Welcome!

To access Arabic, Chinese, Polish, Spanish, or Urdu interpretation click the icon labeled interpretation in the bottom of your Zoom Window.

**USE CHAT or Q&A** and pay attention to the chat to engage during the presentation. (click so that “Chat” is visible)
Today’s Goals

Today’s objectives:

• Recap the FY24 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.edu/Capitalsurvey2024)
Capital - FY25 Capital Planning Timeline

Dec-Feb
- EFMP Community Roundtable Sessions
- Initial Data Analysis
- Strategic Planning Community Roundtables

March
- Additional Data Analysis and Stakeholder Feedback
- All - CAC FY25 Engagement
- LSCAB - FY25 Engagement
- Capital Survey Go Live

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- Analyze Engagement Survey Daya

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- Public Hearings on Draft FY25 Capital Plan

June 2024
- CPS Publish FY25 Budget Outline
- Board consideration of proposed FY25 Capital Budget
CPS Presenters

Fatima Cooke
Chief Equity, Engagement & Strategy Officer

Venny Dye
Executive Director, Capital Planning and Construction

Ivan Hansen
Chief Facilities Officer

Ariel Vaca
Director of Renovation Construction
Topics for Discussion

Our Goals:

• To recap FY24 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 | Equity Index Factors
2 | CPS Building Portfolio
3 | Understanding CPS Budgets Recap FY24
4 | Capital Planning Approach
5 | Capital Budget Categories
thankful
AND
grateful
Commitment #3: Building Trust

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

- Liberatory Thinking
- Inclusive Partnerships
- Resource Equity
- Fair Policies & Systems

Shifts in Practice

Equitable Outcomes

Change Ideas
The goal of *resource equity* is to create equitable student experiences for every child. *Resource equity* means consistently prioritizing and allocating people, time, and money to align with levels of need and opportunity.
FY24 CPS School Funding (RECAP)

Where does CPS get its funding?

How does CPS allocate its

FY2024 CPS OPERATING BUDGET — $8.5 Billion

95 cents of every dollar in the budget directly supports schools

57¢ DIRECTLY TO SCHOOLS

38¢ DIRECT SUPPORT FOR SCHOOLS

46¢ DISTRICT SCHOOLS

11¢ CHARTER & CONTRACT SCHOOLS

5¢ CENTRAL OFFICE + NETWORKS

Note: Totals include all operating and debt service revenues

670 million of CPS's operating budget is covered by one-time federal COVID relief revenues that expire in September 2024.
CPS Equity Index Engagement for Capital Investments

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

**Demographics**
- Race/Ethnicity
- *Free/Reduced Lunch
- **English Learners
- Diverse Learners

**Capital Investment**
- Historical Capital Funding
- Historical TIF Funding
- Friend’s Of Dollars

**Equity Index**
CPS’s tool used in Capital and Facilities to ensure that budget decisions help advance equity.

**Notes:**
* Economically Disadvantaged Students come from families whose income is within 185 percent of the federal poverty line.
** Bilingual refers to the state definitions of students who are English learners.
RECAP - CPS Equity Index

Community Factors

**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.

Notes:  
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### RECAP - CPS Equity Index

#### Demographics and Historical Capital Funding

<table>
<thead>
<tr>
<th><strong>Race/Ethnicity</strong></th>
<th>Helps to address historical inequities. Indicates if a school has a student population over 90% single-race or ethnicity (Black or Latinx).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Free/Reduced Lunch</strong></td>
<td>Economically disadvantaged students come from families whose income is within 185 percent of the federal poverty line.</td>
</tr>
<tr>
<td><strong>Limited English Proficiency (LEP)</strong></td>
<td>Assists in providing resources to schools that provide significant resources to emerging English language learners.</td>
</tr>
<tr>
<td><strong>Diverse Learners</strong></td>
<td>Assists in providing resources to schools that provide significant resources to diverse learners (special education programs).</td>
</tr>
</tbody>
</table>

#### Historical Capital Funding

- **Historical Capital Funding**
  - Assists in addressing historical differences in Capital Funding (Since 2010), TIF funding (Since 1999) and Friends of Dollars (2017-2021)

**Notes:**

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

** Bilingual refers to the state definitions of students who are English learners.
FY25 Capital Plan Community Engagement Session
CPS Building Portfolio - Overview

62 million square foot

522 campuses

803 buildings

$3.2 billion* total immediate critical need

84 years average campus age

150 years oldest campus age

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

Note: Data calculated from CPS owned and leased campuses (excludes all non-CPS buildings) *The Facilities Department classifies the portfolio based on campuses as opposed to schools because in a number of cases, there are multiple schools sharing a single campus
Planning Area Analysis (Every 5 Years)

As part of the EFMP, the district includes additional information about the district’s 16 planning areas, including, but not limited, to the following topics:

- Area Overview along with History and Context
- School Facility Overviews with Attendance-boundary Maps
- Space Utilization
- Current Facility Deficiencies
- Data Details by School
Breakdown of Facility Needs

$14.4 B

37% Facility Upgrades
Upgrades including finishes (paint, finishes, ceilings), lighting upgrades and other classroom upgrades. These upgrades will enhance the learning environment while also increasing the building energy efficiency.

