Welcome! Tips for Using Zoom

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:

• To build CPS communities’ understanding of the district’s capital planning process
• To consult families and collect feedback on equity index factors and capital priorities

Questions to think about:

1. **EQUITY INDEX**: How would you rank the factors in the equity index? Are there additional equity factors that need to be considered?
2. **CAPITAL BUDGET PRIORITIES**: Which are most important for you and your community?

*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
A Special Thank You to Our Focus Group

Chausii Roberson  Lisa Kulisek
Chron Cross       Tamara Helse
Katina Hill       Maria Sánchez
Echelle Mohn      Claiborne Wade
Bridgette White   Emily Lambert
Natalie Neris     Tim Noonan
Nicole Abreu Shepard Lateshia Hollingsworth
Equity Curve

- Curiosity
- Urgency
- Resiliency
- Vulnerability
- Empathy
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.
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
- Equitable Outcomes
- Resource Equity
- Fair Policies & Systems
# Spectrum of Inclusive Partnerships

<table>
<thead>
<tr>
<th>Roles</th>
<th>Listen</th>
<th>Inform</th>
<th>Consult</th>
<th>Involve</th>
<th>Collaborate</th>
<th>Empower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stakeholder Participation Goal</td>
<td>To provide stakeholders space and time to be heard.</td>
<td>To provide stakeholders balanced and objective information to assist them in understanding the problem, alternatives, opportunities, and/or solutions.</td>
<td>To obtain stakeholder feedback on analysis, alternatives, and/or decisions. To provide an opportunity for the stakeholders to contribute their perspectives.</td>
<td>To work directly with stakeholders throughout the process to ensure that stakeholder concerns and aspirations are consistently understood and considered.</td>
<td>To partner with stakeholders in each aspect of the decision, including developing alternative solutions and identifying the preferred solution.</td>
<td>To place final decision making in the hands of the stakeholders.</td>
</tr>
<tr>
<td>Promise to the Stakeholder</td>
<td>We will listen to your concerns with the intention of understanding and not only to reply.</td>
<td>We will keep you informed.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>We will implement what you decide.</td>
</tr>
</tbody>
</table>
Where does CPS get its funding?

- **FEDERAL** 11%: $757M
- **STATE** 32%: $2.2B
- **LOCAL** 57%: $3.9B

How does CPS allocate its funds?

**Total CPS Budget (Operating and Debt Service)** — $7.0 Billion

- **Pension and Debt Service Obligations**: $1.6 Billion
- **Funds directly supporting schools**: $5.1 Billion

Note: Totals include all operating and debt service revenues.
Virtual Capital Budget Community Meetings

**First-Ever Capital Community Meeting Series**

Building on the district’s commitment to community engagement and equity during the budgeting process, Chicago Public Schools (CPS) is holding five virtual meetings to engage communities across Chicago on capital priorities as the district works to develop its FY21 Capital Plan. The meetings are intended to provide communities with an understanding of the district’s capital planning process and collect public input to help the district prioritize critical capital needs.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Networks</th>
<th>Register Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday May 26</td>
<td>3:00 PM – 4:30 PM CDT</td>
<td>South (Networks 11, 12, 13, 17)</td>
<td><a href="https://cpscapitalplanning1.eventbrite.com">https://cpscapitalplanning1.eventbrite.com</a></td>
</tr>
<tr>
<td>Tuesday May 26</td>
<td>5:00 PM – 6:30 PM CDT</td>
<td>Southwest (Networks 7, 8, 9, 10, 16)</td>
<td><a href="https://cpscapitalplanning2.eventbrite.com">https://cpscapitalplanning2.eventbrite.com</a></td>
</tr>
<tr>
<td>Thursday May 28</td>
<td>3:00 PM – 4:30 PM CDT</td>
<td>Central/West (Networks 3, 5, 6, 7, 15)</td>
<td><a href="https://cpscapitalplanning3.eventbrite.com">https://cpscapitalplanning3.eventbrite.com</a></td>
</tr>
<tr>
<td>Thursday May 28</td>
<td>5:00 PM – 6:30 PM CDT</td>
<td>North/Northwest Meeting (Networks 1, 2, 4, 14)</td>
<td><a href="https://cpscapitalplanning4.eventbrite.com">https://cpscapitalplanning4.eventbrite.com</a></td>
</tr>
<tr>
<td>Friday May 29</td>
<td>3:00 PM – 4:30 PM CDT</td>
<td>City-wide Spanish-Language Meeting</td>
<td><a href="https://cpscapitalplanning5.eventbrite.com">https://cpscapitalplanning5.eventbrite.com</a></td>
</tr>
</tbody>
</table>
FY21 Capital Plan Community Engagement Session
Topics for Discussion

