

## 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.

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

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,578,200	\$ 3,855,600	\$ 3,653,800	\$ 2,663,300	\$ 3,680,452
Title Funds	\$ 167,600	\$ 316,700	\$ 316,700	\$ 176,400	\$ 444,142
Other Grant Funds	\$ 10,205,800	\$ 12,879,100	\$ 11,853,000	\$ 7,557,800	\$ 14,957,681
<b>Total Department</b>	<b>\$ 11,951,600</b>	<b>\$ 17,051,400</b>	<b>\$ 15,823,500</b>	<b>\$ 10,397,500</b>	<b>\$ 19,082,275</b>
Budgeted at Schools	\$ 2,214,150	\$ 132,600	\$ 4,057,750	\$ 2,046,700	\$ 142,026
<b>Grand Total</b>	<b>\$ 14,165,750</b>	<b>\$ 17,184,000</b>	<b>\$ 19,881,250</b>	<b>\$ 12,444,200</b>	<b>\$ 19,224,301</b>

**2020 Actual Expenses** are categorized by funding source (as are all other columns) to inform readers of the amount spent by the department during FY2020.

The **2021 Approved Budget** reflects the original budget for each department at the beginning of FY2021. 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 **2021 Ending Budget** reflects those changes.

In addition to reporting the final department budget, **2021 Projected Expenditures** reflect an estimate of the year-end spending for each department at the time of budget preparation.

The **2022 Proposed Budget** represents the amount allocated to the department for the fiscal year starting July 1, 2021 and ending June 30, 2022.

Amounts **Budgeted at Schools** are for school-based programs that are managed by the department but whose funding are included in schools’ budgets.

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

**POSITION SUMMARY**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
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
<b>Total Department</b>	<b>75.0</b>	<b>71.0</b>	<b>72.0</b>
Budgeted at Schools	1.0	1.0	1.0
<b>Grand Total</b>	<b>76.0</b>	<b>72.0</b>	<b>73.0</b>

**2021 Budgeted Positions** reflects the original number of full-time equivalent (FTE) positions for each department at the beginning of FY2021.

**2021 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.

**2022 Proposed Positions** represents the number of FTE positions allocated to the department for the fiscal year starting July 1, 2021 and ending June 30, 2022.

For more detail 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, testing, selection, notification, and enrollment processes for all district elementary and high schools, charter high schools, and designated preschools. OAE is dedicated to increasing student achievement by ensuring that all students have equal access to high-quality programs that fit their educational needs.

### MAJOR PROGRAMS

- **GoCPS:** Allow families to learn, research, explore, and apply to nearly every CPS school and program through a single online application.
- Coordinate and execute testing for selective enrollment elementary and high schools.
- 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.
- Provide district- and school-level marketing support to facilitate the application and enrollment process across CPS.
- 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

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 4,944,571	\$ 7,146,973	\$ 6,335,565	\$ 6,082,191	\$ 5,238,553
Other Grant Funds	\$ 35	\$ -	\$ 13,040	\$ -	\$ -
<b>Total Department</b>	<b>\$ 4,944,606</b>	<b>\$ 7,146,973</b>	<b>\$ 6,348,605</b>	<b>\$ 6,082,191</b>	<b>\$ 5,238,553</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	21.0	16.0	17.0
<b>Total Department</b>	<b>21.0</b>	<b>16.0</b>	<b>17.0</b>

### MAJOR ACCOMPLISHMENTS in FY2021

- 92 percent of eighth-graders applied for high school through GoCPS.
- Collaborated with the Office of Teaching and Learning to ensure that the district equitably accounted for variations in student grades and test scores because of the pandemic. Students were able to use the highest NWEA scores from the prior three testing administrations and were able to test again in the winter to improve their scores for the admissions process. A similar process was used for grades; a comparison was made between first semester grades and final grades the previous year, with the higher grades being used for admissions.

- Increased access for diverse learners at selective enrollment high schools. Across the 11 selective enrollment high schools, about six percent of the students attending are diverse learners, while about 14 percent of the incoming freshman seats were designated for diverse learners.
- Created a working group to foster relationships and collaboration with school counselors to ensure students and families have access to required information to complete the admissions process.
- Converted several supplemental documents for the application process into a digital format, which increased efficiency for families and saved money for the district.
- Conducted in-person testing for about 18,000 students who wanted to participate in selective enrollment admissions.

#### **KEY BUDGET INITIATIVES for FY2022**

- Develop GoCPS 2.0 with a vendor partner, SchoolMint, over the next two years to introduce new and improved functionality for families and schools, including:
  - Ensuring GoCPS is running clearly and efficiently for all families.
  - Creating a student data management system to better maintain application data and run the selections process.
  - Creating selections, offers, and waitlist management modules.
- Move to a universal admissions test for entry into selective enrollment high schools with all eighth-grade students testing during the school day at their schools.

## Internal Audit and Advisory Services

### MISSION

The Office of Internal Audit and Advisory Services (IAAS) performs independent and objective financial reviews to enforce accountability across the district and promote high-quality public education opportunities for every child. IAAS manages and oversees district- and school-level audits that are designed to meet the following goals:

- Evaluate the effectiveness of the department, school, or program's internal controls and business practices so they can meet their operational and financial goals.
- Ensure the department, school, or program is complying with applicable laws, regulations, ordinances, Board rules, ethics policies, contracts, grants, and administrative policies and procedures.
- Assist department, school, or program management in integrating innovative business practices and strategies to improve organizational efficiency and effectiveness and minimize risks.
- Assess organizational risk in order to develop a risk-based internal audit plan and risk management strategies.
- Inform the Board and CPS leadership on audit results and any changes or improvements the department, school, or program will take moving forward.

### MAJOR PROGRAMS

- **School Audits:** Assess and evaluate the effectiveness of the internal controls and business environment to help school administrators achieve operational, financial, compliance, and strategic objectives. This includes evaluating the accuracy of transactions; safeguarding of assets; and compliance with applicable laws, regulations, ordinances, contracts, and administrative policies and procedures.
- **Central Office Audits:** Provide uniform audits of high-risk areas by assessing the department's 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.
- **Risk Management Activities:** Carry out districtwide activities informed by relevant and expert stakeholders, applied strategically throughout the district, and designed to identify events or risks that impact our ability to carry out our vision and provide assurance that we can achieve our goals.
- **Special Projects:** Advise Central Office management on best practices in areas where there are opportunities for improvement and administrative action may be required.

**BUDGET SUMMARY**

	<b>2020 Actual Expenses</b>	<b>2021 Approved Budget</b>	<b>2021 Ending Budget</b>	<b>2021 Projected Expenditures</b>	<b>2022 Proposed Budget</b>
General Funds	\$1,634,297	\$2,409,070	\$2,503,070	\$1,323,783	\$2,441,576
<b>Total Department</b>	<b>\$1,634,297</b>	<b>\$2,409,070</b>	<b>\$2,503,070</b>	<b>\$1,323,783</b>	<b>\$2,441,576</b>

**POSITION SUMMARY**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	14.0	14.0	14.0
<b>Total Department</b>	<b>14.0</b>	<b>14.0</b>	<b>14.0</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

- Implemented a new Continuous Monitoring Audit Program (CMAP) which facilitates increased oversight and coverage. Through CMAP procedures, IAAS is able to obtain coverage of 100 percent of district transactions using data analytics to broaden our audit scope and increase our engagement with schools.
- Completed two Central Office integrated audits for the district's grades processes and the Safe Passage program and agreed upon management action plans that will be implemented by departmental leadership.
- Created the district's first-ever cross-functional risk committee to protect the district's Five-Year Vision and led risk assessment refresh discussions for key district risks that will inform the committee's areas of focus.

**KEY BUDGET INITIATIVES for FY2022**

- Expand CMAP with additional procedures including financial and operational controls through enhanced data analytics. Overall, the program will expand from approximately 11 key controls to more than 20.
- Continue to conduct Central Office audits prioritized based on district wide risk assessment activities, including evaluating the Community Schools Initiative and partnering with the Department of Information and Technology Services on areas such as cyber security.
- Continue providing structure to the Risk Committee to ensure it can support and operationalize district-wide management practices and risk mitigation strategies driven by the district's core values.
- Conduct risk assessment activities quarterly, including discussions, controls identification, and rationalization activities, to identify the most important threats and opportunities and prepare the district to lay the foundation for a risk response based on the final deliverable.

## Board Office

### MISSION

The Chicago Board of Education (Board) governs and oversees CPS by establishing policies, standards, goals, and initiatives that ensure district accountability in providing a world-class education for every CPS student. The Board Office supports the Board members in the following ways:

- Supporting and increasing the capacity of Board members to govern CPS.
- Increasing public access and engagement with Board members.
- Strengthening transparency of CPS policies, operations, and initiatives.
- Executing administrative responsibilities to ensure the Board is able to fulfill its governance and oversight duties.

### MAJOR PROGRAMS

- Administer and facilitate Board meetings by releasing meeting agendas, registering speakers and attendees, recording meeting proceedings, and logging Board actions.
- Host the Early Childhood, Workforce Development and Equity, Whole Child, and Finance and Audit Committee hearings to support Board members engaging with stakeholders on specific topics.
- Maintain Board rules, policies, and the CPS archive.
- Host office hours to allow families, staff, and community members to speak with Board members.
- Execute and process contracts, agreements, and legal instruments.
- Provide support to families and stakeholders through the Board website at [cpsboe.org](http://cpsboe.org) and the office phone line at (773) 553-1600.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,291,906	\$ 1,448,043	\$ 1,320,357	\$ 1,168,635	\$ 1,378,906
<b>Total Department</b>	<b>\$ 1,291,906</b>	<b>\$ 1,448,043</b>	<b>\$ 1,320,357</b>	<b>\$ 1,168,635</b>	<b>\$ 1,378,906</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	9.0	9.0	9.0
<b>Total Department</b>	<b>9.0</b>	<b>9.0</b>	<b>9.0</b>

### MAJOR ACCOMPLISHMENTS in FY2021

- Re-established the Finance and Audit Committee to increase transparency around both the annual budget process and the work of the Office of Internal Audit and Advisory Services.
- Adopted a new project management tool that follows the monthly production cycle and captures key reporting milestones from management.

**KEY BUDGET INITIATIVES for FY2022**

- Amplify student voice through quarterly student roundtables and utilize the honorary student Board member to provide additional opportunities for students to interact with Board members.
- Increase community engagement through the four Board committees (Finance and Audit Committee, Whole Child Committee, Workplace Development and Equity Committee, and Early Childhood Committee) as well as office hours, school visits and participation in community meetings.



## Office of Business Diversity

### MISSION

The Office of Business Diversity’s (OBD) mission is to fully meet the district’s business diversity goals as outlined in the Board-approved plans to procure goods, services, and construction projects from certified minority-owned and women-owned business enterprises (MWBE) in the Chicagoland area. Through intentional outreach and transparent RFP processes, OBD helps the district improve procurement equity.

### MAJOR PROGRAMS

- Ensures every CPS contract receives full scrutiny against the district-wide diversity goals of 30 percent minority-owned businesses and seven percent women-owned businesses. OBD’s top priority is to ensure equal economic opportunity for minority and women vendors within CPS’ procurement activities.
- Monitors and enforces contract compliance through the B2GNow management tool, which monitors prime vendor payments and validates corresponding subcontracting payouts.
- Oversees outreach program to better involve diverse vendors through community engagement.
- Builds a more sustainable supply chain of qualified vendors by reducing barriers to growth and helping develop MWBEs.
- Manages process to capture, track, and evaluate vendors’ performance based on contractual key performance indicators (KPIs).

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 756,830	\$ 867,711	\$ 867,711	\$ 761,711	\$ 1,104,168
<b>Total Department</b>	<b>\$ 756,830</b>	<b>\$ 867,711</b>	<b>\$ 867,711</b>	<b>\$ 761,711</b>	<b>\$ 1,104,168</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	8.0	8.0	9.0
<b>Total Department</b>	<b>8.0</b>	<b>8.0</b>	<b>9.0</b>

### MAJOR ACCOMPLISHMENTS in FY2021

- 14 percent increase in MWBE participation—including an increase across all ethnic subgroups—with an absolute dollar increase of \$47.9M.
- Developed departmental scorecards that break down spending by user group, and nine out of 14 user groups met or exceeded at least one diversity goal.
- As a result of enhanced outreach conducted during the year to increase community awareness and drive greater participation of MWBE’s actually responding to solicitations, 77 diverse vendors obtained contracts in FY20.

- As a collaborative continuous improvement effort, OBD and the Department of Capital Planning and Construction (Capital) launched a MWBE Capacity Building Initiative aimed at identifying and reducing barriers to MWBE growth.

**KEY BUDGET INITIATIVES for FY2022**

- Conduct disparity study to assess and validate remedial policies and aspirational goal setting, as well as operationalize recommendations from this study.
- Integrate e-builder with B2GNow to automate Capital's MWBE spend tracking and reporting.
- Implement tools to accurately track school-level spending and expand utilization of local certified MWBE vendors.
- Launch five vendor development workshops to support MWBE vendors expanding their scope and scale to be able to service larger contracts within the district.
- Uphold recommendation from the Procurement Reform Task Force to initiate supplier field audits and perform on-site assessments to validate that CPS has accurate vendor information.
- Implement a new process to enable tracking, reporting, and management of contractual KPIs by June 2022.
- Review present Board rules, supplier onboarding process, and terms and conditions of doing business with CPS to identify inherent barriers and increase access to procurement opportunities for small diverse vendors.

## Children First Fund

### MISSION

The mission of Children First Fund: The Chicago Public Schools Foundation (CFF) is to promote the growth and success of Chicago Public Schools through philanthropy and partnerships, advancing the CPS mission to prepare every student for success in college, career, and civic life.

### MAJOR PROGRAMS

- Connects and facilitates partnerships between CPS and generous corporations, foundations, organizations, and individuals by supporting and raising funds as well as maximizing impact for supporters of Chicago’s students.
- Advances the district’s Five-Year Vision by using funding to support CPS priority areas such as arts, literacy, civics, and STEM.
- Provides contributions directly to schools, students and families by matching resources provided by external donors and partners with the initiatives, students, schools, and staff that need them most.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$885,418	\$1,284,314	\$1,284,314	\$746,148	\$768,267
Other Funds	\$148,556	\$781,820	\$290,444	\$5,694	\$634,753
<b>Total Department</b>	<b>\$1,033,974</b>	<b>\$2,066,134</b>	<b>\$1,574,759</b>	<b>\$ 751,842</b>	<b>\$1,403,020</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Local Funds	9.0	9.0	7.0
Other Funds	5.0	4.0	4.0
<b>Total Department</b>	<b>14.0</b>	<b>13.0</b>	<b>11.0</b>

### MAJOR ACCOMPLISHMENTS in FY2021

- Secured approximately \$45 million in federal, state, city, and philanthropic funding in FY2021.
  - Beginning in March 2020, CFF raised more than \$11 million for the district’s COVID-19 response, plus in-kind support valued at \$4 million.
- In response to the COVID-19 pandemic, CFF mobilized the Compassion Fund to direct resources to help CPS communities and families, bringing practical support and encouragement to thousands of students and families across Chicago. These resources included:
  - 12,000+ devices to support students as they learned from home.
  - Literacy resources, including 4,500+ early reading kits for CPS’ youngest learners and 30,000 culturally-relevant books for older readers.

- Direct relief via 2,200 gift cards for families that totaled \$570,000.
- 350 microgrants for graduating seniors to ease the post-secondary transition.
- 2.7 million face coverings and hundreds of thousands of units of hand sanitizer.
- A district-wide social and emotional learning (SEL) program to help students process trauma and grief.
- Serving as the fiscal agent for the Chicago Connected program.
- Partnered with City Hall, CPD, and the district's Office of Safety and Security to fund the Choose to Change (C2C) program, which offers youth a unique combination of individualized services, including intensive mentoring with group-based, trauma-informed therapy.
- Launched a multi-year fundraising campaign to establish and resource the Chicago Roadmap, a landmark collaboration between CPS and City Colleges of Chicago (CCC). CFF introduced this thoughtfully-researched effort to the Chicago community and also to nationwide philanthropic and education advocacy stakeholders.

#### **KEY BUDGET INITIATIVES for FY2022**

- Provide \$2.4 million in funding for the Chicago Roadmap and work in close partnership with City Colleges of Chicago Foundation (CCCF) to equitably increase student outcomes in college enrollment, college degree attainment, and employment.
- Provide critical support to schools, students, and families facing adverse circumstances, and promote safe, supportive, and equitable learning environments through The Compassion Fund.
- Pursue resources and partnerships through the Compassion Fund to advance the district's comprehensive approach to unfinished learning.
- Provide \$800,000 in funding to help establish financial education programs across the district so all CPS students and families have the knowledge, skills, and tools that promote their long-term financial health, wellness, and economic mobility.
- Partner with Chicago Beyond and the CPS Office of Social and Emotional Learning to provide \$2 million in funding for the Healing-Centered Framework, a transformative roadmap and collection of resources for CPS to proactively and responsively meet the wellness needs of each individual student.

# Chief Education Office

## MISSION

The Chief Education Office (CEdO) establishes the framework for excellence in Chicago Public Schools (CPS) and ensures that students flourish, teachers thrive, and principals lead a focused and effective continuous improvement agenda. CEdO shares accountability with schools for achieving excellence and an unwavering commitment to prepare all CPS students for success in college, career, and civic life.

## MAJOR PROGRAMS

The CEdO consists of seven offices:

- **The Office of Network Support (ONS)** manages 17 Pre-K–12 school networks, the Service Leadership Academies (SLA), the Academy for Urban School Leadership (AUSL), and the Department of Principal Quality (PQ).
- **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 of Diverse Learner Supports and Services (ODLSS)** provides high-quality, specially-designed instructional supports and services for all students with diverse learning needs receiving specialized services within their least restrictive environments.
- **The Office of Language and Cultural Education (OLCE)** provides native language instruction, helps students develop English language skills, and promotes world language instruction that is high-quality, research-based, and reflective of student cultures. OLCE also oversees the 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 every student at every grade level is provided individualized supports and opportunities to keep them engaged, on-track, and accelerating toward success in college, career, and life.
- **The Office of Early Childhood Education (OECE)** manages school-based preschool programs and community-based programs for children from birth to age five. Additionally, OECE provides resources, programs, and professional learning to support high-quality curriculum and instruction in the early grades.
- **The Office of Student Health and Wellness (OSHW)** aims to eliminate health-related barriers to learning and advance child health equity in Chicago. In addition to managing district health and wellness policies, OSHW provides dental, hearing, vision, and other student health services and houses the Children and Family Benefits Unit.