21% Immediate Critical Needs
Critical system facility needs such as building envelope (windows, roofs, masonry) and mechanical heating and cooling systems over the next 5 years based upon the 2021-22 facility condition assessments. These upgrades will result in energy buildings with enhanced indoor air quality.

38% Long Term Critical Needs
Critical system facility needs such as building envelope (windows, roofs, masonry) and mechanical heating and cooling systems from 6 to 10 years based upon the 2021-22 facility condition assessments. These upgrades will result in energy efficient buildings with enhanced indoor air quality.

4% ADA Accessibility
Accessibility needs to make a campus accessible based on the 2021-22 facility Condition assessments. These upgrades will provide equitable access for all.
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 budgets vary annually so project prioritization is critical.

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

**Note:** *Excludes outside funding and capital support services*
RECAP - Capital Budget Priorities and Community Feedback

- Roof / Envelope Needs
- Mechanical, Electrical & Plumbing Needs
- Programmatic Investments
- IT & Security Investments
- Student Recreation and Athletic Resources
- Overcrowding Relief
- Playground Replacements
- Parking Lot Repairs
- Restroom Upgrades
- Modular Refurbishment Program
RECAP - FY24 Capital Budget

The FY 2024 capital budget was limited to $100 million of CPS funding that focused on:
- Leveraged outside funding ($55 million)

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>FY24 Budget* ($Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Needs</td>
<td>$54.9</td>
</tr>
<tr>
<td>Interior Improvements</td>
<td>$10.0</td>
</tr>
<tr>
<td>Programmatic Investments</td>
<td>$0.0</td>
</tr>
<tr>
<td>Overcrowding Relief</td>
<td>$0.0</td>
</tr>
<tr>
<td>IT, Security, and Other Investments</td>
<td>$6.2</td>
</tr>
<tr>
<td>Site Improvements</td>
<td>$8.9</td>
</tr>
<tr>
<td>Capital Project Support Services</td>
<td>$20.0</td>
</tr>
<tr>
<td><strong>Total FY24 Capital Plan:</strong></td>
<td><strong>$100.0</strong></td>
</tr>
</tbody>
</table>

*Excludes potential outside funding
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

The FY25 capital budget focuses on the following areas:

- Updated Facilities Condition Assessment
- Enhance transparency and community engagement
- Continue community input on budget priorities
- Support district initiatives (including ADA) and maximize impact of capital spend on students and student experiences
- 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 reports for the 2021-2022 assessments were made available last May on cps.edu.

In a continued effort to enhance transparency, CPS has developed a dedicated facilities assessment webpage (https://www.cps.edu/services-and-supports/school-facilities/facility-condition-assessment/) which provides 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.
FY25 Capital Needs - Budget Priorities

- Roof / Envelope Needs
- Mechanical, Electrical & Plumbing Needs
- Programmatic Investments
- IT & Security Investments
- Student Recreation and Athletic Resources
- Energy Efficiency & Sustainability
- Overcrowding Relief
- Playground Replacements
- Parking Lot Repairs
- Restroom Upgrades
- Modular Refurbishment Program
Increased Investment in Building Accessibility

ADA Investment Strategy

• 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

<table>
<thead>
<tr>
<th>Impact to Learning Environment</th>
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<tbody>
<tr>
<td>Potential air quality issues for students</td>
</tr>
<tr>
<td>System failures (i.e., gas leak, burst pipes)</td>
</tr>
<tr>
<td>Risk of student relocation during extreme temperatures</td>
</tr>
<tr>
<td>More efficient and environmentally friendly systems</td>
</tr>
</tbody>
</table>

- 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

![Images of damaged finishes, antiquated fixtures, and damaged flooring.]

- Damaged finishes
- Antiquated fixtures and poor design
- 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)
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
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.
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
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 21st century learning environments

- **Overcrowding Relief**
  - Alleviate overcrowding at schools across the district

- **Mechanical, Electrical & Plumbing Needs**
  - Repair or replace mechanical, electrical, and plumbing systems that may function but are inefficient and require costly maintenance

- **IT & Security Investments**
  - Support the district’s critical IT systems and provide new and security equipment to schools

- **Playground Replacements**
  - Replace playgrounds that are obsolete or inadequate for the student population

- **Parking Lot Repairs/Replacements**
  - Repair or replace parking lots that are in poor condition or have inadequate lighting and security measures

- **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

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

- **Modular Refurbishment Program**
  - Renovate, replace or remove existing modular buildings in poor condition across the current portfolio
Q&A Discussion

cps.edu/CapitalSurvey2024
Survey available online until April 26, 2024
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Thank You

We’re excited to hear your feedback