanced learning, cameras, intercom phones, alarms, and screening equipment

**Typical Schedule:** 1 year

## Impact to Learning Environment



Help prevent technology issues that impact student learning, data security, and virtual testing



Encourage computer skill development and update aging equipment



Impact overall student, staff, and visitor safety and security



Security Cameras



Visitor Management Systems

# Playground Improvements



**Typical Scope:** New/replacement playground

**Typical Schedule:** 6 months - 1 year

## Impact to Learning Environment



Increase student/visitor injuries



Risk closure of playground (possible community impact)



Generally, inaccessible for all student populations (including students with disabilities)



Old and failed playground (safety risk)



Old and failed playground (safety risk)



Updated playground with new safety features

# Parking Lot Repairs/Replacements



**Typical Scope:** Removal and replacement of deficient parking lots (e.g., potholes, inadequate lighting, etc.)

**Typical Schedule:** 6 months - 2 years

## Impact to Learning Environment



Hazards may cause injury (slips/falls) to staff or visitors



Safety risk in low lit areas



Poor security measures/surveillance



More efficient traffic flow, space utilization, and pavement markings



Use of more sustainable materials



Deficient parking lots



Freshly paved parking lot

# Student Recreation and Athletic Resources



**Typical Scope:** Renovated/replacement student recreation and athletic resources/facilities  
**Typical Schedule:** 1 - 2 years

## Impact to Learning Environment



Generally, inaccessible for all student populations (including students with disabilities)



Risk closure of athletic resource such as a pool or track (possible community impact)



Promotes healthy and active engagement for all students.



Antiquated stadium restroom



Failed/non-operational natatorium



Damaged artificial turf and track (safety risk)



Renovated natatorium

# Modular Refurbishment Program



**Typical Scope:** Renovate, replace or remove existing modular buildings  
**Typical Schedule:** 1 - 2 years

## Impact to Learning Environment



Accelerated deterioration of crucial systems (i.e. roofs, siding, mechanical equipment, interior finishes)



Potential impact to facilities operation



Risk of health and safety issues, such as crumbling lead paint, air quality, and/or mold growth



Provide conducive learning environment that is equivalent to a permanent building experience



Existing modular building



Replacement modular building



Existing modular building



New/Replacement modular building

# Capital Prioritization: Capital Budget Categories

Collect public input on prioritizing the following capital needs:



## Roof/Envelope Needs

Major renovation or replacement of masonry, roof, or window systems



## Programmatic Investments

Modernize classrooms to provide 21<sup>st</sup> century learning environments



## Playground Replacements

Replace playgrounds that are obsolete or inadequate for the student population



## Mechanical, Electrical & Plumbing Needs

Repair or replace mechanical, electrical, and plumbing systems that may function but are inefficient and require costly maintenance



## Overcrowding Relief

Alleviate overcrowding at schools across the district



## Parking Lot Repairs/Replacements

Repair or replace parking lots that are in poor condition or have inadequate lighting and security measures



## Restroom Upgrades

Restrooms in poor condition (finishes and partitions), non-functioning fixtures, or inadequate ventilation



## IT & Security Investments

Support the district's critical IT systems and provide new and security equipment to schools



## Student Recreation and Athletic Resources

Repair or replace student athletic resources/facilities that are in poor condition, including existing natatoriums, turf fields, tracks and stadiums



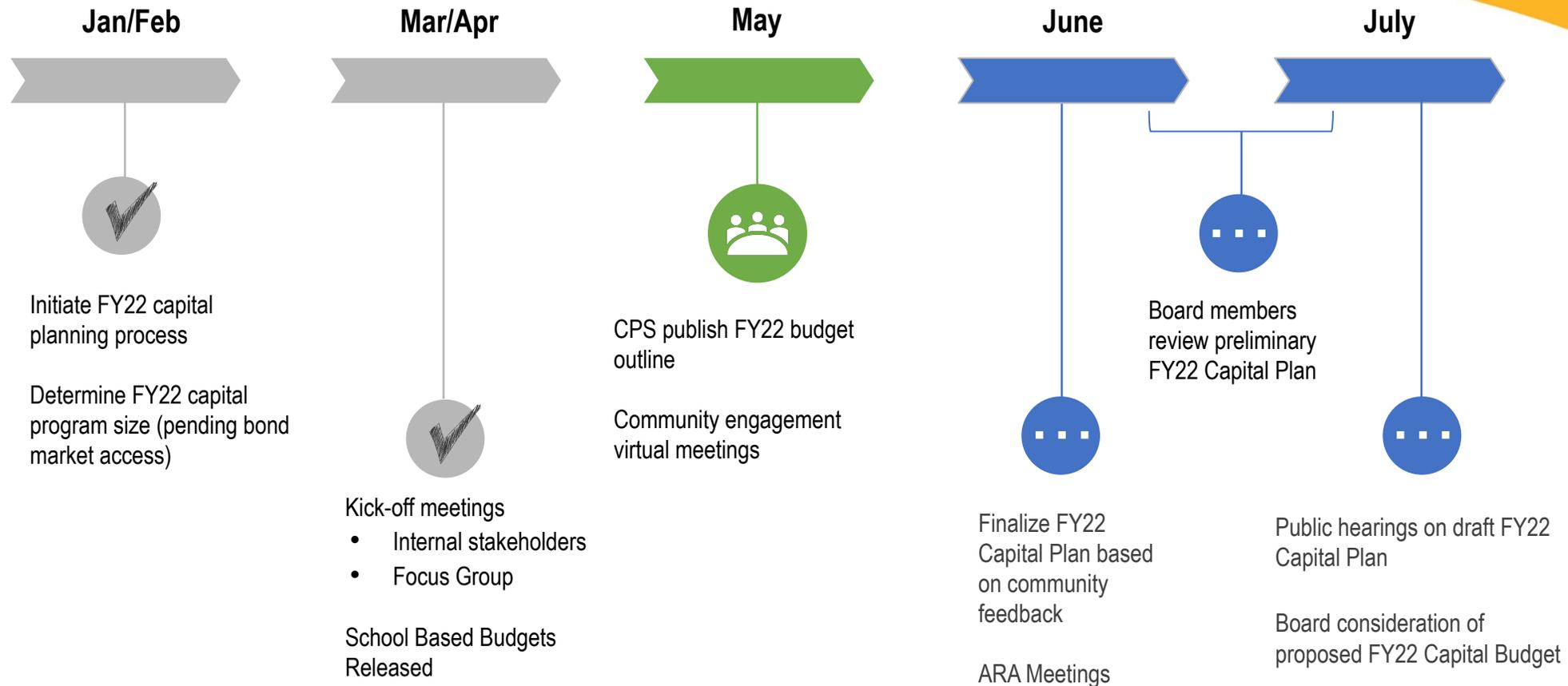
## Modular Refurbishment Program

Renovate, replace or remove existing modular buildings in poor condition across the current portfolio

# Q&A Discussion



# FY22 Capital Budget Next Steps and Timeline



# PLEASE COMPLETE THE SURVEY



[cps.edu/CapitalSurvey2021](https://cps.edu/CapitalSurvey2021)  
Survey available online until May 21, 2021



Thank You

We're excited to hear your feedback