**BUDGET SUMMARY**

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 902,242	\$ 1,107,515	\$ 1,137,241	\$ 993,000	\$ 1,169,431
Other Grant Funds	\$ -	\$ 15,000	\$ 15,000	\$ -	\$ -
<b>Total Department</b>	<b>\$ 902,242</b>	<b>\$ 1,122,515</b>	<b>\$ 1,152,241</b>	<b>\$ 993,000</b>	<b>\$ 1,169,431</b>

**POSITION SUMMARY**

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	5.0	5.0	5.0
<b>Total Department</b>	<b>5.0</b>	<b>5.0</b>	<b>5.0</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

- Supported academic program expansion and increased access to specialty programs, including those that yield college and career credentials. Students in 33 schools across the city gained access to high-quality programming, including International Baccalaureate (IB); science, technology, engineering, and mathematics (STEM); science, technology, engineering, arts, and mathematics (STEAM); fine and performing arts; dual language; world language; personalized learning; and gifted.
- Added 44 new early childhood classrooms across 27 schools to move toward the district's goal of providing free, full-day Pre-K for every four-year-old in Chicago.
- Completed all six development cycles and secured feedback from more than 300 teachers to inform the design of Skyline, the District's first PreK-12 digital curriculum, which is scheduled to launch on July 31, 2021.
- Launched the Healing-Centered Framework, a transformative roadmap and collection of resources for CPS to proactively and responsively meet the wellness needs of each individual student.
- Provided ongoing professional development on continuous improvement to Central Office departments to ensure the district is effective, efficient, and aligned with school supports and needs.

**KEY BUDGET INITIATIVES for FY2022**

- Release Skyline on July 31, 2021 and initiate development of additional content areas, including Arts and Spanish Language Arts.
- Continue to implement the Healing-Centered Framework to promote collective,

equity-centered healing as a school district in part by ensuring every school has a behavioral health team and a trusted adult in the building to support students.

- Support schools through targeted resources as part of Moving Forward Together, the district's comprehensive plan to ensure all students are supported and engaged in rigorous instruction post-pandemic.

## Office of College and Career Success

### MISSION

The mission of the Office of College and Career Success (OCCS) is to promote social and economic mobility among CPS students by building systems and providing supports to increase the number of CPS graduates who earn postsecondary credentials and enter into fulfilling, family-sustaining careers. OCCS works to ensure that all students develop critical postsecondary competencies, including academic and financial readiness for postsecondary, career awareness and alignment, and foundational skills. Ultimately, every CPS senior will leverage these competencies to develop a concrete, personalized postsecondary plan to pave the way for their success in life after high school.

OCCS consists of five departments—the Office of School Counseling and Postsecondary Advising (OSCPA), the Office of Early College and Career Education (ECCE), the Office of Social-Emotional Learning (OSEL), and the Office of Student Support and Engagement (OSSE); in addition, the district's Competency-Based Education (CBE) Pilot resides in OCCS.

### MAJOR PROGRAMS

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

- **Chicago Roadmap Project Management:** The [Chicago Roadmap](#) is a comprehensive, five-year partnership between Chicago Public Schools (CPS) and the City Colleges of Chicago (CCC) to increase degree attainment and career success among CPS graduates that enroll in CCC. It features a written strategy that centers programmatic innovations and improvements in five domains: (1) Academic Readiness and Success; (2) Access to High-Quality Programs; (3) Student Advising and Supports; (4) Career Exploration, Experience, and Preparedness; (5) Transparency, Alignment, and Collaboration. Dozens of employees across CPS (both in and beyond OCCS) and CCC collaborate in committees and workgroups to execute the work embedded in the Roadmap.

OCCS oversees and coordinates all Chicago Roadmap-related programmatic strategy and execution across all stakeholders on behalf of CPS.

- **Competency-Based Education:** 11 schools districtwide participate in an [ISBE-sanctioned pilot](#) of Competency-Based Education (CBE) at CPS. CBE is a progressive educational paradigm that centers standards-based grading, performance-based assessment, adaptive pacing, and social-emotional learning (SEL), while de-emphasizing practices like standardized testing and "seat-time"-based requirements for grading, promotion, and graduation.

CBE holds two major priorities for fiscal and school years 2021-2022: (1) SEL Integration and Adaptive Competencies; (2) Summer Extended Learning. These represent continuing priorities from 2020-2021. Both priorities will feature increased scale in 2021-2022 versus the previous year; Priority 2 will also feature increased scope, detailed below in *Key Budget Initiatives for FY2022*.

The following schools participate in in some component of the CPS CBE pilot: BROOKS HS, CURIE



HS, DISNEY II HS, HYDE PARK HS, JUAREZ HS, LINDBLOM HS, NORTHSIDE PREP HS, PAYTON HS, PHOENIX MILITARY HS, SOUTHSIDE HS, and YORK HS.

**BUDGET SUMMARY**

	<b>2020 Actual Expenses</b>	<b>2021 Approved Budget</b>	<b>2021 Ending Budget</b>	<b>2021 Projected Expenditures</b>	<b>2022 Proposed Budget</b>
General Funds	\$ 801,600	\$ 1,090,800	\$ 1,088,300	\$ 573,300	\$ 1,273,329
Other Grant Funds	\$ 238,800	\$ 120,200	\$ 208,100	\$ 133,400	\$ 242,665
<b>Total Department</b>	<b>\$ 1,040,400</b>	<b>\$ 1,211,000</b>	<b>\$ 1,296,400</b>	<b>\$ 706,700</b>	<b>\$ 1,515,993</b>

**POSITION SUMMARY**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	4.0	4.0	4.0
Other Grant Funds	1.0	2.0	2.0
<b>Total Department</b>	<b>5.0</b>	<b>6.0</b>	<b>6.0</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

- Chicago Roadmap
  - Launched 23 CPS-CCC working groups aligned to FY21 objectives in each of the five major Chicago Roadmap domains
  - Hired inaugural Chicago Roadmap Director
  - Co-developed joint CPS-CCC/CFF-CCCF standard operating procedures for fundraising
  - Secured \$1M grant from JP Morgan Chase to support implementation of Domains 2 (strategic dual credit pathways) and 4 (work-based learning)
- Competency-Based Education
  - Priority 1: SEL Integration and Adaptive Competencies
    - 10 CBE schools assembled school-wide SEL teams; 7 CBE schools identified 3 common school-wide SEL strategies
    - Administered first-ever CBE SEL performance-based assessments to assess students’ mastery of and growth in SEL skills/adaptive competencies
  - Priority 2: Summer Extended Learning
    - Summer Mastery: Offered summer coursework that helped 151 students across 3 CBE schools achieve mastery and earn credit in 210 courses they did not successfully complete during SY20.
    - Summer Acceleration: Offered 10 Summer Acceleration courses across 4 CBE schools, helping 224 out of 254 (88.2%) of enrolled students achieve mastery and earn credit.

**KEY BUDGET INITIATIVES for FY2022**

- Chicago Roadmap
  - All 23 active workgroups will continue and update their near-term objectives for FY22

- Human capital (i.e. FTEs) at CPS and CCC represents the primary budget driver for accomplishing Chicago Roadmap objectives; nearly all of these FTEs are embedded in budget units outside of the OCCS budget unit.
    - Any other new Roadmap-dedicated positions that may be staffed in FY22 would be funded either by philanthropic grants or out of funding allocated in connection with *Moving Forward Together* (i.e. federal stimulus funds connected with COVID-19 recovery and reopening).
- Competency-Based Education
  - Priority 1: SEL Integration and Adaptive Competencies
    - Increase the scale, depth, and fidelity of SEL integration at CBE schools, including identification and SMART measurement of at least three school-wide SEL strategies at all active CBE schools.
    - Increase the scale, within and across schools, of PBA-based SEL skill mastery and growth assessment, and the formative use of these results to enhance SEL instruction and student mastery of adaptive competencies.
  - Priority 2: Summer Extended Learning
    - Summer Mastery: Increase scale (number of schools and students participating) and mastery rates (percentage of participating students achieving mastery and earning course credit) in Summer Mastery coursework.
    - Summer Acceleration
      - Increase scale (number of schools and students participating, number of courses offered) and mastery rates (percentage of participating students achieving mastery and earning course credit) in Summer Acceleration coursework.
      - Increase scope of Summer Acceleration coursework by offering, for the first time, a summer dual enrollment course (Math 140, CCC College Algebra) that enables students to earn high school and college credit simultaneously; in addition, offer supplemental academic support and postsecondary pathway advising to enrolled students.

## Communications Department

### 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

- **Communications administration:** Plans, manages, and executes the district’s communications to inform the public and our stakeholders about districtwide initiatives and activities. The department provides proactive communication support to all departments, networks, and schools in situations involving media, digital platforms, and stakeholder communications.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Fund Type Category	\$1,260,158	\$1,626,556	\$1,625,814	\$1,396,338	\$1,672,144
<b>Total Department</b>	<b>\$1,260,158</b>	<b>\$1,626,556</b>	<b>\$1,625,814</b>	<b>\$1,396,338</b>	<b>\$1,672,144</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Fund Type Category	15.0	15.0	15.0
<b>Total Department</b>	<b>15.0</b>	<b>15.0</b>	<b>15.0</b>

### MAJOR ACCOMPLISHMENTS in FY2021

- Delivered critical information to families, staff, and partners on the district’s response to the COVID-19 pandemic and school reopening.
- Enhanced online communication channels to help parents and the public access key information about major announcements and activities.
  - Expanded translation services to provide more equitable access to information for district families.
  - Created detailed internal and public-facing videos to better explain district programs, initiatives, and priorities to stakeholders.
  - Redesigned the district blog to provide more timely information and better highlight the accomplishments of CPS schools.
  - CPS’ social media accounts (Facebook, Instagram, and Twitter) have grown to over 201,394 followers.
- Prioritized video and graphical content, with an emphasis on live streaming.
  - Facebook video views totaled nearly 6,538 hours —a 121 percent increase over FY21.

- Twitter video views totaled more than 1,962 hours —a 33 percent increase over FY21.
- Emails delivered to parent list garnered a 38 percent open rate, higher than the industry average of 23 percent.
- Performed critical media relations functions in 2020, including:
  - Wrote and distributed more than 100 press releases and news advisories.
  - Arranged more than 100 interviews with district leaders.
  - Responded to more than 700 unique inquiries from the media.
  - Highlighted positive achievements in school communities and district initiatives resulting in approximately 500 news clips.

**KEY BUDGET INITIATIVES for FY2022**

- Continue to align Communications' resources to best communicate with CPS families, principals, and members of the media, as well as other key internal and external stakeholders.

## Diverse Learner Supports and Services

### MISSION

The Office of Diverse Learner Supports and Services (ODLSS) provides specially-designed instructional support and services for all Diverse Learners within their least restrictive environments. ODLSS works collaboratively with networks, schools, teachers, parents, advocates, and community members to provide support and guidance in order to provide high-quality educational opportunities for the district's diverse learners.

### MAJOR PROGRAMS

- **Service Delivery:** 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 include instruction on the expanded core curriculum, orientation and mobility, and curriculum access. Assistive technology itinerant staff support students, ages 3–21, who require services or devices as noted in student's Individualized Education Program (IEP) or 504 Plan in the areas of communication or curriculum. Devices are allocated for student usage and mitigate visual, physical, and curricular-access barriers. Services provided include assessment, equipment allocation, customization, training, and repair. City-wide travel trainers and transition specialists deliver secondary-transition supports, services, and opportunities for transition-age students in collaboration with outside agencies, including the Department of Rehabilitation Services. The transition team is responsible for the Illinois State Board of Education (ISBE) Indicator 13 and 14 audits and supports school teams to meet compliance for these two indicators.
- **Supports and Services:** Provides guidance for special education and limited general health requirements, as well as medical compliance and direct and indirect mandated IEP/504 services. ODLSS manages a team of related services providers (RSPs) in the areas of nursing, psychology, social work, speech-language pathology, occupational therapy, audiology, physical assessment planning, evaluations, eligibility determinations, and IEP development for students who are determined to be eligible for services, as well as for the district's non-attending students in accordance with the Individuals with Disabilities Education Act (IDEA). City-wide early childhood special education itinerant teachers provide direct instruction, as well as support for the transition and enrollment of students moving from early intervention, community-based Head Start programs into CPS schools. ODLSS also ensures that special education services are provided to all students with IEPs and 504 plans in compliance with state and federal legal mandates. ODLSS school assignment teams identify school locations that can meet the educational needs of diverse learners, including those students who cannot have their full needs met within a regular school setting and may require drug treatment programs, services in a residential program, or services in a private therapeutic school.
- **Instructional Quality:** Supports CPS educators so they can provide high-quality instruction that meets the needs of every student's IEP. ODLSS helps support quality instruction by assigning a special education administrator (SEA) to coach special education teachers and provide instructional guidance for each network. In addition, professional development is offered to all

special education teachers and general education teachers on best practices regarding inclusionary instruction and quality indicators for cluster programs. The goal is to provide coaching and professional development in each network and on an ongoing basis to support positive academic outcomes for special education students.

- **Procedures and Standards:** Ensures the district's compliance with federal and state laws governing the identification, evaluation, placement, and provision of a free and appropriate public education, including procedural safeguards, for students with disabilities. The Procedures and Standards unit includes district representatives (DR) that 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 as well as adhering to ODLSS internal procedures for the district. DRs attend IEP meetings throughout the district and have the authority to commit resources and services for students with disabilities. DRs work with parents and guardians, principals, case managers, and special education teachers in all district, charter, contract, and non-public schools to determine the appropriate learning environment for each student and to support IEP decisions for students with disabilities. The unit also includes behavior analysts that build district capacity to provide and monitor evidence-based behavioral strategies for students with disabilities, including autism, that exhibit behavioral needs. Other key administrators and attorneys in the Procedures and Standards unit represent the district in due process/504 hearings and mediations; coordinate and oversee 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.
- **Resource Management and Accountability:** Provides financial and operational support to schools, networks, and central office departments, including the allocation of special education teachers, paraprofessionals, and centrally-managed related service providers to schools so that every child is provided with the services outlined in his or her IEP. The unit focuses heavily on data analytics to provide guidance to make informed decisions around instruction, resource allocations, and student progress. An increased focus on data analytics will allow the department to focus on schools or networks that require increased instructional support and help to identify programs that are effective and create growth for students with disabilities.
- **Professional Development:** Designs, coordinates, and implements all ODLSS professional development and follow-ups, which include progress monitoring and evaluation of professional development effectiveness for central office, networks, and schools. Professional development is facilitated by the DR or SEA for each network with intentional and strategic goals and objectives, as well as ongoing support and feedback to ensure that the implementation of professional development is effective and promotes systemic change in instruction. ODLSS professional development opportunities are developed in collaboration with Teaching and Learning, OLCE, and other departments to provide the most comprehensive professional learning opportunities for CPS staff.

**BUDGET SUMMARY**

	2020 Actual Expenses	2021 Original Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 244,624,572	\$ 302,324,750	\$ 292,903,176	\$ 255,207,918	\$ 337,430,275
Grant Funds	\$ 18,632,788	\$ 18,937,450	\$ 20,946,005	\$ 17,183,440	\$ 23,136,180
<b>Total Department</b>	<b>\$ 263,257,360</b>	<b>\$ 321,262,199</b>	<b>\$ 313,849,180</b>	<b>\$ 272,391,358</b>	<b>\$ 360,566,455</b>
Budgeted at Schools	\$ 724,912,876	\$ 852,180,647	\$ 842,999,847	\$ 829,215,086	\$ 812,945,052
<b>Grand Total</b>	<b>\$ 988,170,236</b>	<b>\$ 1,173,442,846</b>	<b>\$ 1,156,849,027</b>	<b>\$ 1,101,606,444</b>	<b>\$ 1,173,511,507</b>

**POSITION SUMMARY**

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	1,911.4	1,980.4	2,075.4
Grant Funds	133.1	131.1	130.1
<b>Total Department</b>	<b>2,044.5</b>	<b>2,111.5</b>	<b>2,205.5</b>
Budgeted at Schools	8,900.4	9,229.4	9,250.4
<b>Grand Total</b>	<b>10,944.9</b>	<b>11,340.9</b>	<b>11,455.9</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

- Expanded positions and supports to bolster academic and social-emotional support for diverse learners in high-need schools, including 139 additional nurses, social workers, and case managers.
- Increased related service providers by 39 FTE, including speech pathologists, occupational therapists, physical therapists, and school psychologists.
- Provided over 1,596 professional development opportunities across the district for teachers and staff related to reopening special education topics including phased reopening, simultaneous instruction, and paraprofessional guidance all related to the transition back to in person services.
- Provided supplemental curriculum resources to all 452 teachers of moderate and intensive classrooms with student access to promote high quality instruction and equity across the district.
- Implemented translation functions into the SSM system to support families with participation in the IEP/504 process in a timely manner with on demand translation of documents.
- Developed and released a data dashboard aligned with current SPP/APR indicators that are supportive of school planning directly aligned to improved services for Diverse Learners.

**KEY BUDGET INITIATIVES for FY2022**

- Increase staffing levels in key student support positions, such as social workers, special education case managers, and nurses:
  - Hire an additional 78 nurses
  - Hire an additional 44 social workers
  - Hire an additional 51 FTE special education case managers

- Provide all 4,500 Special Education Classroom Assistant Professional Development in:
  - Personal Care Supports (in-person or virtual as needed)
  - Online modules focused on instructional strategies, characteristics of students with disabilities, behavioral supports, etc.
- Continue Student Specific Corrective Actions (SSCA)
  - The Universal Enrichment Remedy (UER) is the automatic remedy option offered to students who have been identified as having been potentially impacted during the 2016-17 and/or 2017-18 SYs in areas identified by public inquiry.
    - Remedy options include services in the areas of academic tutoring, social emotional learning, arts, cultural enrichment, and physical fitness/activity.
    - Parent Outreach Coordinators and SSCA Team members are reaching out to families individually.
- Expand training and certification of all 4,895 elementary diverse learner teachers in the area of structured literacy by the end of FY22.
- Expand Extended School Year (ESY) services during the 2021 summer for up to 10,000 students to include additional weeks available for students to participate in services beyond their eligibility requirements in the IEP.
- Transition program for up to 3,500 students during the 2021 summer that will support students with IEPs that do not qualify for ESY. This program supports students with two weeks of intensive transition programming as they prepare to transition out of the district.



