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.

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

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
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

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

Shifts in Practice
Equitable Outcomes
Change Ideas
## 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>
</tbody>
</table>

**Promise to the Stakeholder**

- **Listen**: We will listen to your concerns with the intention of understanding and not only to reply.
- **Inform**: We will keep you informed.
- **Consult**: We will keep you informed, listen to and acknowledge your concerns and aspirations, provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals.
- **Involve**: 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.
- **Collaborate**: 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.
- **Empower**: We will implement what you decide.
Where does CPS get its funding?

- Federal: 18% ($1.3B)
- State: 30% ($2.3B)
- Local: 52% ($3.9B)

How does CPS allocate its resources?

- Total CPS Budget (Operating & Debt Service) — $7.6 Billion
- Pensions and Debt Service Obligations: $1.7 Billion
- Funds Directly Supporting Schools: $5.6 Billion

Note: Totals include all operating and debt service revenues.
FY22 Capital Budget Next Steps and Timeline

Jan/Feb
- Initiate FY22 capital planning process
- Determine FY22 capital program size (pending bond market access)

Mar/Apr
- Kick-off meetings
  - Internal stakeholders
  - Focus Group
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July
- Board members review preliminary FY22 Capital Plan
- Public hearings on draft FY22 Capital Plan
- Board consideration of proposed FY22 Capital Budget
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

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
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

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
- ADA

Chicago Public Schools
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

### Committed Priorities
- $257M
  - Pre-K Expansion (UPK)
  - Science Lab (Phase III)
  - Programmatic Initiatives
  - IT Modernization
  - ADA Accessibility

### Remaining Priorities
- $396M
  - Facility Needs
  - Restroom Modernization
  - Overcrowding Relief
  - Security Investments
  - Site Improvements

### Budget Category

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

*Excludes potential outside funding
RECAP - CPS Equity Index and Community Feedback

**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

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

**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.

**Capital Investment**
- Historical Capital Funding
- Historical TIF Funding
## RECAP - CPS Equity Index

### Community Factors

<table>
<thead>
<tr>
<th><strong>Hardship Index Score</strong></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><strong>Community Life Expectancy Index</strong></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><strong>Students Experiencing Homelessness</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

**Notes:**
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** Bilingual refers to the state definitions of students who are English learners.
## RECAP - CPS Equity Index

### Demographics and Historical Capital Funding

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Race/Ethnicity</strong></td>
</tr>
<tr>
<td>Helps to address historical inequities. Indicates if a school has a student</td>
</tr>
<tr>
<td>population over 90% single-race or ethnicity (Black or Latinx)</td>
</tr>
<tr>
<td><strong>Free/Reduced Lunch</strong></td>
</tr>
<tr>
<td>Economically disadvantaged students come from families whose income is within</td>
</tr>
<tr>
<td>185 percent of the federal poverty line.</td>
</tr>
<tr>
<td><strong>Limited English Proficiency (LEP)</strong></td>
</tr>
<tr>
<td>Assists in providing resources to schools that provide significant resources</td>
</tr>
<tr>
<td>to language learners.</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
</tr>
<tr>
<td>Assists in providing resources to schools that provide significant resources</td>
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<tr>
<td>to special education programs.</td>
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<table>
<thead>
<tr>
<th>Historical Capital Funding</th>
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<tbody>
<tr>
<td><strong>Historical Capital Funding</strong></td>
</tr>
<tr>
<td>Assists in addressing historical differences in Capital Funding (Since 2010)</td>
</tr>
<tr>
<td>and TIF funding (Since 1999).</td>
</tr>
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</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.
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**
The FY22 capital budget follows the FY21 approach, with the following focus areas:

- 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
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.
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
Increased Investment in Building Accessibility

**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
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

Typical Scope: Roof replacement / Window replacement / Masonry replacement

Typical Schedule: 1 - 2 years (majority of work over summer break)
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](image)
- ![Visitor Management Systems](image)
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)

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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
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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roof/Envelope Needs</td>
<td>Major renovation or replacement of masonry, roof, or window systems.</td>
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<tr>
<td>Programmatic Investments</td>
<td>Modernize classrooms to provide 21st century learning environments.</td>
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<tr>
<td>Overcrowding Relief</td>
<td>Alleviate overcrowding at schools across the district.</td>
</tr>
<tr>
<td>IT &amp; Security Investments</td>
<td>Support the district's critical IT systems and provide new and security equipment to schools.</td>
</tr>
<tr>
<td>Parking Lot Repairs/Replacements</td>
<td>Repair or replace parking lots that are in poor condition or have inadequate lighting and security measures.</td>
</tr>
<tr>
<td>Student Recreation and Athletic Resources</td>
<td>Repair or replace student athletic resources/facilities that are in poor condition, including existing natatoriums, turf fields, tracks and stadiums</td>
</tr>
<tr>
<td>Modular Refurbishment Program</td>
<td>Renovate, replace or remove existing modular buildings in poor condition across the current portfolio.</td>
</tr>
<tr>
<td>Playground Replacements</td>
<td>Replace playgrounds that are obsolete or inadequate for the student population.</td>
</tr>
<tr>
<td>Restroom Upgrades</td>
<td>Restrooms in poor condition (finishes and partitions), non-functioning fixtures, or inadequate ventilation.</td>
</tr>
<tr>
<td>Mechanical, Electrical &amp; Plumbing Needs</td>
<td>Repair or replace mechanical, electrical, and plumbing systems that may function but are inefficient and require costly maintenance.</td>
</tr>
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PLEASE COMPLETE THE SURVEY

cps.edu/CapitalSurvey2021
Survey available online until May 21, 2021
Thank You

We’re excited to hear your feedback