Our Goals:

• To build CPS communities’ understanding of the district’s capital planning process
• To consult families and collect feedback on capital priorities and equity index factors

1 | CPS Building Portfolio
2 | Understanding CPS Budgets
3 | Capital Planning Approach
4 | Equity Index Factors
   Community Breakout Session #1
5 | Capital Budget Categories
   Community Breakout Session #2
CPS Building Portfolio - Overview

- **62 million square foot**
- **522 campuses**
- **798 buildings**

**$3.4 billion* total need**

- **80 years** average campus age
- **146 years** oldest campus age

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

*Note: Data based on 2019-2020 school year | 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
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

## 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
• Annual funding levels are variable
• Prioritization is critical

Note: *Excludes outside funding and capital support services
CPS has invested more than $2.1 Billion into capital improvement projects.

### Project Category

<table>
<thead>
<tr>
<th>Project Category</th>
<th>Investment FY16-FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Needs</td>
<td>$1,003 M</td>
</tr>
<tr>
<td>Programmatic Investment</td>
<td>$427 M</td>
</tr>
<tr>
<td>Overcrowding Relief</td>
<td>$298 M</td>
</tr>
<tr>
<td>Site Improvements</td>
<td>$380 M</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,108 M</strong></td>
</tr>
</tbody>
</table>

*Note: Anticipated spend data as of April 2020.*
Capital Needs - Budget Priorities

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

**ADA Investment Strategy**

- Capital budget commitment to spend $100 million over next 5 years
- Support CPS’s 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
For capital planning, **CPS prioritizes projects based on need.**

CPS’s capital plan will **focus on equity and transparency**

Align with **educational initiatives and available capital funding**
Capital Planning: Our Process

The FY21 capital budget follows the FY20 approach and capital budget categories, with the following process enhancements:

- Enhance transparency and community engagement
- Increase community input on budget priorities
- Support district initiatives (ADA, Universal Pre-K, and HS science labs)
- Continued guidance from Office of Equity
- Alignment with portfolio strategy
Current State - CPS Spending and Hardship

CPS Spend by ARA Region (FY16-20)

Capital Project Locations (FY16-20)

Hardship Index (2017)

Hardship Index Values:
- 0.0 - 5.0
- 5.1 - 10.0
- 10.1 - 15.0
- 15.1 - 20.0
- 20.1 - 25.0
- 25.1 - 30.0
- 30.1 - 35.0
- 35.1 - 40.0
- 40.1 - 45.0
- 45.1 - 50.0
- 50.1 - 55.0
- 55.1 - 60.0
- 60.1 - 65.0
- 65.1 - 70.0
- 70.1 - 75.0
- 75.1 - 80.0
- 80.1 - 85.0
- 85.1 - 90.0
- 90.1 - 95.0
- 95.1 - 100.0

Legend: ARA Regions 1-16 correspond to different shades of blue, capital project locations are shown as blue dots, and hardship index values are represented by different shades of red and brown.
Capital Prioritization: CPS Equity Index

Collect public input on prioritizing the following equity factors:

- Historical Capital Funding
- Historical TIF Funding
- Capital Investment
- Hardship Index Score
- Students Residing in Invest S|W
- Community Life Expectancy Index
- Student Travel Time to School
- Crime Index

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

**Demographics**
- Race/Ethnicity
- *Free/Reduced Lunch
- **Limited English Proficiency
- Special Education

**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.
CPS Equity Index - Community Factors

Community

<table>
<thead>
<tr>
<th>Hardship Index Score</th>
<th>The average number of students residing in areas of concentrated disadvantage based on 6 socioeconomic indicators of public health significance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Residing in Invest S</td>
<td>W</td>
</tr>
<tr>
<td>Community Life Expectancy Index</td>
<td>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).</td>
</tr>
<tr>
<td>Student Travel Time to School</td>
<td>Assists in understanding how large an area a school is servicing. Average travel time to attending school, for students residing in a given census tract.</td>
</tr>
<tr>
<td>Crime Index</td>
<td>An objective assessment of property and violent crime risks for Chicago neighborhoods.</td>
</tr>
</tbody>
</table>

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

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

**Notes:**
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Capital Prioritization: CPS Equity Index

Collect public input on prioritizing the following equity factors:

- Historical Capital Funding
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- Hardship Index Score
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**Equity Index**
CPS’s tool to ensure that budget decisions help advance equity.

**Demographics**
- Race/Ethnicity
- *Free/Reduced Lunch*
- **Limited English Proficiency**
- Special Education

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

- **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

- **Turf Replacements**
  - Remove existing artificial turf that contains crumb rubber fill and replace it with new artificial turf that contains natural/organic fill (e.g., sand)

- **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

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

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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
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
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)
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)
Impact to Learning Environment

Surface temperatures on crumb-rubber infilled synthetic turf fields can reach levels of discomfort

Damage to fields presents a potential trip hazard

Updated turf uses more environmentally friendly materials
Parking Lot Repairs/Replacements

Typical Scope: Removal and replacement of deficient parking lots (e.g., potholes, inadequate lighting, etc.)
Typical Schedule: 6 months - 1 year

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
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

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

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

**Turf Replacements**
Remove existing artificial turf that contains crumb rubber fill and replace it with new artificial turf that contains natural/organic fill (e.g., sand)

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

**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

**Parking Lot Repairs/Replacements**
Repair or replace parking lots that are in poor condition or have inadequate lighting and security measures
Q&A Discussion
Capital Prioritization: CPS Equity Index

Collect public input on prioritizing the following equity factors:

**Community Factors**
- Hardship Index Score
- Students Residing in Invest S|W
- Community Life Expectancy Index
- Student Travel Time to School
- Crime Index

**Demographics**
- Race/Ethnicity
  - *Free/Reduced Lunch
- **Limited English Proficiency
  - Special Education

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

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

**Notes:**
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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.
- **Playground Replacements**: Replace playgrounds that are obsolete or inadequate for the student population.
- **Overcrowding Relief**: Alleviate overcrowding at schools across the district.
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- **IT & Security Investments**: Support the district’s critical IT systems and provide new and security equipment to schools.
- **Parking Lot Repairs/Replacements**: Repair or replace parking lots that are in poor condition or have inadequate lighting and security measures.
- **Roof/Envelope Needs**: Major renovation or replacement of masonry, roof, or window systems.

FY21 Capital Budget Next Steps and Timeline

Jan/Feb
- Initiate FY21 capital planning process
  - Kick-off meetings
    - Internal stakeholders
    - Parent Focus Group

Mar/Apr
- Community engagement meetings:
  - Capital priorities
  - Equity index factors

May
- ARA Workshops
- Public hearings on draft FY21 Capital Plan

June
- Develop draft FY21 Capital Plan

July
- Board approves FY21 Capital Budget

August
PLEASE COMPLETE THE SURVEY
cps.edu/capitalplanningsurvey
Thank You

We’re excited to hear your feedback