## Office of Early Childhood Education

### MISSION

The Office of Early Childhood Education (OECE) is committed to engaging Chicago Public Schools' young learners in high-quality educational experiences that support and respect the unique potential of each individual through best practices and meaningful family and community engagement.

### MAJOR PROGRAMS

#### School-Based Early Childhood Preschool Programs

- **Chicago Early Learning Preschool:** Provide high-quality, full-day preschool programs to four year olds universally in nearly all Chicago communities, establishing four as the age of district entry. Additionally provide high-quality, half-day preschool programs for primarily 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 across the city, focused in high-need community areas.
- **Tuition-Based Preschool (TBP):** The TBP model was developed prior to the district's expansion of universal preschool for four year olds. This model provides a full work day early childhood program in five classrooms at two sites. The costs for these programs are fully covered by the tuition charged to families.

Types of Early Childhood Preschool Programs	Number of Seats
Half-day (HD) GenEd Chicago Early Learning (CEL)	4,296
Full-day (FD) GenEd CEL	15,134
FD Montessori	300
FD Tuition Based	100
HD Special Education	1,672
FD Special Education	726
CPCs* (Represents a combination of HD and FD GenEd and Special Education above)	2,000

#### Community Partnership Programs

- **Community-Based Preschool for All and Prevention Initiative (birth–five years old):** In SY21-22, CPS will continue to sub-grant a portion of the Illinois Early Childhood Block Grant to the Chicago Department of Family and Support Services (DFSS) to give funding and oversight to community-based organizations providing center-based programs for infants to preschoolers as well as home visiting programs for families prenatal to three, serving approximately 11,000 children. Recognizing the importance of reaching children at an early age, CPS has shifted resources to DFSS for the administrative alignment of funding with 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 quality improvement supports for community-based providers.
- Build a unified technology platform for family-friendly early learning application and enrollment.

#### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 875,100	\$ 376,300	\$ 3,520,600	\$ 3,387,700	\$ 1,383,714
Title Funds	\$ 27,200	\$ 30,800	\$ 30,800	\$ -	\$ 31,349
Other Grant Funds	\$ 71,427,900	\$ 98,346,400	\$ 110,579,800	\$ 106,610,400	\$ 99,106,341
<b>Total Department</b>	<b>\$ 72,330,200</b>	<b>\$ 98,753,500</b>	<b>\$ 114,131,200</b>	<b>\$ 109,998,100</b>	<b>\$ 100,521,405</b>
Budgeted at Schools	\$ 145,569,100	\$ 200,104,900	\$ 191,490,000	\$ 185,061,000	\$ 217,966,466
<b>Grand Total</b>	<b>\$ 217,899,300</b>	<b>\$ 298,858,400</b>	<b>\$ 305,621,200</b>	<b>\$ 295,059,100</b>	<b>\$ 318,487,871</b>

#### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	2.5	2.5	2.5
Title Funds	0.3	0.3	0.3
Other Grant Funds	29.3	29.3	35.3
<b>Total Department</b>	<b>32.0</b>	<b>32.0</b>	<b>38.0</b>
Budgeted at Schools	2,199.9	2,180.9	2,285.5
<b>Grand Total</b>	<b>2,231.9</b>	<b>2,212.9</b>	<b>2,323.5</b>

#### MAJOR ACCOMPLISHMENTS in FY2021

- Successfully supported schools with the return to full-day, full-week in-person learning for preschool students following nine months of closure due to the pandemic. Provided guidance, professional learning, office hours, and materials to support safe reopening and simultaneous teaching.
- Expanded Universal Pre-K to an additional 43 classrooms across 29 schools to provide high-quality, full-day preschool for four year olds, establishing age four as the age of entry into the district in the majority of Chicago communities.
- Invested federal GEER funds, targeted to those communities disproportionately impacted by COVID-19, in a large expansion of student devices (iPads) for 1,200 pre-kindergarten students in collaboration with the district-wide plan for one-to-one device distribution.

- Established an Early Childhood Special Education (ECSE) cohort program in partnership with the Talent department to address a persistent undersupply of qualified teachers for preschool classrooms serving diverse learners. With cohorts at Chicago State, Northeastern Illinois University, and National-Louis University, 49 CPS teachers earned their ECSE approval.
- Refined our priority model for school support to empower school leaders through professional learning and technical assistance across instruction, comprehensive services, and family engagement. Over 80 school leaders had an opportunity to participate in a focused principal professional learning community (PLC) and 77 additional schools received intensive support as priority schools.
- Supported 125 schools around the implementation of a balanced approach to literacy through the provision of quarterly professional learning sessions for teachers and administrators as well as in-classroom intensive support. The balanced literacy program reached approximately 22 percent of P-2 students district wide.
- Supported a successful return to in-person instruction by providing ongoing professional development for over 1,500 pre-K staff on remote instruction, safety practices, and high quality simultaneous instruction.
- Purchased social emotional curriculum and high quality learning materials for over 900 preschool classrooms to help teachers prioritize social-emotional skill development and strong classroom communities as the foundations for learning.

#### **KEY BUDGET INITIATIVES for FY2022**

- Invest district resources in a comprehensive, targeted strategy for enrollment outreach and marketing, including family education on the importance of early learning, to reverse negative enrollment trends from FY21.
- Continue to invest in the Chicago Early Learning Workforce Scholarship in collaboration with DFSS and City Colleges of Chicago to strengthen the early childhood teacher pipeline.
- Continue to partner with the Talent office to support a cohort program for approximately 100 licensed early childhood educators to add an Early Childhood Special Education endorsement to their license, addressing a key shortage area districtwide.
- Add an additional 53 full-day classrooms as a part of the Universal Pre-K initiative, including transitioning two TBP classrooms to the free, full-day preschool model. There was an intention to open Lincoln Park with 10 classrooms that was not realized. Additionally, there were other sites where classrooms were either added or reduced during this period.
- Increase the number of full-day blended classrooms by seventeen percent, from 103 in FY21 to 121 in FY22.
- Continue to allocate \$8,500 per full-day classroom for prep support. This discretionary funding provided to schools helps cover prep periods for classroom teachers. Schools are able to use the funding for art and music teachers, additional assistants, parent workers, and other supports that allow the classroom teacher time for a prep period.
- Support the Curriculum Equity initiative through cycles of professional development and guidance for preschool teachers and administrators.

## Early College and Career Education

### MISSION

The mission of Early College and Career Education (ECCE) is to increase college and career success among CPS students by facilitating excellent and equitable career-connected instruction, early college coursework, and work-based learning. ECCE programs incorporate cutting-edge, industry-informed technology and curriculum. They foster personal growth and lifelong learning so that all students can maximize their individual potential and contribute to their families and communities at the highest level.

### MAJOR PROGRAMS

- **Career and Technical Education (CTE):** Engage students in advanced, career-focused curriculum; industry certification opportunities; and work-based learning to drive increased graduation, college enrollment, and employability rates to ensure students have access to multiple pathways for post-secondary success.
- **Early College STEM Schools (ECSS):** Early College STEM Schools were established in the 2012-13 school year as a way to connect K-12 with postsecondary education and industry partners, creating pathways for students to develop the technical and readiness skills necessary to take on STEM (Science, Technology, Engineering, and Math) careers. Our first Early College STEAM (Science Technology, Engineering, Arts, and Math) schools were established this school year as part of the CPS Academic Focus RFP and will create more transdisciplinary opportunities for students, especially in the incorporation of the arts into mastery demonstration and career opportunities.
- **Early College:** Provide educational options for students to gain college credits, experiences, and rigor while in high school. This work includes ECSS, dual credit, dual enrollment, transitional Math and English, and CTE articulation agreements. The goal of Early College participation is to reduce the time and cost of attaining a post-secondary education by accelerating students through college programs of study prior to high school graduation. Early College coursework is available in every academic discipline ranging from general education courses like English and Math to specific career pathway coursework that is aligned to a student's post-secondary plan, including fields like health science, information technology, and manufacturing.
- **K-12 Computer Science:** Provide students with access to rigorous, relevant computer science courses and facilitate the development of high-quality computer science learning environments that incubate innovative thinkers, creativity, and collaboration.
- **Work-based Learning:** Provide students the opportunity to connect classroom instruction to the world of work and future career opportunities. It includes experiential learning, such as professional certification programs, cooperative education, and internships, as well as career and technical education.

**BUDGET SUMMARY**

	<b>2020 Actual Expenses</b>	<b>2021 Approved Budget</b>	<b>2021 Ending Budget</b>	<b>2021 Projected Expenditures</b>	<b>2022 Proposed Budget</b>
General Funds	\$ 1,578,200	\$ 3,855,600	\$ 3,653,800	\$ 2,663,300	\$ 3,680,452
Title Funds	\$ 167,600	\$ 316,700	\$ 316,700	\$ 176,400	\$ 444,142
Other Grant Funds	\$ 10,205,800	\$ 12,879,100	\$ 11,853,000	\$ 7,557,800	\$ 14,957,681
<b>Total Department</b>	<b>\$ 11,951,600</b>	<b>\$ 17,051,400</b>	<b>\$ 15,823,500</b>	<b>\$ 10,397,500</b>	<b>\$ 19,082,275</b>
Budgeted at Schools	\$ 2,214,150	\$ 132,600	\$ 4,057,750	\$ 2,046,700	\$ 142,026
<b>Grand Total</b>	<b>\$ 14,165,750</b>	<b>\$ 17,184,000</b>	<b>\$ 19,881,250</b>	<b>\$ 12,444,200</b>	<b>\$ 19,224,301</b>

**POSITION SUMMARY**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
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
<b>Total Department</b>	<b>75.0</b>	<b>71.0</b>	<b>72.0</b>
Budgeted at Schools	1.0	1.0	1.0
<b>Grand Total</b>	<b>76.0</b>	<b>72.0</b>	<b>73.0</b>

**MAJOR ACCOMPLISHMENTS in FY2021****Strategic Dual Credit Pathways:**

- CPS and City Colleges of Chicago are partnering to build a Roadmap for College Success that will link Chicago's public education institutions in a robust K-14 pathway. ECCE's goal is to provide more students with an opportunity to graduate high school and be better prepared for college-level coursework and career success.
  - ECCE collaborated with stakeholders to develop and launch Health Science Model Pathway programs in eight CPS high schools.
  - Thirteen schools piloted Transitional English in SY2021, joining the 49 high schools offering Transitional Math coursework.
- ECCE oversaw the expansion of Early College STEM programming with the launch of CPS' first two Early College STEAM schools now incubating at Uplift HS and North-Grand HS. STEAM schools will provide increased access to stackable Early College courses.

**Work-based Learning Expansion:**

- To ensure students receive continuous work-based learning opportunities despite the virtual nature of this school year, the CTE department engaged over 1,600 students in Virtual Job Shadow Day.

- During the first semester in SY2021, over 1,500 Early College STEM school students engaged in STEM enrichment and/or a work-based learning opportunity.

#### **CTE Expansion and Program Quality:**

- Eight high schools are engaged in an incubation cycle leading to the launch of a new CTE program. Schools received support in teacher recruitment, course sequencing, marketing, and recruitment.
- By SY2022, over 115 CTE teachers will have been provided pedagogical coaching and quarterly professional development in virtual environments.

#### **Advanced and Accelerated CS Coursework:**

- In an effort to build teacher capacity the K-12 computer science team provided training for more than 70 high school teachers in Exploring Computer Science and launched three-year, cohort-based engineering professional development opportunities for more than 45 teachers across 10 elementary schools.

### **KEY BUDGET INITIATIVES for FY2022**

#### **Strategic Dual Credit Pathways:**

- Collaborate with high schools and City Colleges of Chicago to strategically increase dual credit and model pathway opportunities for students. Expanded Early College programming is done with an aim at meeting the following goals:
  - 800 students in the class of 2024 will earn fifteen or more college credits
  - 100 high schools will offer Dual Credit during SY2024
  - 6,000 graduates in the class of 2024 will have earned college credit
  - Graduates in the class of 2024 will have enrolled in over 15,000 early college courses
  - 1,500 graduates in the class of 2025 will earn fifteen or more college credits through City Colleges of Chicago
  - 90 high schools will offer Dual Credit during SY2022
  - 5,400 students in the class of 2022 will have earned early college credit

#### **Work-based Learning Expansion:**

- Increase high skill, high wage, and in-demand work-based learning student opportunities.
  - 85 percent of CTE Concentrators in the class of 2022 will have participated in a collection of WBL opportunities as defined by the WBL Continuum
  - 100 percent of CTE Concentrators in the class of 2022 will have participated in a collection of WBL opportunities as defined by the WBL Continuum

#### **CTE Expansion and Program Quality:**

- Provide holistic support to CTE programs, including teacher PD and coaching, curriculum development, marketing and recruitment, course sequencing, and many other supports directed to ensure CTE students.
  - 95 percent of SY2022 CTE course enrollees will earn a passing grade
  - 5,500 graduates in the class of 2022 will have 'Concentrated' in a CTE pathway
  - 2,000 CTE Concentrators in the class of 2024 will have earned a certifications of tangible economic value

- Incubate and launch new CTE programs, expanding access to high-skill technical coursework that accelerates students towards economically viable careers.

**Advanced and Accelerated CS Coursework:**

- Build a strong feeder pattern of middle school programs that provide sound preparation for rising freshmen with interests in computer science and high-wage, high skill, and in-demand CTE pathways.

## 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, steering innovations that improve academic outcomes and ensuring organizational stability.

### MAJOR PROGRAMS

- **Executive Administration:** Lead the district's administration, including providing world-class education options that prepare all students for success.
- **Chief of Staff:** Direct senior leadership activities across departments to ensure strategic coordination in achieving the CPS mission.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,445,595	\$ 1,329,399	\$ 1,382,776	\$ 1,251,399	\$ 1,502,953
<b>Total Department</b>	<b>\$ 1,445,595</b>	<b>\$ 1,329,399</b>	<b>\$ 1,382,776</b>	<b>\$ 1,251,399</b>	<b>\$ 1,502,953</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	8.0	8.0	8.0
<b>Total Department</b>	<b>8.0</b>	<b>8.0</b>	<b>8.0</b>

### KEY BUDGET INITIATIVES for FY2022

- Align resources to equitably serve students across the district and enhance educational outcomes based on need.
- Increase district-wide fiscal stability by adopting strategies that eliminate inefficiencies, streamline operations, and reduce non-classroom costs. Promote policies and initiatives that maximize classroom resources.
- Improve academic quality at all schools through investments in school leadership and real-time data to improve classroom instruction.
- Foster increased trust in the district through improved transparency and communication with all stakeholders.
- Continue to support cycles of Continuous Improvement across Central and Network Offices to align goals, create more targeted performance indicators, and ensure all district work benefits schools.
- Continue to foster a school-centered mindset for Central Office staff that is oriented toward high-quality customer service.



## Facility Operations and Maintenance

### MISSION

The department's mission is to provide CPS students and staff with a clutter-free learning environment that is safe, warm, and dry, and to invest in each school's physical assets (i.e., buildings, sites, and equipment). Our goal is to achieve an optimal standard of physical condition for each school through renovations and enhance the educational experience through innovative design, planning, and construction techniques.

### MAJOR PROGRAMS

**Capital Planning:** Manages the district's complex capital program; conducts cost estimates; processes invoices; conducts critical facility needs and interior renovations; makes accessibility improvements; and supports programmatic initiatives (pre-k, science labs, IB/STEM), overcrowding relief, and site improvements.

#### Asset Management

- **Operations:** Completes preventative, reactive, and corrective maintenance and repairs on the district's assets. Follows a rigorous cleaning program in accordance with APPA level 2 standards.
- **Environmental:** Creates safer environments through assessing, testing, mitigation, and repair programs.
- **Energy & Sustainability:** Analyzes consumption data to identify inefficiencies within assets or behaviors. Works towards making the district more sustainable through programs such as CPS Goes Solar and refuse management.
- **Project Controls:** Ensures vendor compliance with contractual terms, regulatory compliance with governing agencies, and financial integrity.
- **Staffing:** Recruits and manages the 1,225 board custodians, ensures compliance with collective bargaining agreement (CBA), and analyzes board and private custodian and engineering staffing levels by school to determine optimal levels and achieve operational goals.

#### Warehouse and Distribution Services

- **District-wide Distributions:** Collaborates with all CPS departments and external governmental agencies to efficiently allocate customized bulk shipments to schools as requested.
- **Furniture ReUse Project:** This clutter-free learning environment initiative supports district cost savings by reducing waste and repurposing and recycling surplus furniture from schools and administrative offices. Responsible for the physical removal of all CPS district-wide assets and hosting Warehouse Blowout Furniture Fair Events.
- **Warehouse Rentals:** Provides timely assistance by loaning folding tables and chairs for CPS-sponsored events.
- **Oversized Loads:** Assists schools and departments with transporting select oversized items such as band and sports equipment. Oversized items are defined as materials that are bulky, large, or require team lifting. Extenuating circumstances may require the assistance of professional movers.

**Real Estate:** Manages the district's property sales, purchases, online space rental, and occupancy.

## BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget*	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 378,385,690	\$ 385,582,137	\$ 449,596,053	\$ 441,058,130	\$ 446,258,591
Other Grant Funds	\$ 27,895,086	\$ 1,202,936	\$ 10,149,092	\$ 9,151,555	\$ 2,064,595
<b>Total Department</b>	<b>\$ 406,280,776</b>	<b>\$ 386,785,073</b>	<b>\$ 459,745,144</b>	<b>\$ 450,209,685</b>	<b>\$ 448,323,187</b>

\*School reopening expenses, including but not limited to, air-purifiers, wipes, disinfectants, and 400 additional custodians.

## POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions**
General Funds	922.0	993.0	1322.0
<b>Total Department</b>	<b>922.0</b>	<b>993.0</b>	<b>1322.0</b>

\*Includes 400+ additional Board custodians.

## MAJOR ACCOMPLISHMENTS in FY2021

### Capital Planning

- **First District Equity Index to Prioritize Investments.** To advance the district's commitment to prioritize equitable access to high-quality learning environments, the Department of Capital Planning and Construction and the Office of Equity collaborated to develop its first Equity Index, a new tool to help identify opportunity differences so that resources can be prioritized for the schools in greatest need. The Equity Index, which was informed by community feedback, was central to the development of the FY21 capital plan.
- In addition, the **FY21 capital budget** planning process included several enhancements, most notably around **transparency and community outreach**. In close collaboration with Family and Community Engagement (FACE) and the Office of Equity, the Capital team conducted five public meetings and evaluated over 800 survey responses to gather community input during the development of the \$758M capital plan.
- **Provided Support for Students with Physical Limitations.** CPS invested \$20M in FY21 to increase Americans with Disabilities Act (ADA) accessibility in 36 schools as part of a five-year \$100M program to ensure all CPS buildings have first-floor accessibility. We appreciate the strong partnership with the Mayor's Office for People with Disabilities.
- In 2020, the Department of Capital Planning and Construction requested from the City of Chicago \$82.5M of tax increment financing (TIF) funding for critical priority projects. Thus far, \$13.7M has been approved by the TIF Investment Committee (TIC) with an additional \$47.85M pending approval. Following TIC approval, projects will proceed to the City Council for final approval of funding.
- Thanks to the COVID-19 Executive Order No. 13 issued by Governor Pritzker, the Capital team has been able to effectively continue work on more than 400 ongoing capital projects to make our schools warm, safe, and dry. Under this executive order, CPS has successfully received over **\$250M in electronic bids** since the declaration of this executive order.

- The capital team is continuing to collaborate extensively with the Department of Procurement and the Office of Business Diversity for various proactive initiatives to **expand the levels of M/WBE involvement** in the capital program across several vendor pools. Capital completed 10 focus group sessions with 32 participating firms to identify opportunities for training, operational, and procedural changes that will help build capacity for M/WBE architects and contractors.
- The capital team updated the biennial facilities condition assessments, which were initiated in 2018 with a focus on life cycle analysis. These assessments were completed in 2021 and posted on the district's website.

#### **Asset Management**

- Immediately adjusted the cleaning program to accommodate recommendations and guidelines released by CDC, IDPH, and CDPH. This also included adding 400 custodians to ensure the new guidelines could be met at each school.
- Worked collaboratively with multiple departments to procure various PPE, equipment, and devices to serve the needs of students, nurses, school staff, engineers, and custodians. This included signage throughout the district, gowns, and other PPE for nurses; setting up care rooms; installing hand sanitizer dispensers; providing sanitizing wipes; and supporting vaccination and testing sites, including popup versions.
- Increased focus on mechanical ventilation in the school systems, and was able to identify and resolve issues while ensuring safe spaces by supplementing the mechanical systems and fresh air with air purifiers.

#### **Warehouse and Distribution Services**

- Developed and implemented a home meal delivery service on behalf of Nutrition Support Services (NSS). Provided hundreds of thousands of meals to Chicago families.
- Assisted the ITS and STLS departments with the Chicago Connect initiative by providing transportation services for Mifi hotspots and devices (i.e., Chromebooks and iPads) to schools and other partners.
- Completed timely distributions of PPE (i.e., cloth and disposable masks, thermometers, and disinfecting wipes, etc.) to schools and departments to support the district's health and safety protocols during COVID-19.
- Provided 85 percent of the Care Room furniture (i.e., file cabinets, student desks and chairs, and dry erase boards) by using the furniture from our Furniture Reuse Project; saved the district \$330K.
- Removed surplus furniture from 100+ schools which allowed them to comply with the district's social distancing guidelines.
- Hosted 2 well-attended furniture events which support the district's cost savings initiative by reducing waste, repurposing, and recycling surplus furniture from schools and administrative offices. This program assisted 145 sites (schools and departments) with upgrading their learning environments with repurposed furniture. In total, these sites saved approximately \$500K.

#### **Real Estate**

- Reconciled, prepared, and submitted to the Assessor's Office the 2021 Board of Education Annual Affidavit to secure real estate tax exemptions for almost 2,500 parcels.

- Secured aldermanic approval for extensions of Grants of Privileges over the public ways for over 50 schools.

## **KEY BUDGET INITIATIVES for FY2022**

### **Capital Planning**

- Initiate the FY22 Capital Budget planning process in early 2021. The team will be incorporating the best practices and lessons learned from the FY21 planning process, with a focus on equitable distribution of Capital funds.
- Continue to work with the Office of Business Diversity to develop and implement various measures to build vendor capacity for M/WBE vendors.
- Release an updated version of the Design Guidelines, a comprehensive document to drive equity across all capital construction projects.

### **Asset Management**

- Rightsize the repair budget at the school level to tackle deferred maintenance and decrease emergency expenditures, by utilizing Capital's System Condition Index (SCI) and Equity's Index.
- Centralize facilities' financial and non-financial information through the implementation of TMA systems, and then analyze the data, including utility data, through GIS and other analytical tools to better understand the assets of individual schools and the district.
- Create safer environments by continuing the focus of ventilation work and environmental testing and remediation projects at 100 schools across the district.
- Improve CPS sustainability behavior through initiatives such as CPS Goes Solar, organic recycling, non-organic recycling, boiler tune-ups, steam traps, and building automation systems.

### **Warehouse and Distribution Services**

- Upgrade the commercial fleet vehicles to newer models that offer improved vehicle technology, reduced vehicle maintenance costs, and better fuel efficiency.
- Address Occupational Safety and Health Administration (OSHA) standards and safety deficiency by receiving the appropriate signage, floor, and loading dock decals.
- Add services to the Lending Library initiative by adding portable air conditioners and boxed fans to assist with emergent cooling issues.
- Upgrade heavy equipment (i.e., forklift and electric end-control walkie/rider pallet truck). The existing heavy equipment is inadequate and does not meet the current and future needs of the warehouse. The heavy equipment's economic life has ended since it has become more expensive to repair.
- Repair the warehouse floor because most of the concrete floor has heavy gouges, deep scratches, tire marks, and floor cracks. Once the warehouse floor is repaired, it will alleviate safety concerns (i.e., falls, trips, etc.), forklift truck damage, vehicle operator fatigue, and reduced productivity.
- Expand the loading dock to accept standard height pallets.

### **Real Estate**

- Work towards purchasing properties that are currently leased to reallocate funds for rent, taxes, and common area maintenance (CAM) to schools and students.

- Start a rental online system that will allow a more equitable distribution of funds and exposure to schools that have availability for rentals.

## Family and Community Engagement

### MISSION

The Office of Family and Community Engagement (FACE) works to empower students, teachers, and parents to ensure families and communities have an active voice in their child's educational experience. FACE works to empower families through outreach, events, whole-family educational opportunities, and community and faith-based partnerships.

### MAJOR PROGRAMS

- **Back-to-School Campaign:** Build awareness and prepare families for the first day of school through an aggressive grassroots approach. Back-to-School Bashes communicate the importance of attending school on the first day.
- **COVID-19 Response:** Invest in seeding partnerships with community based organizations (CBOs) to support family outreach, enrollment, and back-to-school campaigns in response to the growing enrollment crisis.
- **Parent University Programs:** Provide parents and community members with experiences at 14 sites that support a new outlook on education and the learning process. Services include GED classes, technology, health and wellness classes, and other classes that support adult learning.
- **Parent Engagement:** Create an authentic engagement atmosphere to support families by leveraging digital platforms to give them a greater understanding of their child's learning experience. These platforms are primarily funded through Title I funds. We continuously track and monitor all engagement touchpoints through a centralized client relationship management tool.
- **Faith-Based Initiatives:** Partner with the faith-based community to provide education advocacy and crisis support services to CPS families. The Safe Haven program provides no-cost leadership and social-emotional programming in targeted communities after school and during winter, spring, and summer breaks. Currently, all 37 Safe Haven sites are CPS vendors with up to 60 more additional sites that will serve our students across our communities.
- **Community Engagement and Community Relations:** Facilitate meetings and workshops through Community Action Councils (CACs) and other departments that aid in developing community-specific educational plans involving school actions, using information found in the Annual Regional Analysis, and supporting specific community initiatives where each CAC is represented.
- **Title I Parent Involvement:** Facilitate parent involvement in Title I schools by working with principals and parents to comply with mandates for programming supported by Title I funds. Centralize programmatic offerings to ensure equity across various Parent University and training sites. Work in partnership with principals to ensure Title I funds for parental involvement are fully leveraged to support student outcomes.
- **Volunteer Management Support:** Administer the district's volunteer program in schools. Individuals, including parents and community members, serve as principal liaisons between volunteers and schools to assist with various responsibilities targeted towards student learning. Volunteers also assist administration and teachers with the daily operations of in-classroom instruction, field trips, and other responsibilities that require childcare and supervision of students.

## BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$3,923,415	\$3,580,242	\$3,498,492	\$3,286,905	\$5,242,231
Title Funds	\$878,267	\$1,347,730	\$1,347,730	\$1,200,220	\$ 1,371,620
Other Funds	\$393,006	\$1,000,000	\$1,003,500	\$1,694,475	\$0
<b>Total Department</b>	<b>\$5,194,689</b>	<b>\$5,927,972</b>	<b>\$5,849,722</b>	<b>\$6,181,600</b>	<b>\$ 6,613,850</b>

*Note: Local funds increase driven by back-to-school investments*

## POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Local Funds	22.2	23.4	23.4
Title Funds	13.8	12.6	11.6
<b>Total Department</b>	<b>36.0</b>	<b>36.0</b>	<b>35.0</b>

## MAJOR ACCOMPLISHMENTS in FY2021

### District-wide Initiatives

- **ARA Community Meetings (June 30 - July 6):** Portfolio, in partnership with FACE, held six ARA meetings and engaged with over **900** parents and community stakeholders on discussions regarding school quality, quantity, options, and programmatic offerings.
- **Reopening Community Engagement:** In August, CPS held **six** community meetings, and we engaged with over **12,000** stakeholders from across the district. We leveraged FACE's engagement framework to *inform, consult, involve, and collaborate* with our stakeholders. In addition to the city-wide engagements for reopening in the fall, we held **three** additional town hall meetings.
  - Univision Town Hall: 3,000+ views
  - Parent Round Table Discussions:
    - Belmont-Cragin: 8 parents
    - Far South CAC: 15 participants
  - Elementary School: 2,565 RSVPs
    - 671 attendees; 459 YouTube views
  - High School: 4,899 RSVPs
    - 3,508 attendees; 1,000+ YouTube views
- **LSC Elections:** With **5,910** candidates running, the Office of Local School Council Relations undertook a herculean effort, running a city-wide election across 507 schools. Over **300,000** vote-by-mail ballots were sent to families and staff members, and in-person elections were implemented across the district. Over **35,000** voters participated in the Elections and **1,112** judge applications were submitted.
- **Connecting Families to the Internet:** FACE played an important role in supporting the Chicago Connected initiative. Placing over **50,000** calls, FACE's role was critical in connecting the 53,000+ households to the internet.
  - On July 13, we launched a CBO search for partners to assist with the Chicago Connected initiative. We held four information sessions with over 120 CBO partners in attendance. In the end, over 80 CBO partners submitted applications and [35 were selected](#).

- **Child Learning Hub Interviews and Program Improvement:** The FACE team held over **200** interviews with families who enrolled in the Chicago Learning Hubs. Families were asked a series of questions to better understand their child supervision needs and remote learning experience/in-person experience to date.
- **Reopening Outreach:** To date, FACE in partnership with Early Childhood Education, has made more than **34,000** calls to families to inform them of the district's reopening plan, listen to their concerns and feedback, and update their learning preference.
- **School Resource Officer Engagement (August - October):** Supported hosting five SRO meetings with Safety and Security Chief Jadine Chou. In the end, 100% of the 75 schools with SROs voted to retain or remove their SROs.
- **School Quality Rating Policy (SQRP) Town Halls:** Held five SQRP town hall meetings, four in English and one in Spanish, in order to create a baseline understanding of the history and purpose of school accountability, while also collecting initial feedback from a broad set of stakeholders across the city. We had a total of **1,062** RSVPs and over **600** participants across the five meetings.
- **Budget Engagement:** Over **150** parents and stakeholders were engaged in four public workshops to examine CPS' school funding model out of **350** RSVPs. In addition to the four meetings, one special meeting was held with **226** LSC members. The total number of participants across all five engagements was **376** participants.
- **North Lawndale Public Engagement:** On November 17, we began an outreach effort to families of North Lawndale, Sumner, and Crown schools as a way to proactively engage families to identify if they are aware of the community-led proposal, better understand their concerns regarding the proposal, and create an opportunity to support the Lawndale community in facilitating a long-term discussion for the months ahead. 100% of the families from all three schools were contacted in two rounds of calls totaling over **1,100** calls.
- **Capital Planning Engagement:** Consistent with prior years, our office provided logistical and recruitment support for the five meetings.  
Four English meetings / One Spanish meeting: **202 RSVPs, 189 attendees, and 522 YouTube views**

**In sum, 145,000 stakeholders participated in district-wide initiatives.**

#### FACE Initiatives

- **Monthly Virtual LSCAB meetings:** There have been seven LSCAB meetings held during this period. We have had **17** presenters join meetings to obtain feedback from LSCAB members on proposed policies and or policy changes. There have been **72** attendees per meeting with over **500** participants.
- **Learn with Google:** In partnership with Google, FACE and CPS teams held parent workshops. The goal was to support families with the skills they'd need to set up virtual classrooms at home. With [over 50,000 YouTube views](#), this partnership yielded great outcomes for CPS students.
- **Monthly LSC Engagement Session Meetings:** Earlier this year, OLSCR began hosting monthly meetings to connect, inform, collaborate, and engage LSC members/stakeholders on pertinent OLSCR business and district updates. These sessions average **200** attendees per session on a monthly basis and include a range of stakeholders across 17 networks citywide. To date, our engagement number exceeds **2000+** stakeholders. Each meeting invites a subject matter expert to do a deep dive into concerns expressed by stakeholders in the surveys that we share.
- **Monthly LSC Chair Virtual Meeting:** The OLSCR team has conducted three virtual meetings with **165** newly elected LSC Chairs. **495 participants to date.**



- **PAC PLNs:** Since September 2020, our FACE specialists have hosted **31** cluster meetings amongst four collaboratives - Networks 1, 2, 4 / Networks 3, 5, 6 / Network 7, 8, 10 / and Networks 9, 11, 12, 13. Over **2,300** parents have attended these meetings where they receive district updates and Title I trainings. Additionally, we've had **57** community partners present over an eight-month period.
- **Parent Trainings and Programming:** To fill a growing need, FACE has expanded its programming to ensure families have the necessary tools and resources to support their children at home. With some of our more popular training receiving more than **6,500** unique views, it is no wonder why external partners and internal teams continue to look for ways to partner with FACE as a means to inform and support families. We hosted **43** Academic sessions, **20** Mental Health sessions, **15** Art and Health Care sessions, **20** SEL sessions and **37** Technology Assistance sessions. This year we have hosted **200** events, had over **5,200** participants and **4,106** YouTube views.
- **Title I Supports:**
  - **Network 9 Targeted Supports:** Due to the absence of a FACE Manager and low compliance/ expenditure rates, a holistic support model was developed in collaboration with district outreach initiatives to assist N9 schools in meeting compliance and offer personalized coaching to PAC leaders. Since April, we've held 10 meetings with at least five parents (quorum) present at each. Four additional meetings are scheduled this week. Compliance increased from 10% to 75% in just two months.
  - **Title I Parent Board of Governors (PBG):** PBG, though operating remotely, has been an instrumental voice in contributing to parent-centered expenditure guidance and a paperless compliance process for FY21. They have served as parent consultants to various departments including Student Protections, Safety and Security, and Equity. The PBG held four listening sessions at the beginning of this school year to both introduce themselves and learn of challenges faced by PAC leaders. Additionally, the PBG also created a [mock-PAC Election meeting](#) that was uploaded to our YouTube video library.
- **Faith-based Partner Meetings:** A total of **8** meetings have been held since November 5, 2020 in an effort to connect CPS with our faith-based community about topics, such as elementary school reopening, sex education, facilities updates, SQRP, Healing-centered Framework, high school reopening, overall reopening strategy, city-wide violence reduction strategy (Mayor's Office), Chicago Connected, RFI for remote learning hubs, and COVID-19 health protocols. Currently, we average 40 participants in each meeting, resulting in roughly **280** participants. The team has also increased its partnership network, and over **4,000** students are served via social service support from these partners. Additionally, over **40,000** families have been fed through our food distribution partnerships.
- **CAC Supports:** To date, there's been over **100** CAC meetings with over **2,000** participants across the eight CACs since July 2020. This includes regular monthly meetings, executive committee meetings, all-CAC chair meetings, and special events. Key departments that have presented include Portfolio, Equity, Enrollment, Teaching and Learning, Health and Wellness, and other key reopening SMEs have spoken to CAC chairs/members on an ongoing basis.
- **Change Management:**
  - Redesigned the Office of Family and Community Engagement to support more equitable team structures. Redefined old, long-held vacancies to increase capacity on the LSC team, salary funding, and accountability in workstreams.
  - Fully staffed the Parent University (PU) sites with PU Coordinators. Currently we have 14 sites with only one FTE, while other PU Coordinators work hourly. We were able to

utilize our budget resources to increase our capacity across 13 sites over time, beginning in FY2020.

- Introduced a new engagement framework that streamlined FACE's standardized operating procedures. This resulted in a deeper understanding of how the district engages with stakeholders and allows FACE to support cross-functional teams in applying that framework to their work. Additionally, every CPS board-approved policy has undergone robust engagement that seeks to inform and engage with stakeholders. This framework has framed the work of the department in a more effective manner, using the four tenets of the Elevated Chicago model: Inform, Consult, Involve, and Collaborate. The Elevated Chicago Framework moves organizations from information to ownership.
- Invested \$11,500 in technology to better communicate with families via text-based apps such as REMIND.

**In sum, 15,500 stakeholders were engaged through FACE programming.**

### **KEY BUDGET INITIATIVES for FY2022**

- **Cross-Team/CI Priorities:**

- **Building the bridge between policy and engagement:** In FY21, FACE supported over 50 CPS policies that went before the board. Many policymakers are realizing how important it is to run their changes by families. We've leveraged the LSC Advisory Board, faith leaders, Parent Advisory Council (PAC)/PLN, and the CACs to help us better understand what our stakeholders think of CPS policies. We plan to expand upon this work in the year ahead and fully leverage our team's broad reach to ensure we have diverse perspectives at the table. We will begin tracking policy engagement numbers to develop a better sense of this workstream and how we can better collaborate with internal departments and external partners.
- **Improving organizational alignment:** In a short amount of time, we improved our Continuous Improvement Plan, and in the year ahead, we will continue to work to better align our department's vast portfolio. Achieving better alignment will allow us to have one unified vision for our collective impact.
- **Building our parent programmatic offerings:** FACE will continue to expand our virtual programmatic offerings to meet the rising needs of our families. In January 2022, we will expand our Ask the Expert series, where we'll bring relevant subject matter experts to discuss key topics that will help ensure families have access to critical information. Additionally, we will continue to seek external partners and leverage internal teams to grow this workstream.
- **Telling our family's stories:** Finally, we will be more intentional about elevating family stories to the frontlines. We have to do a better job at telling the stories that matter most, especially when it comes to guiding policy. In the weeks ahead, we'll begin to have deeper conversations about what this looks like in practice.

- **Goals/Milestones:**

- Improve service delivery that boosts the promotion of the Parent University Virtual Classroom programs, the activity of the PAC, the development of programs specific to the needs of each community, and direct attention to families by increasing full-time Parent University staff members.
- Invest in text-based technology solutions, including a customer relationship management (CRM) tool, to improve our responsiveness to families, monitor touch points, and allow for two-way communication.

- Improve management structures and systems by adding mid-level managers to support the day-to-day management of our growing team.
- Improve outreach and engagement during LSC elections by engaging with candidates via email, mail, in-person flyers, digital ads, radio ads, and through other traditional media avenues.
- Add eight additional partners to the Safe Haven program. Each of our partners are vendors with CPS and support the work of our schools through extended after school engagement and programs.
- Increase exposure and participation of CPS alumni by hiring an alumni outreach manager/director to design a comprehensive engagement plan to engage with CPS alumni city-wide. This includes hosting events, building social media campaigns, and building an alumni database.
- Prioritize CAC allocations to continue the commitment to allow CACs to build and design strategic plans that are supported by CPS. Strategic plans include details of the work each of the CACs are performing in their respective communities, such as advocating for new schools, increasing quality programming in existing schools, rethinking how to provide support to schools in their area that are underutilized, providing professional development to community-based organizations, and any other actions that need specific attention.
- Increase spending on Back-to-School marketing by \$1M through television, radio, and news outlets to ensure families have increased awareness of schools reopening through our marketing outreach campaign.

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

### MAJOR PROGRAMS

- **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. The Office also produces timely, relevant, and accurate financial reporting to provide assurance that key financial performance indicators are met and 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 the internal and external financial statements and other regulatory reporting; implements new Government Accounting Standards Board (GASB); implements new accounting/financial reporting software 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; supports Office of Internal Control and performs internal audit for employee reimbursements; updates CPS' policies and procedures; develops and monitors key performance indicators for the Office of Finance; test the controls of procedures and process in Office of Controller and conducts asset management and inventory audit.
  - **Accounts Payable (AP):** Processes 300,000 vendor invoices annually, ensuring proper and timely payment to all CPS vendors. Reviews, enters, and approves 30,000+ reimbursements annually for CPS employees. Issues all 1099s to CPS vendors in accordance with IRS standards.
  - **Payroll Services:** Manages the payroll for over 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. Payroll

Services offers training to all CPS employees to assist them with the processing or reporting of their time and attendance. Payroll Services continues to build relationships with internal and external partners to better understand processes that might impact payroll processing.

- **Revenues:** 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.
- **Office of Treasury and Risk Management**
  - **Manage long-term debt:** Issue bonds and manage the Board's debt in order to fund long-term investments that provide our students with a world class education in high-quality learning environments.
  - **Manage Cash Flow:** Manage and analyze the Board's operating cash position throughout the year in order to secure lines of credit to maintain a healthy liquidity position.
  - **Investment Funds:** Invest debt, 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.
  - **Continued Efforts:** Partners with the CPS Law Department and our Third Party Claims Administrator (TPA) on the construction of ground-up historical claim data, which is best practice and aids in the Board's insurance coverage renewal process.
- **Office of Budget and Grant Management:**
  - **OBGM:** Support strategic utilization of all resources, aligning them to district mission and priorities, to increase student achievement.
  - **Coordination:** Coordinates with other departments to make necessary adjustments and/or initiate budget amendments in the event that projected revenues or expenses change.
  - **School Support:**Support the alignment of school budget to and in support of school Continuous improvement work plan goals.
  - **Data Analysis:** Provides fiscal support for the district by ensuring that the budget is balanced, expenditures remain within budget, and ensure maximum support for equity, adequacy, sustainability, and stability.
- **Citywide Grants**
  - **School Support:** Manages the development and on-time submission of formula grant applications and amendments.
  - **Title I:** Provides Title I services, including supplemental instruction and academic counseling, to eligible students of non-public, private schools as part of federally-required proportionate share services.

**BUDGET SUMMARY**

	<b>2020 Actual Expenses</b>	<b>2021 Approved Budget</b>	<b>2021 Ending Budget</b>	<b>2021 Projected Expenditures</b>	<b>2022 Proposed Budget</b>
General Fund	\$40,136,628	\$ 37,583,696	\$ 37,583,696	\$ 33,236,638	\$ 38,526,322
Title I Grant Funds	\$29,115,393	\$ 30,733,602	\$ 30,733,602	\$ 28,523,602	\$ 35,275,342
Other Grant Funds	\$ 3,904,641	\$ 17,416,342	\$ 17,416,342	\$ 15,156,110	\$4,970,476
<b>Total Department</b>	<b>\$ 73,156,662</b>	<b>\$ 85,733,640</b>	<b>\$ 85,733,640</b>	<b>\$76,916,350</b>	<b>\$ 78,772,140</b>

**POSITION SUMMARY**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Fund	196.0	186.0	183.0
Title I Grant Funds	24.0	25.9	25.9
Other Grant Funds	4.0	3.1	3.1
<b>Total Department</b>	<b>224.0</b>	<b>215.0</b>	<b>212.0</b>

**MAJOR ACCOMPLISHMENTS in FY21**

- Completed the FY2020 Annual Financial Audit with clean audit opinion. The Comprehensive Annual Financial Report (CAFR) was issued a month earlier than previous years under a remote environment.
- Received Government Finance Officers Association (GFOA) and Association of School Business Officials (ASBO) Certificates of Achievement for Excellence in Financial Reporting for the district's CAFR. Received Award for outstanding Achievement in Popular Annual Financial Reporting for the first time in four years.
- Implemented a new financial reporting automation software to streamline the reporting process.
- Implemented a new AP forensic software to prevent fraud and identify the potential errors of the payment process.
- Completed district-wide asset and instructional materials inventory audit with over 99 percent compliance.
- Successfully instituted work-from-home strategy that ensured Accounts Payable remained current with invoice processing.
- Created training videos, job aides, and process documentation for a streamlined decentralization of the timekeeping functions to school clerks in compliance with the CTU collective bargaining agreement.
- Rating upgrades: Secured rating upgrades from S&P and Moody's for general obligation bonds. All outlooks are stable or positive.
- 100% MWBE participation: All investment trades were completed with brokers from Minority and/or Women-Owned Business Enterprises (MWBE).

- Developed a budget informed by stakeholder feedback that provided schools equitable funding and stability.
- Developed FY2022 enrollment strategy ensuring that schools experiencing an out-of-trend enrollment decrease will see enrollment inputs that match either the school's FY17-20 average enrollment change, or FY20 (fall 2019) 20th day of enrollment.
- Successfully consolidated the school support center into the finance office departments.
- Streamline the work streamline into the office of the controller (kronos, reimbursement, budget transfers) and the office of budget (financial specialist).
- Update to school's AIMS manual.

#### **KEY BUDGET INITIATIVES for FY22**

- Invest in technology systems that increase efficiency and effectiveness of the CPS finance function.
- Publish Procurement to Pay (P2P) RFP and engage a vendor to update the procurement and accounts payables process to increase efficiency and reduce errors. Implement invoice automation that works for CPS.
- Implement new timekeeping software and streamlined PeopleSoft-related business processes.
- Plan the implementation of a new major accounting standard GASB 87 for Lease by looking for an advanced software to efficiently implement this changing standard with high level of accuracy.
- Initiate Accounts Receivables (AR) automation by adding the capability to upload and attach documents to transactions within the module, thus creating a more visible audit trail, increasing efficiencies, and streamlining processes.
- Onboard three to four high-volume vendors for electronic data interchange invoicing submission.
- Continue to improve the internal control by creating a new set of comprehensive internal control reports for all units under the Office of the Controller through Oracle Business Intelligence or the procurement of a new governance, risk management, and compliance software. Develop business intelligence dashboards to track and evaluate finance metrics.
- Designing a school budget using the principles of targeted universalism in support of the CPS five year vision.
- Implement new software for our investment portfolio in order to improve investment returns.
- Reexamine the current insurance lines of coverage as they relate to the operational risks of CPS in order to rationalize their adequacy or make recommendations of additional solutions to prevent additional liability to CPS.
- Develop a Finance function strategy that provides strategic supports to the broader CPS community
- Partner with the CPS Law Department and our Third Party Claims Administrator (TPA) on the

construction ground-up historical claim data.

- Develop a model to support principals and school based employees based on customer service practices to inform budget and functional strategy.
- Continue to work with various funders and partner organizations to ensure schools and departments have ample options and opportunities to make use of grant funds to support their priorities.
- Further improve the transparency of the budgetary process.
- Continue to work with various Central Office departments to align FY22 budget monitoring with continuous improvement planning district-wide.



## 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. ITS meets the following needs in the district:

- Support over 450,000 devices (such as desktops, laptops, Chromebooks, and iPads) across the district, including over 200,000 units students needed for remote learning.
- Run and maintain core district information and technology systems that are used by over 30,000 staff every day, such as Aspen, finance department, and human resources.
- Provide a robust data and telephone network across over 591 locations with 33,000 desks, 2,350 mobile phones, and over 12,000 hotspots.
- Respond to over 150,000 requests for support annually.
- Manage and support 2,500 servers and 20,000 pieces of network equipment (e.g., network switches and wireless access points).

### MAJOR PROGRAMS

- **Chicago Connected:** Run the largest no-cost internet program in the country, which currently serves over 41,000 families and 60,000 students. The program includes a partnership with the City of Chicago, Kids First Chicago, United Way, private philanthropy partners, and over 30 community-based organizations.
- **Wide Area Network Improvement:** Conduct a three-year federally funded project to install 330 miles (1.96 million feet) of conduit under the city to create a next-generation fiber optic network and increase school internet capacity by 20 times the current levels.
- **Efficiency Improvements:** Continue to invest in and expand technologies that increase efficiency and convenience for staff, parents, and students. This program includes the ServiceNow workflow, DocuSign e-signature platforms, and the district-wide adoption of the managed print program.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget*	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 78,243,411	\$ 73,234,024	\$ 123,072,949	\$ 112,229,423	\$ 87,378,739
Title Funds	\$ 70,432	\$ -	\$ 158,793	\$ 158,793	\$ -
Other Grant Funds	\$ 11,477,146	\$ -	\$ 12,709,292	\$ 12,078,136	\$ 13,489,687
<b>Total Department</b>	<b>\$ 89,790,989</b>	<b>\$ 73,234,024</b>	<b>\$ 135,941,035</b>	<b>\$ 124,466,352</b>	<b>\$ 100,868,426</b>

*\*Includes all COVID-19 related expenses, such as device and MIFI purchases, contact tracing, etc.*

**POSITION SUMMARY**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	145.0	145.0	145.0
<b>Total Department</b>	<b>145.0</b>	<b>145.0</b>	<b>145.0</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

- Deployed Google Classroom across the district to provide a uniform classroom management tool for over 20,000 teachers and 300,000 students during remote learning.
- Increased the district’s internet capacity by doubling bandwidth at all elementary schools from 250mb to 500mb and at 40 of the largest high schools from 1gb to 2gb. Overall internet traffic capacity was increased two-fold from 40gb to 80gb.
- Assigned devices to over 200,000 students and provided synchronous learning equipment to nearly 15,000 classrooms, including wide angle cameras, speakerphones, headsets, and power and connective cords.
- Developed automated workflow engines for student screeners, contact tracing functionality, COVID-19 student testing, and digital consent data capture.

**KEY BUDGET INITIATIVES for FY2022**

- Complete phase one of the next-generation wide area network project, connecting 81 schools to high-speed fiber network by November 1, 2021.
- Create the digital infrastructure needed to implement the Curriculum Equity Initiative and provide teachers with updated devices and mobile interactive displays for schools electing to use the new curriculum in SY21–22.
- Adopt and support new district processes for onboarding, partnership, and public reporting with district technology partners subject to Student Online Privacy and Protection Act provisions as part of a larger effort to continue to improve the district’s information security measures.
- Replace the district’s current data warehouse and analytics dashboard in order to extend one-stop access to critical and comprehensive student data for classroom teachers, reduce the need for manual data regression, and improve the district’s capacity for multi-dimensional data analysis to facilitate strategic decision making across in many areas.

## Innovation and Incubation

### MISSION

The Office of Innovation and Incubation (I&I) manages a portfolio of approximately 114 charter schools, nine contract schools, eight Alternative Learning Opportunity Programs (ALOPs), and one Safe School—educating more than 60,000 students. In addition to ensuring that all schools in its portfolio are held accountable to high standards, I&I provides direct support to a diverse set of schools, serves as a liaison between schools and other district departments, evaluates new school proposals, and makes recommendations to the Chicago Board of Education (BOE). I&I also oversees the incubation process for new district, charter, and contract schools and identifies and shares innovative models and promising practices across the district.

### MAJOR PROGRAMS

- **Authorization and Renewal of Schools:** Ensures a rigorous and effective decision-making process for opening and incubating new schools and renewing existing schools. Focuses on the design, development, and readiness of all new, innovative school models and programs. Ensures that the district adheres to Illinois State Board of Education (ISBE) and Illinois School Code provisions regarding charter, contract, and ALOP schools. Engages with key internal and external stakeholders (including parents, community- and 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 best-authorizing practices.
- **Academic Focus Program Request for Proposals (RFP):** Leads the district's Academic Focus RFP process, which was launched in order to:
  - Increase equitable access to high-quality programming for students, families, and communities;
  - Improve transparency and decision-making integrity in how programs are awarded; and
  - Ensure school communities are a driver in shaping the programming at their schools.Developed, iterated, and leads each aspect of the Academic Focus RFP, including (i) community outreach and support, (ii) developing the application and evaluation criteria, and (iii) partnering with the Office of Teaching and Learning and the Office of Language and Cultural Education to manage the application, evaluation, budgeting, and award processes for the district schools' awarded programming.
- **School Academic, Operational, and Fiscal Oversight and Accountability:** Provides oversight for charter, contract, and ALOP 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 Illinois School Code, BOE, and ISBE. Ensures school performance is both transparent and available to inform data-driven decisions at the district- and school-level. Generates annual performance reports ("scorecards") around school financial and operational performance for all schools in the I&I portfolio. Provides additional supports through formal remediation processes to schools with poor performance in any of the oversight areas.

- **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 to provide data updates when necessary and facilitate training on compliance- and academic-related issues throughout a school’s contract term. Ensures charter boards have the resources and information they need to make high-quality decisions for their schools. Responds to all parent inquiries and concerns directed to central office and supports continuous improvement at all ALOP and contract schools.
- **District and Charter Schools Sharing Facilities:** Develops processes and establishes support systems for all schools that share a campus. Explores opportunities for collaboration between school communities to enhance positive relationships and promote school environments conducive to student learning. Facilitates conversations with school leaders to resolve complex operational issues that cannot be addressed at the campus level, as outlined in the annual Memorandum of Understanding (MOU) for each campus.

**BUDGET SUMMARY**

	<b>2020 Actual Expenses</b>	<b>2021 Approved Budget</b>	<b>2021 Ending Budget</b>	<b>2021 Projected Expenditures</b>	<b>2022 Proposed Budget</b>
General Funds	\$ 1,939,050	\$ 3,222,287	\$ 3,212,971	\$ 2,791,208	\$ 3,182,125
Other Grant Funds	\$ 291,014	\$ 601,729	\$ 611,283	\$ 501,375	\$604,980
Title Funds	\$ 24,423	\$ 31,160	\$ 31,160	\$ -	\$ -
<b>Total Department</b>	<b>\$ 2,254,487</b>	<b>\$ 3,855,176</b>	<b>\$ 3,855,414</b>	<b>\$ 3,292,583</b>	<b>\$ 3,787,105</b>

**POSITION SUMMARY**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	17.1	17.1	16.4
Other Grant Funds	6.6	6.6	7.6
Title Funds	0.3	0.3	0
<b>Total Department</b>	<b>24.0</b>	<b>24.0</b>	<b>24.0</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

- Launched the district’s third annual Academic Focus RFP, allowing all district-managed schools to apply for a variety of academic program investment opportunities. Over the past three years, the district has committed to investing over \$57 million to expand high-quality academic programs for more than 30,000 CPS students in 61 schools. This year, the district awarded seven school communities with additional investments to support their sustained implementation of high-quality academic programming based on transparent criteria related to needs assessment and the school’s ability to implement programming.
- Supported the second year of the [Chicago Student Success Initiative \(CSSI\)](#), which is designed to lower barriers to high school graduation at 39 schools, most of which are managed by I&I.

Post-secondary, mental health, and academic supports for over 400 Options students were implemented, including:

- Wilson Reading: Small group reading instruction for students who are below the 25th percentile in reading.
  - Saga Virtual Math Tutoring: Individualized small-group tutoring for high school students in geometry and algebra.
  - Post-Secondary Champions: Intensive postsecondary advising and support for Options students.
  - Bridging Resilient Youth Program: Support and coaching for schools related to intensive Tier 3 mental health supports.
- **Postsecondary Champions**: Provided intensive postsecondary advising to students by connecting students' specific needs and circumstances, their field of interest, and a meaningful pathway forward after high school. Around 200 students across seven Options and one neighborhood school participated in SY20-21.
  - **Bridging Resilient Youth Program (BRYT)**: Provided intensive support and case management to integrate academic, clinical, family, and care coordination services in a dedicated school room to provide mental health stabilization and/or transition support for students returning from or in need of more intensive treatment programs. Around 1200 students in one neighborhood and one Options school participated in BRYT in SY20-21.
  - Learned about the infrastructure and supports needed to support Options schools and students at scale moving forward.
  - Partnered with CSSI and the CPS Offices of College Career and Success, Social and Emotional Learning, Network Supports, and Equity to create and operationalize guidelines for students transferring into Options schools. These guidelines will result in a more cohesive and robust process for transferring students.
  - Significantly improved the financial performance of schools in the I&I portfolio; the number of school operators entering financial remediation for the first time decreased drastically to zero, six schools exited financial remediation, and only four schools remain in remediation in FY22.
  - Published the first annual operational scorecard, a tool utilized to assess school performance across ten operational sub-domains: school governance, diverse learner compliance, English learner compliance, STLS compliance, parent issue resolution, student admission and enrollment, teacher licensure, student transportation, student discipline, and student safety.

#### **KEY BUDGET INITIATIVES for FY2022**

- Increase access to high-quality schools by developing best practices for the incubation of new schools and equity-informed investments in academic programming.
- Evaluate support for schools that share a campus by soliciting feedback, insights, and promising practices from co-sharing principals, with the goal of strengthening relationships between school communities.
- Launch a re-engagement strategy for charter, contract, and ALOP schools and programs that ensures schools have resources, trainings, and tools to successfully re-engage students, with a special focus on the most vulnerable student populations. Monitor the implementation of school re-engagement plans relying on key indicators.

- Design a charter school board toolkit and create a support plan to ensure the charter school boards understand the legal obligations and compliance requirements in charter school law, their charter school agreement, and Illinois School Code. Design the toolkit to share charter board best practices and CPS' commitment to centering equity and listening to and learning from communities.
- Improve post-secondary program access and sustainability for I&I schools and build the capacity of I&I school counselors and post-secondary leads. Prepare students for post-secondary opportunities through a 10 percent increase in the number of students enrolled in early college opportunities, advising and working with students, assisting schools in creating robust college and career cultures, and a 15 percent increase in the completion rate for the Learn.Plan.Succeed. initiative.
- Continue implementing early warning identification practices and processes that will pre-identify I&I schools that could fall into financial, academic, or operational remediation. Pre-identification of schools will allow I&I to provide the appropriate interventions to help prevent further decline and improve school-based outcomes for students. In addition, align I&I's academic remediation process with the district's accountability system as it evolves.
- Support CSSI in piloting and evaluating promising post-secondary interventions across approximately eight Options schools, including near-peer mentoring, work-based learning, and certification programs. I&I will consult with CSSI to identify how these interventions can be most successfully implemented in Options schools and in translating lessons learned into standard operating procedures for the district. CSSI will utilize lessons learned from interventions to inform the resources and systems needed to best support Options students and schools at scale.
- Continue to optimize existing Options schools, in collaboration with CSSI and other CPS offices, by developing policies, systems, and infrastructure needed to best support students. We know that "our most vulnerable older students have often faced significant barriers to learning and life success, and as a matter of equity, we must find better ways to support them" ([CPS 5 Year Vision](#)). Regularly meet with school stakeholders and implement feedback from students, families, and community agencies about how we can better support this subset of students, including:
  - Explore how we can continue to ensure flexible school days/credit accumulation for students who have complex adult responsibilities outside of school and therefore need increased flexibility in school.
  - Develop increased case management and accompaniment for students when they are transferring between high schools to ensure they remain engaged and on track.
  - Better leverage data to identify students who may need additional support and ensure they get adequate individualized support.
  - Ensure more robust school-based mental health and trauma-informed supports for students.

## Office of Inspector General

### MISSION

Since 1996, the mission of the Office of Inspector General is to ensure integrity in the operations of Chicago Public Schools by conducting meaningful, accurate, and thorough investigations into allegations of waste, fraud, financial mismanagement, and employee misconduct. The OIG also reviews CPS systems, practices, and procedures to determine their effectiveness in preventing waste, fraud, and financial mismanagement. The OIG also investigates all adult-on-student sexual abuse and misconduct complaints and allegations.

### MAJOR PROGRAMS

- **General Investigations:** Investigates waste, fraud, financial mismanagement, and other misconduct throughout CPS's operations; its jurisdiction includes CPS Board 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 and other issues.
- **Sexual Allegations Investigations:** Investigates cases of alleged sexual misconduct by CPS-affiliated adults in which students may be the victims, as well as reviewing prior alleged CPS sexual misconduct cases dating back to 2000.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$4,404,652	\$5,949,397	\$5,949,397	\$6,617,763	\$6,542,957
<b>Total Department</b>	<b>\$4,404,652</b>	<b>\$5,949,397</b>	<b>\$5,949,397</b>	<b>\$6,617,763</b>	<b>\$6,542,957</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Local Funds	50.0	50.0	56.0
<b>Total Department</b>	<b>50.0</b>	<b>50.0</b>	<b>56.0</b>

### MAJOR ACCOMPLISHMENTS in FY2021

- Received approximately 2,000 complaints and opened nearly 800 hundred investigations throughout its General Investigations, Sexual Allegations, and Performance Analysis Units.
- Reported on a multi-million dollar scheme involving former CPS CEO Barbara Byrd-Bennett involving contract steering to friends and close associates.
- Investigations uncovered employee and student residency fraud costing CPS nearly \$350,000.
- Continued a systematic review of prior CPS sexual misconduct cases handled by the district since 2000.

- Completed numerous administrative investigations, involving fraud, waste and abuse committed by CPS employees, vendors and other district-affiliated parties and entities.
- Uncovered ghost payrolling scheme in which a CPS employee collected more than \$120,000 in unearned wages. Investigation uncovered \$250,000 of CPS purchasing violations for conflicts of interest.
- Uncovered scheme involving an employee who improperly paid herself \$15,000 in overtime.
- Opened 434 investigations in the Sexual Allegations Unit. The SAU completed more than 300 cases including 108 investigations that found occurrences of adult-to-student sexual abuse or violations of other CPS policies and guidelines prohibiting improper contact and communications with students. The SAU has closed more than 600 cases since its inception in 2018.

**KEY BUDGET INITIATIVES for FY2022**

- Ensure that the General Investigations Unit is supported, developed, and staffed adequately to fulfill its mission.
- Make key personnel adjustments to support the expansive growth within CPS OIG over the last three years.
- Further develop the Sexual Allegations Unit to meet the district's needs by retaining investigators with experience and leveraging the expertise that SAU has built since its inception.



## Intergovernmental Affairs

### MISSION

The Office of Intergovernmental Affairs (IGA) advocates for Chicago Public Schools (CPS) students at every level of government to shape education policy and secure external resources, such as 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; and partners with the City of Chicago, the Illinois state legislature, and other entities to secure financial opportunities to advance CPS' goals.

### MAJOR PROGRAMS

- IGA serves as the main point of contact for Chicago's 50 aldermen, 59 state senators, 118 state representatives, 18 U.S. congressmen, 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

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$839,525	\$1,195,503	\$1,195,503	\$1,016,177	\$ 1,408,729
<b>Total Department</b>	<b>\$839,525</b>	<b>\$1,195,503</b>	<b>\$1,195,503</b>	<b>\$1,016,177</b>	<b>\$ 1,408,729</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Local Funds	7.0	8.0	8.0
<b>Total Department</b>	<b>7.0</b>	<b>8.0</b>	<b>8.0</b>

### MAJOR ACCOMPLISHMENTS in FY2021

- Collaborated with elected officials, agencies, and school communities to secure capital funds through tax increment financing, open space impact fees, and other sources for school based projects. In FY2021 the district will receive roughly \$5 million in local revenues supporting capital projects.
- Passed a renewal ordinance through city council to waive permit fees for capital projects managed by the Chicago Board of Education.
- Oversaw the sixth consecutive year of the Space-to-Grow initiative: a public-private partnership transforming schoolyards of five additional schools. In total, the initiative has transformed 25 schoolyards.

- Worked with our federal delegation and national leadership to ensure K–12 education remained a top priority in COVID-19 relief packages to allow schools to safely reopen, continue improving remote learning, and provide necessary services. Secured federal regulation/rule language from USDA that has allowed us to serve more than 45 million meals to students not in school buildings during the pandemic.
- Secured over \$2 billion in federal emergency relief.
- Successfully advocated for increased FCC funding to schools during the pandemic.
- Advocated for the continuation of the Title I formula for funding.
- Continued to advocate for increased Title I, Title II, and IDEA Part B funding in the federal budget.
- Secured over \$12 million in additional capital funding through Illinois Department of Economic Opportunity.
- Advocated and supported [PA 101-0643](#), COVID-19 Education Omnibus; comprehensive legislation that included provisions that allowed for remote and blended learning and allowed for CPS to delay LSC elections in the wake of the COVID-19 pandemic.
- Advocated and supported [PA 101-0654](#). IL Legislative Black Caucus Education Omnibus; comprehensive legislation that statutorily increases funding to Minority Teachers of Illinois scholarship (from \$5,000/yr to \$7,500/yr) to expand the teacher pipeline among other provisions to improve student outcomes for Black students.

#### **KEY BUDGET INITIATIVES for FY2022**

- Continue to collaborate with school communities, local officials, and agencies to secure additional capital funding for school-based projects.
- Continue to advocate for additional increases in federal education formula funding including tripling Title I, Title II, English language learners, IDEA, 21st Century Community Learning Centers, and social emotional learning.
- Continue to work with Congress and the Administration to pass a federal infrastructure bill for schools.
- Increase state investment on a trajectory to fully fund the Evidence-Based Funding formula (targeting more than an additional \$350 million annually).
- Secure supplemental state funding for programs and capital projects at CPS schools.

## Office of Language and Cultural Education

### MISSION

The Office of Language and Cultural Education (OLCE) seeks to provide every student with access to an education that fosters biliteracy, intercultural flexibility, and multilingualism: key contributors to success in school, career, and civic life. To achieve this mission of quality, district-wide instruction by:

- Establishing language policies and standards-based models of instruction.
- Building the capacity of general education and bilingual/ English as a Second Language (ESL) teachers through strategic partnerships.
- Monitoring programs, teacher certification, and overall compliance with state and federal laws.
- Empowering parents to be active participants in advancing bilingual and biliteracy skills.

### MAJOR PROGRAMS

- **English Learner (EL) Programs:** Provide English language instruction and support to 71,000 CPS students whose primary language is one other than English. Major EL programs include:
  - **Transitional Bilingual Education (TBE):** ELs participating in TBE programs receive English as a Second Language (ESL) to develop English language proficiency. Core subjects are provided in English as well as native languages. Students also receive instruction in the history and culture of the U.S. and the EL's (or their parents') native land.
  - **Transitional Program of Instruction (TPI):** ELs participating in TPI programs receive ESL instruction, core subjects in English, and instruction in the history and culture of the U.S. as well as the EL's (or their parents') native land.
- **Dual Language Programs:** Offer core instruction in both English and Spanish with the goal of developing proficiency in both languages. Programs begin at the preschool and kindergarten levels and provide a route for students to earn the CPS Pathways' Seal of Biliteracy recognition at elementary and middle school levels or the State Seal of Biliteracy upon graduation from high school.
- **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 the Seal of Biliteracy:** A program recognizing students in fifth or eighth grade who have studied a world language and can demonstrate being on the path to achieving the State Seal of Biliteracy by the time they reach their senior year of high school.
- **World Language Programs:** Provide exposure to foreign languages by developing the listening, speaking, reading, and writing skills in the target languages. CPS currently offers 11 world languages in 198 schools serving 96,000 students.
  - **Critical Language Initiative (CLI):** A component of CPS' World Language programs which emphasizes instruction in languages that are considered critical to U.S. national security interests. Focus languages include, but are not limited to, Arabic, Chinese, Hindi, Korean, and Russian.

- **Parent Involvement and Community Outreach Programs:** Support EL parents through training, theme-based workshops, GED and ESL courses, and ensuring parental involvement in school-based Bilingual Advisory Councils and the city-wide Chicago Multilingual Council.

#### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 4,399,442	\$ 5,651,242	\$ 4,551,109	\$ 4,438,408	\$ 8,366,350
Title Funds	\$ 243,867	\$ 240,832	\$ 240,832	\$ 240,832	\$ 240,832
Other Grant Funds	\$ 1,740,803	\$ 6,219,897	\$ 3,104,609	\$ 1,938,225	\$ 4,473,943
<b>Total Department</b>	<b>\$ 6,384,112</b>	<b>\$ 12,111,971</b>	<b>\$ 7,896,550</b>	<b>\$ 6,617,465</b>	<b>\$ 13,081,125</b>
Budgeted at Schools	\$ 37,063,071	\$ 33,100,576	\$ 38,122,625	\$ 35,110,548	\$ 32,120,637
<b>Grand Total</b>	<b>\$ 43,447,183</b>	<b>\$ 45,212,547</b>	<b>\$ 46,019,175</b>	<b>\$ 41,728,013</b>	<b>\$ 45,201,762</b>

#### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	26.0	27.0	28.0
Title Funds	2.0	2.0	2.0
Other Grant Funds	10.0	10.0	10.0
<b>Total Department</b>	<b>38.0</b>	<b>39.0</b>	<b>40.0</b>
Budgeted at Schools	281.5	287.5	283.5
<b>Grand Total</b>	<b>319.5</b>	<b>326.5</b>	<b>323.5</b>

#### MAJOR ACCOMPLISHMENTS in FY2021

- 1,924 high school seniors from 84 participating high schools studying 12 different languages received the State Seal of Biliteracy and 667 students received the State Commendation.
- Provided summer support programs to ELs in grades 1–7 and high school credit attainment courses for ELs in grades 9–11.
- Offered professional development sessions for over 8,000 teachers, counselors, and administrators focused on fostering collaboration among dual language teachers, effective implementation of EL programs, and the application of Common Core State Standards (CCSS) and the English and Spanish Language Development Standards (WIDA).
- One additional school was accepted as a Dual Language school, bringing the district’s total Dual Language schools to 43 with 42 schools implementing Dual Language in SY2021–22 and one planning to implement in SY2022–23.
- Lead multiple Citywide Multilingual Parent Committee meetings attended by an average of 300 parents.

- Lead multiple Bilingual Advisory Committee meetings attended by an average of 150 parents.

#### **KEY BUDGET INITIATIVES for FY2022**

- Expand services to ELs by providing school-based allocation of supplemental funds in the form of positions for TBE and TPI programs. CPS, through OLCE, has increased supplemental positions to schools enrolling more than 150 ELs in FY22. All schools enrolling one to 19 ELs will receive a \$450 per pupil allocation for supplemental bilingual program investments.
- Continue to fund Bilingual Advisory Councils \$1,000 each in FY22. Continue to fund bilingual parent engagement activities through Academic Networks and the Chicago Multilingual Parent Council.
- Allocate \$10,000 to support schools who are implementing Dual Language and EL Regional Gifted Programs.
- Continue providing up to 50 percent of funding for current CPS teachers to earn their ESL and/or bilingual endorsement.
- Invest in professional development for school administrators, bilingual/ESL, world language, and general education teachers for all schools with TBE and TPI programs.
- Continue providing a dual language coordinator position for schools planning and implementing Dual Language programs.
- Provide summer school enrichment programs for ELs in grades 1–11.
- Continue to provide ESL After-School Tutoring Program to schools enrolling 50 or more ELs in FY22.
- Provide \$440,000 in supplemental instructional support to refugees and newcomers. This will support students by providing endorsed ESL teachers to schools that enroll refugees and newcomers, including ESL credit attainment for high schools.

## Law Department

### MISSION

To provide high-quality legal representation, consistent with the district's vision, mission, and values, that assists the Chicago Board of Education, its Executive Officers, School Principals, teachers, and staff in complying with laws and regulations while minimizing risks to benefit students, staff, and the public at large.

### MAJOR PROGRAMS

- **Litigation:**
  - **Employment and Civil Rights:** Represents the Board and its agents in litigation, including administrative proceedings involving allegations of discrimination or violations of the United States Constitution or a federal statute.
  - **Other Civil Claims:** Represents the Board and its employees in litigation relating to breach of contract, personal injury, workplace injuries, property tax matters, and tuition fraud.
  - **Affirmative Litigation:** Seeks relief in state and federal courts for injuries suffered by the Board of Education, its employees, and students.
- **Investigations:** Reviews electronic 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 and law enforcement agencies, and investigates allegations of employee misconduct not otherwise addressed by the Office of the Inspector General or the Office of Student Protections and issues related to Local School Councils (LSCs).
- **Labor and Discipline:** Prosecutes employee discipline matters before administrative agencies, including the Illinois State Board of Education (ISBE), defends the Board in grievance arbitration and unfair labor practice charges, and represents the Board in wage claims and Occupational Health and Safety Administration (OSHA) complaints filed with the Illinois Department of Labor.
- **Labor Relations:** Leads all collective bargaining with six bargaining units and conducts administrative hearings on disciplinary charges and contractual grievances.
- **School Law:** Provide legal guidance to staff on a wide range of legal and policy issues affecting schools, including student records and privacy, student discipline, student enrollment and transfers, school accountability, LSC issues, legislative review, charter school matters, and educational initiatives. Advise and represent the Board in a variety of special education matters including Due Process complaints, Mediation requests, State of Illinois complaints, 504 matters, and general special education legal concerns.
- **Transactions:** Drafts and negotiates contracts for professional services, equipment leases, educational services, technology, real estate, and other transactions. The department also provides legal review and counsel in bond issuances, intergovernmental agreements, and compliance with Board rules, policies, and procurement laws.
- **Freedom of Information Office:** Responds to requests for information made under the Illinois Freedom of Information Act (FOIA) by reviewing requests, gathering existing documents, reviewing documents to protect student and employee privacy protected by the act and other exempted information, and transmitting documents to requestors.
- **Policy, Ethics, and Public Records Management:**
  - **Policy:** Manages the review of the district's policies; advises school leaders with respect to implementation of policy through various means, including Integrity Memos and

- conducts training sessions regarding policy compliance.
- **Ethics Advisor:** Advises Board members, executives, employees, and LSC members with respect to compliance with the Board’s Code of Ethics; manages all requests for secondary employment approvals; reviews requests for certain conference and travel approvals; manages compliance with respect to employee ethics filings required by state law and Board policy; and conducts multiple training for groups of employees on ethics code compliance.
- **Public Records:** Manages the district’s compliance with the Public Records Act, including the maintenance, storage, retention, and destruction of records.

**BUDGET SUMMARY**

	<b>2020 Actual Expenses</b>	<b>2021 Approved Budget</b>	<b>2021 Ending Budget</b>	<b>2021 Projected Expenditures</b>	<b>2022 Proposed Budget</b>
Local Funds	\$14,861,386	\$16,204,832	\$16,194,797	\$14,784,116	\$15,725,738
Other Funds	\$44,918	\$73,659	\$74,344	\$71,056	\$74,929
<b>Total Department</b>	<b>\$14,906,304</b>	<b>\$16,278,491</b>	<b>\$16,269,140</b>	<b>\$14,855,172</b>	<b>\$15,800,667</b>

**POSITION SUMMARY**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
Local Funds	93.0	96.0	99.0
Other Funds	0.0	1.0	1.0
<b>Total Department</b>	<b>93.0</b>	<b>97.0</b>	<b>100.0</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

- **School Reopening and Remote Work/Learning Support:**
  - With the Talent Department, led successful negotiations with labor organizations to resume in-person learning.
  - Provided legal guidance on COVID-19 related matters including the CARES Act, contact tracing, health screeners, COVID-19 testing, vaccinations, Clinical Laboratory Improvement Amendment waiver, and school reopenings.
  - Negotiated emergency contracts in response to COVID-19, including nursing contracts to ensure sufficient staffing, programs for employee vaccinations, and employee and student COVID-19 testing programs.
  - Provided legal guidance on remote learning plans and pandemic recovery services for special education students.
- **Local School Councils:**
  - Assisted the Office of Local School Council Relations in the planning and implementation of the 2020 elections.
  - Handled post-election challenges and issues in a timely and efficient manner to enable duly-elected LSC members to be timely seated.
  - Provided guidance and training to Local School Council Facilitators on compliance with the Open Meetings Act amendments on virtual meetings.

- Provided guidance and training to Local School Council Facilitators on compliance with the Freedom of Information Act.
- **Policy Development and Revisions:**
  - Provided advice and drafting assistance to departments in developing and revising several policies and rules:
    - Student Online Privacy Protection Act (SOPPA) Policy
    - Comprehensive, Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, and Retaliation Policy
    - Student Code of Conduct and Anti-Bullying Policy
    - Principal Eligibility Policy
    - Board Rule 6-4 - Health-Related Requirements and Exclusions
- **Legal Compliance Training and Counseling for Administrators:**
  - Organized and led a five-day virtual conference for more than 1,100 administrators on legal topics for school administrators.
  - Created a monthly professional development program for administrators on topics on which administrators most frequently request assistance, including: cyberbullying and “Google bombing,” responding to student records requests, enrollment and transfer of students, and special education matters.
  - Partnered with Talent to create training sessions for administrators on key Board policies affecting employees.
  - Developed and provided training to administrators on transition services for students with disabilities aged 14 ½ to 22.
  - Developed and delivered Ethics Training to 594 central office administrators.
- **Employee Discipline:**
  - Achieved dismissal of injunction obtained by the Chicago Teachers Union that required the district to continue paying tenured teachers who were removed pending dismissal hearing for misconduct including misconduct involving inappropriate interactions with students.
  - Successfully litigated a matter before the Illinois Supreme Court that set precedent to enable the Chicago Board of Education to issue alternative disciplinary consequences when dismissal is determined to be unwarranted.
- **Records Management:**
  - Implemented a program to more efficiently identify and dispose of records in storage in accordance with the Local Public Records Act. The initial effort resulted in 2,600 boxes of records that qualify for disposal. The ongoing effort will result in reductions in records storage costs.

#### **KEY BUDGET INITIATIVES for FY2022**

- Records Management will actively identify records for disposal to reduce off-site storage costs.
- Partner with Procurement and ITS to implement a unified contract management system to increase efficiency and reduce routing time.
- Improve contracting efficiency by training and prepping department stakeholders and contract champions to ensure departments receive completed Board contracts in a timely manner.
- Partner with the Internal Audit Department in ongoing risk management and risk mitigation efforts.
- Partner with ODLSS to better advise and train on transition services so that student needs are met.



## Local School Council Relations

### MISSION

The mission of the Office of Local School Council Relations (OLSCR) is to assist each of the district's 515 Local School Councils (LSCs) in developing, approving, and monitoring their school's budget and school improvement plans, ensuring alignment with the CPS Five-year Vision. The OLSCR conducts bi-annual LSC elections and provides LSC members with training, support, and technical assistance in key administrative and process improvement areas of their school. OLSCR also supports LSCs with principal selection, retention, and evaluation, and school improvement planning with continuous commitment to academic progress and integrity.

### MAJOR PROGRAMS

- **LSC Training:** Offer live trainings and nine online self-paced training modules to LSC members on topics such as: LSC roles and responsibilities; running effective LSC meetings; developing a school improvement plan; developing a school budget; evaluating a principal; selecting a principal; managing internal accounts and fundraising; ethics; and LSC officer duties.
- **LSC Support:** Supports LSC members with filling vacancies, optimizing collaboration, and providing information on district policies and procedures.
- **Technical Assistance:** Provide technical assistance to LSC members on the management and use of the LSC Dashboard database, Principal Evaluation Online Tool (PEOT) database, Online LSC Training Portal, OLSCR website, and other technical tools.
- **LSCAB Management:** Manage the Local School Council Advisory Board (LSCAB), which is a group of 15 LSC members from across the district who advise the Chicago Board of Education and the district on city-wide LSC issues. The OLSCR conducts elections for LSCAB members every two years, on the odd year and organizes monthly meetings to review Board and district policies, procedures, programs, and activities.
- **Support Materials:** Develop, maintain, publish, and distribute approximately 500,000 pages of written materials annually that are used to guide, train, and conduct elections and communicate with stakeholders.
- **Dashboard Database Management:** Maintain an LSC dashboard database with entries for LSC members. The information is updated on a daily-to-weekly basis and is used to monitor the status of all LSCs and communicate with LSC members.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	\$1,508,093	\$1,816,698	\$2,643,980	\$2,207,433	\$2,739,989
Title Funds	\$76,898	\$105,661	\$105,661	\$89,811	\$0
<b>Total Department</b>	<b>\$1,584,991</b>	<b>\$1,922,359</b>	<b>\$2,749,641</b>	<b>\$2,297,244</b>	<b>\$2,739,989</b>

*Note: Increase in local funds due to additional anticipated LSC election costs for the 2021-2022 election. Decrease in title funds reflect one title-funded position being closed.*

## POSITION SUMMARY

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
Local Funds	11.0	11.0	14.0
Title Funds	1.0	1.0	0.0
<b>Total Department</b>	<b>12.0</b>	<b>12.0</b>	<b>14.0</b>

*Note: 2 FTE were transferred in from Family & Community Engagement Office*

## MAJOR ACCOMPLISHMENTS in FY2021

- Assisted 35 LSCs with principal selection and 122 LSCs with principal contract renewals
- Assisted LSCs with annual LSC principal evaluations
- Engaged 512 schools and provided training to contract, interim, and resident principals and to the network chiefs of those schools
- Achieved 94.2 percent of LSC members being compliant with Illinois School Code requirements for background checks of parents and community members

## KEY BUDGET INITIATIVES for FY2022

- Continue to provide training, support, and technical assistance to 515 LSCs
- Create marketing campaign, revise, update, publish, and distribute 5,000 pages of written materials in order to conduct the 2022 LSC Spring Elections
- Host FY22 LSC Elections
- Conduct post election activities such as certifying election results and board reports, disposition of challenges, providing instructions for legal compliance and organizational meetings
- Train 515 LSC election coordinators to manage the 2022 fall LSC elections
- Recruit, train, and place 1,567 election judges to conduct the 2022 LSC elections
- Hire 5 new specialists to support OLSCR workstreams
- Complete CPOR for a consultant to support the 2022 LSC Election
- Provide professional development opportunities for staff
- Modify the LSC resource guide and Statement of Economic Interest (SEI) Form.
- Spanish translation for written and oral meetings and presentations
- Rebuild the online LSC exam training portal

## Marketing

### MISSION

The Marketing Office operates as an internal agency providing fully integrated marketing strategy and campaign management support to district departments, network offices, and selected schools. By centralizing and more effectively coordinating the district’s marketing efforts, the Marketing Office is able to make marketing outreach more strategic and less scattered, increase alignment with and support the achievement of our 5-year vision, and extract more value from marketing investments.

### MAJOR PROGRAMS

The Marketing Office manages three different types of campaigns:

- **Baseline Campaigns:** Baseline campaigns are recurring, high priority projects that are fundamental to district operations and must be completed annually. Examples include:
  - GoCPS Application Campaign
  - Back to School Campaign
  - COVID-19 Reopening Campaign
- **Department Campaigns:** Department campaigns are generally first-time project launches or recurring department activities that require marketing outreach to support a strategic goal. Examples include:
  - Healthcare & Benefits Enrollment Campaign
  - Local School Council Elections Campaign
  - Chicago Connected Campaign
- **School Campaigns:** School campaigns are projects that generally apply to new school openings, school program expansions, or grant funded initiatives to support specific schools. Examples include:
  - Englewood STEM High School Opening
  - Bronzeville Academy Opening
  - Sor Juana Elementary Opening

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ -	\$ -	\$ 833,983	\$ 833,983	\$ 2,358,089
<b>Total Department</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 833,983</b>	<b>\$ 833,983</b>	<b>\$ 2,358,089</b>

*Note: \$752K in combined marketing expenses were centralized in the Marketing department.*

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	5.0	5.0	7.0
<b>Total Department</b>	<b>5.0</b>	<b>5.0</b>	<b>7.0</b>

### **MAJOR ACCOMPLISHMENTS in FY2021**

- Led the design, production, and installation of COVID-19 safety signs in every district-managed school and office building.
- Managed three successful campaign pushes to families and staff about the district's COVID-19 reopening plans.
- Managed a successful GoCPS marketing campaign that drove 90+ percent participation among CPS-based 8th grade applicants to high school.
- Shortened the timeline for campaign launch by two months and managed the successful launch of the first early bird application campaign for Chicago Early Learning.
- Managed the launch of the Skyline Curriculum Equity Initiative for CPS staff.
- Migrated the Annual Regional Analysis website into CPS.edu and launched new reporting styles for 2021.

### **KEY BUDGET INITIATIVES for FY2022**

- Complete redesign and re-launch of the GoCPS informational and search site.
- Complete redesign and re-launch of the Chicago Early Learning informational and search site.
- Launch of the first structurally integrated GoCPS/Chicago Early Learning application campaign.
- Design, build, and launch of the CPS employee intranet site.
- Manage the two-year cycle, citywide Local School Council election campaign.
- Manage the parent use and engagement campaign for the Skyline Curriculum Equity Initiative.

## Office of 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 supports and resources, and empowering leaders. ONS supports the implementation of all major district initiatives and monitors schools' progress towards achieving the district's Five-Year Vision.

### MAJOR PROGRAMS

- **Elementary and High School Networks:** Coaches, develops, and supports chiefs, deputy chiefs, and network teams to significantly improve all schools through effective leadership, strategic planning, enhancing instructional practices, rigorous data practices, authentic community engagement, and equitable resource allocation.
- **Continuous Improvement Work Plan (CIWP):** Sets the vision for the CIWP process and provides training and support to school CIWP development.
- **Data Management:** Provides timely and actionable data reports and dashboards for schools and networks to make instructional decisions.
- **High School Vision Collaborative:** The CPS High School Strategy was released in December 2020. The strategy builds upon the CPS 5-Year Vision: Success Starts Here. Its main objective is to articulate the path to reaching the district's high school vision goals by 2024. It outlines 39 strategies and initiatives that, if implemented with fidelity, should prepare our students to graduate as:
  - Ethical and Collaborative Leaders
  - Inquisitive Learners
  - Empowered Decision-makers
  - Engaged Community Members
  - Adaptable and Independent Thinkers
- **JROTC:** CPS offers the largest JROTC program in the country in number of cadets and total programs. It is unique in offering a variety of educational opportunities to our students: military academy high schools; military academies within a school; high school JROTC programs; and Middle School Cadet Corps programs.
- **Algebra Access & Equity Initiative:** Expands algebra access to 8th graders who are ready for algebra, but enrolled in a school that does not currently offer algebra.
- **Tiered Support Model (TSM):** TSM aims to provide differentiated supports to schools. TSM organizes support for schools to meet the unique needs of each school community in achieving equitable outcomes for students by leveraging the expertise and resources of networks and central offices to support CIWP-aligned school improvement efforts.
- **Independent School Principals (ISP):** ISP provides support to principals who can ensure continued strong performance with minimal oversight from the district, and who would benefit from additional independence to lead their schools.
- **Parent Support Center (PSC):** The PSC works in collaboration with various CPS stakeholders across the district to ensure that students, parents, and families are empowered through equitable access to high-quality services, accurate information, and timely resolutions.

- Department of Principal Quality (DPQ):** The DPQ identifies, develops, supports, and retains strong principal leaders who are dedicated to student success in CPS. Some of the ways in which DPQ works to achieve this mission are through the school leadership pipeline, school leadership selection, succession, and transitions.

## BUDGET SUMMARY

### Office of Network Support

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 2,520,600	\$ 3,381,200	\$ 4,771,000	\$ 3,041,000	\$ 4,124,797
Title Funds	\$ 657,000	\$ 615,100	\$ 615,100	\$ 582,300	\$ 896,877
Other Grant Funds	\$ 429,000	\$ 269,200	\$ 270,600	\$ 123,200	\$ 1,350
<b>Total Department</b>	<b>\$ 3,606,600</b>	<b>\$ 4,265,500</b>	<b>\$ 5,656,700</b>	<b>\$ 3,746,500</b>	<b>\$ 5,023,023</b>

### Geographic Networks

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 6,918,600	\$ 9,313,100	\$ 9,064,500	\$ 7,486,400	\$ 11,108,972
Title Funds	\$ 6,930,100	\$ 7,659,300	\$ 7,659,300	\$ 6,923,400	\$ 8,667,303
Other Grant Funds	\$ 4,358,400	\$ 4,908,900	\$ 4,908,500	\$ 3,894,700	\$ 2,756,062
<b>Total Department</b>	<b>\$ 18,207,100</b>	<b>\$ 21,881,300</b>	<b>\$ 21,632,300</b>	<b>\$ 18,304,500</b>	<b>\$ 22,532,337</b>

### Principal Quality

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,915,283	\$ 1,689,313	\$ 1,689,313	\$ 1,173,555	\$ 1,604,128
Title Funds	\$ 2,923,323	\$ 4,982,293	\$ 4,982,293	\$ 3,294,368	\$ 3,835,532
Other Grant Funds	\$ 416,961	\$ 841,369	\$ 1,332,893	\$ 474,129	\$ 861,245
<b>Total Department</b>	<b>\$ 5,255,567</b>	<b>\$ 7,512,975</b>	<b>\$ 8,004,499</b>	<b>\$ 4,942,052</b>	<b>\$ 6,300,904</b>

### Service Leadership Academies

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,343,300	\$ 1,780,600	\$ 3,248,900	\$ 1,452,300	\$ 1,939,714
Other Grant Funds	\$ 131,500	\$ 926,900	\$ 825,800	\$ 83,100	\$ 1,151,950

<b>Total Department</b>	<b>\$ 1,474,800</b>	<b>\$ 2,707,500</b>	<b>\$ 4,074,700</b>	<b>\$ 1,535,400</b>	<b>\$ 3,091,664</b>
Budgeted at Schools	\$ 13,560,250	\$ 16,284,800	\$ 14,627,300	\$ 13,384,250	\$ 16,323,546
<b>Grand Total</b>	<b>\$ 15,035,050</b>	<b>\$ 18,992,300</b>	<b>\$ 18,702,000</b>	<b>\$ 14,919,650</b>	<b>\$ 19,415,210</b>

#### Academy for Urban School Leadership

	<b>2020 Actual Expenses</b>	<b>2021 Approved Budget</b>	<b>2021 Ending Budget</b>	<b>2021 Projected Expenditures</b>	<b>2022 Proposed Budget</b>
General Funds	\$ 268,290	\$ -	\$ 132,630	\$ 132,630	\$ -
Title Funds	\$ 710,543	\$ 4,229,253	\$ 4,229,253	\$ 2,345,539	\$ 606,312
School Generated Funds	\$ 1,401,753	\$ 1,040,538	\$ 980,532	\$ 873,798	\$ 1,311,274
<b>Total Department</b>	<b>\$ 2,380,586</b>	<b>\$ 5,269,791</b>	<b>\$ 5,342,415</b>	<b>\$ 3,351,967</b>	<b>\$ 1,917,586</b>

#### POSITION SUMMARY

##### Office of Network Support

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	24.0	23.0	24.0
Title Funds	6.0	6.0	6.0
<b>Total Department</b>	<b>30.0</b>	<b>29.0</b>	<b>30.0</b>

##### Geographic Networks

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	50.0	57.4	61.0
Title Funds	63.0	63.0	63.0
Other Grant Funds	39.0	28.6	25.0
<b>Total Department</b>	<b>152.0</b>	<b>149.0</b>	<b>149.0</b>

##### Principal Quality

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	5.0	5.0	5.0
Title Funds	43.0	43.0	33.0
<b>Total Department</b>	<b>48.0</b>	<b>48.0</b>	<b>38.0</b>

**Service Leadership Academies**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
Fund Type Category	12.0	12.0	12.0
<b>Total Department</b>	<b>12.0</b>	<b>12.0</b>	<b>12.0</b>
Budgeted at Schools	149.4	146.2	148.2
<b>Grand Total</b>	<b>161.4</b>	<b>158.2</b>	<b>160.2</b>

**Academy for Urban School Leadership**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
Title Funds	5.6	5.6	5.6
School Generated Funds	11.0	11.0	8.4
<b>Total Department</b>	<b>16.6</b>	<b>16.6</b>	<b>14.0</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

**School Reopening**

- Data
  - Monitored district reopening effort, school reopening readiness, and school completion of key activities through the SY21 Principal Reopening Checklist & Dashboard launched at the beginning of the school year.
- Guidance for Schools
  - SY21 Principal Reopening Handbook launched Summer 2020. The handbook has been principals’ one-stop-shop for reopening.
  - The Principal Email Digest started in December 2020 and provides principals with a running digest of reopening-related emails compiling important and urgent updates and requests from various departments.
- School Engagement & Efforts
  - Provided and monitored key milestones and action items for principals, in addition to providing planning templates to carry-out physically and emotionally safe reopening plans with sound instructional practices for schools.
  - Elementary school and high school Principal Reopening Task Forces were each launched in December 2020 to inform reopening decisions and provide recommendation and feedback on draft plans.
  - SY21 Reopening Command Center opened in December 2020 and closed in April 2021; during this time, the Command Center responded to 917 tickets to support reopening efforts.
  - Network Chief Check-Ins have been held regularly to gather information from schools at each network and quickly address them as well as share key updates



### **Strategic School Supports**

- Designed, led, and facilitated biweekly professional learning for network chiefs and deputy network chiefs designed to build equity-focused continuous improvement cycles and provide tools and resources that meet strategic needs.
- Partnered with the UIC Center for Urban Educational Leadership to launch a new practice partnership to understand and scope Chief/Deputy professional learning needs and development.
- Launched ten interdepartmental work groups to implement the **High School Strategy** and the five-year vision goals. Those groups are led by managers and directors from the Office of Teaching and Learning, The Office of Network Support, and the Office of College and Career Success, and include the voices of over 60 principals and assistant principals. These groups created plans for implementing the High School Strategy for SY21 and SY22. Launched pilot of 23 remote algebra classes for more than 400 8th graders at 77 elementary schools that otherwise would not offer algebra. ONS provided ongoing process and attendance monitoring.
- Improved systems and structures to support and respond to the needs of **Independent School Principals (ISP)**, including enhancements to communication, compliance, and alignment with district priorities.
  - Developed an ISP Advisory Committee to increase critical feedback loops between ISP principals and Central Office. The committee is composed of more than 30 ISPs, tasked with revising the expectation for becoming and remaining an ISP.
  - Piloted ISP Renewal Process with the goal of 100 percent of committee members completing the process with a success rate of 90 percent or above.
  - Expanded School Supports Team to include more personnel dedicated to supporting ISP schools. ONS added 1.5 FTE retired CPS administrators who serve as ISP Parent and Principal Support Administrators and 1.0 FTE Data Strategists.
- Established structures to streamline and improve processes that will better support Network Leaders and Teams with implementing district initiatives at Collaborative Schools through the **Tiered Support Model**.
  - One hundred percent of Tier 3 Collaborative Schools selected ongoing CIWP-aligned supports and defined scope of work and implementation goals with their corresponding central office partner(s), resulting in a solidified process and protocol that can be more easily replicated and adapted for SY22.
  - Utilized and provided training for the use of RespondAbility dashboard to monitor and track progress updates of the wide range of supports being implemented.
  - Facilitated collaboration of central office departments to support collaborative schools.
  - Rolled out monitoring systems to track implementation and outcomes at these schools.

### **Continuous Improvement Work Plan**

- Aligned CIWP updates with school budget release timeline to ensure that schools are strategically planning for how they will fund school improvement efforts outlined in the CIWP.

- Incorporated and mandated the CIWP-Budget Crosswalk Tool into the CIWP website to support schools in aligning each CIWP strategy with a budget line item
- Worked collaboratively with CEO's continuous improvement team to develop adaptive and technical specifications to develop a Unified Continuous Improvement Platform
  - Supported RFP processes and identifies vendors to serve in this role and support the development of a Unified Continuous Improvement Platform.
  - Solicited feedback from stakeholders to inform the design of the 2022-2024 CIWP process
- Continued to build upon the CIWP Data Analysis Reports to provide access to detailed and aggregate level school CIWP information so that central office teams can connect schools with new and available opportunities that are responsive to school CIWP priorities and strategies.
- Continued to align and increase CIWP data literacy among central office teams and workstreams.

## **JROTC**

- Opened two new Army JROTC programs this year: Martin Luther King Jr. College Prep and Bogan High School.
- Implemented remote learning for all of our 44 programs. JROTC was able to complete modified co-curricular activities during the COVID-19 shutdown. The department also hosted the City Corps Staff Commissioning Ceremony safely outdoors.
- Hosted a Citywide Drill & Color Guard Competition in which nine JROTC programs participated.
- Certified eight new Robotics instructors. Twenty JROTC programs implemented a Robotics team.
- Hosted 880 cadets and 137 JROTC instructors during the June JROTC Cadet Leadership Challenge (JCLC Summer Camp) in June in 39 different locations due to COVID restrictions.
- Lincoln Park and Lane Tech received invitations to the national competition of the JROTC Leadership and Academic Bowl.
- JROTC staff visited all 44 programs when teachers were asked to return to schools.
- Implemented a new Army JROTC Curriculum (Curriculum Manager Version 3 (CMV3)).
- Provided direct financial support to all 44 programs as usual. JROTC provided additional support for much needed equipment and supplies in lieu of bus transportation this year.
- Hired 20 new JROTC instructors for the classrooms.
- Hosted three new Instructor Training sessions to ensure that the new instructors were well prepared to teach in the remote learning environment.
- Completed classroom observations on all 121 JROTC instructors to ensure quality instruction in the remote learning environment.
- Implemented National JROTC information sessions with counterparts across the globe to discuss best practices on teaching in a remote learning environment.
- Implemented the After School Matters JROTC Marketing and Journalism Internship program for six high achieving cadets.
- Implemented a partnership with the Boys & Girls Club Go Greater Opportunities for fourteen JROTC Marketing and Recruitment positions at \$14.00 per hour.

**Department of Principal Quality**

- Garnered \$100,000 funding from Salesforce.org and launched **Aspiring Assistant Principal Institute 2.0** - to increase quality, diversity, and capacity of principal pipeline through the development of aspiring assistant principals. Additionally, created a first of its kind mentoring opportunity for experienced assistant principals to support the next generation of assistant principals in CPS.
- **Expanded the Common Program Application to partner with the Office of Equity** to continue providing clear and equitable pathways for leadership growth within the district. The Common App provides an efficient process for prospective candidates to determine which programs are the best fit and apply to multiple programs at one time.
- **Responded to program application trends** in Common Program App due to COVID-19/Remote Learning focus with contingency plans, if needed, and offered later/deferred start dates, smaller cohorts in some cases, and full engagement with other programs.

<b>Program</b>	<b># of Participants</b>
AAPI 1.0	Expected 50
AAPI 2.0	29 Aspiring APs 29 AP Mentors
CLC	26 Resident Principals 26 Mentor Principals
DPQ Residency	N/A - determined no new participants SY21
New Principals	30 New Principals 30 Mentor Principals
Executive Principals	6 Executive Principals 7 Partner Principals
Chicago Principal Fellows	16 Fellows

- Conducted community stakeholder engagement to garner input and feedback on the proposed **Principal Eligibility Policy** updates, which aimed to increase transparency and equity. The policy was adopted by the Board in April 2021.
- **56 members were added to the Principal Candidate Pool** in SY21. Of the new members added, **21 percent identified as Latinx** which supports the district’s vision of increasing diversity in district leadership.
  - An additional 14 individuals are currently pending ISBE credentials or a review of their discipline/misconduct history for membership. Of those pending membership, 21 percent identify as Latinx.

- Continued to maintain a **significant decrease in principal transitions**. SY21 Projected transitions is **seven percent** compared to previous five-year average of 12.6 percent.
- Maintained a **bench of 74 high potential and eligible assistant principals ready for the principalship** while drawing from the bench as assistant principals accounted for 54 percent of principal appointments and contracts in SY21.
- **105 principal contracts were renewed** effective SY21 which is the highest number since SY12 and above five year average of 78.

## KEY BUDGET INITIATIVES for FY2022

### Strategic School Supports & Continuous Improvement

- Continue to build leadership capacity across all network teams to successfully guide and coach school leaders to implement the following:
  - strong instructional core practices such as instructional core walks
  - rigorous continuous improvement (CI) cycles aligned to the district's expectations for a CI process.
- Align & Focus Professional Learning. As part of HS Strategy, ONS will guide our principals in leading continuous improvement at their schools, the district will align learning for aspiring, new, and experienced principals based on four priority areas:
  - *Improvement cycles*: Conducting an effective continuous improvement cycle, establishing teams who can carry out this work, and coaching the teachers who lead them.
  - *Instructional coaching*: Observing classroom instruction and providing teachers with feedback that is aligned with best practices and can be immediately implemented.
    - District-wide foundational training series by observation & coaching specialists on short cycle + remote cycle coaching
    - Consultants to support HS PLC leaders (HS principal and HS teacher PLCs) and Teacher PLC lead workshop consultant & facilitator
      - Anchor text for all chiefs as well as principals and assistant principals that are principal PLC members for
      - Teacher extended day pay, at selected HSs hosting teacher PLs
  - *Project and time management*: Managing school operations efficiently to provide a safe, nurturing environment for learning and to free more time for instructional leadership.
    - Leading through change management short learning series for HS principals
- Partner with the Office of Teaching and Learning to create systems to collect data on student engagement and create a balanced assessment system that is aligned to the district's universal curriculum.
  - ONS will launch a system for schools and network teams to observe classrooms and collect data on student engagement. The data will be collected centrally and used to drive continuous improvement cycles at the school level. It will also be used by networks to monitor the success of shifts in instructional practice and better target school supports.
- Continue to support implementation of the K-2 Phonics Curriculum Initiative to support schools in building a comprehensive support system to ensure beginning and early readers acquire the

foundational skills necessary to improve reading comprehension. This will occur in a phased approach and initially focus on providing professional learning opportunities to schools who already have purchased, or plan to purchase, materials. In partnership with the Department of Literacy, this initiative could impact approximately 500 teachers and 11,000 students from 100 schools.

- Implement district-wide goals through high school strategy.

### **Continuous Improvement Work Plan & Network Strategic Plans**

The CIWP project will need additional resources to meet all of the needs below:

- CIWP & network strategic plan development needs such as training school and network leaders on technical use of the new Unified Platform and developing new CIWP or strategic plan based on the updated CIWP process.
  - Central Office and CIWP integration needs such as training network teams in using central office Continuous Improvement plans and school CIWP information within the new platform to inform the development of their SY22 strategic plans.
- CIWP integration needs such as training central office teams in using school CIWP information within the new platform to inform the development of their SY23 continuous improvement plans
- CIWP and network strategic plan data needs such as maintaining and customizing the CIWP and network strategic plan platform (Unified Platform) to provide
  - Automatic updates on changes to CIWPs and network strategic plans
  - Reports on outcomes
  - Templates for schools and networks to progress monitor outcomes

### **Data Management**

- Coach schools on using data for planning and instruction. This includes providing resources and direct training on how to select appropriate data to answer critical questions and identify needs.
- Provide schools with aligned and comprehensive data tools that are context-sensitive and user-friendly.

### **AUSL Management Transition**

Sixteen AUSL schools will transition to CPS Management July 1, 2021. ONS will work to:

- Maintain school/student programs funded by AUSL such as:
  - Whole child supports through social-emotional counseling, mentoring, and supports for students with incarcerated parents
  - Robust extra-curricular activities such as arts and athletic programs specific to school needs supporting student engagement, incentivised attendance, academic performance, and character building
  - City Year grants to support student attendance and academic performance
  - Parent engagement events and programs, including college readiness and STEM events
  - Partnership with Boeing to install and support 13 FUSE Labs in AUSL elementary schools
  - College readiness programs incorporated throughout school culture, including “Know Your Numbers” student empowerment program
  - Student trips: College trips, performing arts and theatre events
  - School Grant Awards targeting specific school needs
  - Additional Family COVID Relief Fund (in addition to the CPS-provided relief fund) providing rent, utilities, food, and other essential needs responding to the needs of

school communities

- Sustain ongoing multi-year contracts for staff development started by AUSL such as:
  - Comprehensive induction coaching program for all 1st through 3rd year teachers to drive effectiveness and retention
  - Differentiated professional development for teachers based on needs of practice, content expertise, and career trajectory
  - Professional development program for principal coaching, supervising and evaluating
- Expand the support capabilities, of networks receiving a group of AUSL schools, that are already at capacity in terms of resourcing and current size of school portfolio- this ensures schools can continue to receive the intense supports they are accustomed to in areas such as:
  - Attendance/truancy support
  - Instructional coaching
  - Leadership coaching

## Nutrition Support Services

### MISSION

The Department of Nutrition Support Services (NSS) provides all CPS students access to healthy meals every day. NSS offers meals free of charge to every student, and exceeds the United States Department of Agriculture (USDA) nutrition standards for sodium and whole grain targets for school meals; and supports the district's mission of providing safe and supportive environments for all students.

### MAJOR PROGRAMS

- **Community Eligibility Provision (CEP):** Chicago Public Schools submits an application to the Illinois State Board of Education to participate in the CEP program, which is an alternative to collecting, approving, and verifying household eligibility applications for free and reduced price eligible students in high poverty local educational agencies (LEAs) for schools participating in the National School Lunch and School Breakfast Programs. This designation allows for the Nutrition department to offer all meals free of charge to all students.
- **School Breakfast Program (SBP):** The School Breakfast Program is a federal entitlement program that provides states with cash assistance for non-profit breakfast programs in schools and residential child care institutions.
- **National School Lunch Program (NSLP):** The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced lunches to children each school day.
- **Child and Adult Food Care Program (CAFCP):** Provides students with healthy, well-balanced meals and snacks while attending programs outside of regular school hours, including after-school supper, HeadStart snacks, Saturday meals, and Saturday snacks.
- **Fresh Fruit and Vegetable Program (FFVP):** Partners with the USDA to provide grants for 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 (SFSP):** Provides breakfast and lunch for students participating in summer programs at CPS schools. Also provides lunch to any child aged 18 years and younger in convenient, outdoor venues across the district.
- **A La Carte and Vending (Smart Snacks):** Provides students with healthy, well-balanced meals and snacks during after-school and Saturday programs.
- **USDA Foods in Schools Program:** Participates in the USDA's Foods in Schools program, which works with American agricultural producers to purchase domestic agricultural products that support the district's existing nutrition programs.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
Local Funds	(\$12,764,097)	\$0	\$37,760	\$29,700	\$0
Lunchroom Funds	\$133,939,730	\$172,860,452	\$173,322,885	\$145,577,001	\$144,435,396
Other Funds	\$1,246,164	\$2,509,599	\$29,499,861	\$21,620,000	\$1,898,800
<b>Total Department</b>	<b>\$122,421,797</b>	<b>\$175,370,051</b>	<b>\$202,860,506</b>	<b>\$167,241,498</b>	<b>\$146,334,196</b>
Budgeted at Schools	\$97,814,119	\$90,732,803	\$62,948,495	\$50,356,592	\$93,903,365
<b>Grand Total</b>	<b>\$220,235,917</b>	<b>\$266,102,851</b>	<b>\$265,809,000</b>	<b>\$217,598,090</b>	<b>\$240,237,560</b>

## POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
Lunchroom Funds	357.0	353.5	355.5
<b>Total Department</b>	<b>357.0</b>	<b>353.5</b>	<b>355.5</b>
Budgeted at Schools	2,394.0	2,397.0	2,397.0
<b>Grand Total</b>	<b>2,751.0</b>	<b>2,750.5</b>	<b>2,752.5</b>

## MAJOR ACCOMPLISHMENTS in FY2021

- **COVID-19 Shutdown:**
  - Added a meal delivery option - delivered over 1 million meals to student homes.
  - Packaged meal kits for student pickup, served over 40 million meals at over 400 food distribution sites.
  - Continually supported CPS families and community members by providing meals during winter and spring breaks.
  - Pivoted the local Chef Council initiative to include live virtual cooking lessons with students.
- Worked closely with the Capital team to complete new kitchen design and equipment standards for new school construction.
- **STAR program:** The STAR recognition program was launched on 11/19/2020. STAR stands for Service, Teamwork, Action, and Recognition. There are four components for the STAR program: On the Spot recognition via GoCanvas App, Milestone Anniversaries, Team Spotlight, and Special Project acknowledgment videos. A total of 57 Food Service Directors, Food Service Managers, and Operation Specialists trained on the GoCanvas App. Since the program's inception, a total of 1,006 employees have been recognized.

## KEY BUDGET INITIATIVES for FY2022

- Pilot scratch cooking recipes at one elementary and one high school.
- Menu innovation: Introduce Halal menu options at schools where we have identified a need to offer this including Kosher meals as requested. Menu options will change with seasons and offer a variety of new recipes and products into the rotation. We will also offer new items and recipes for meatless options.
- Partner with Facilities on a work order system that will improve efficiencies in the areas of equipment repair, replacement, removal, and asset tracking.
- Roll out a mobile app that allows students to provide feedback on menu items using a 100-point scale.



## Chief Operating Office

### MISSION

The Office of the Chief Operating Officer (COO) supports schools by ensuring all Chicago public schools operate smoothly and efficiently so educators can focus on what they do best — supporting students.

### MAJOR PROGRAMS

COO oversees and coordinates all of the district's operations including:

- Facilities and Capital Planning
- Information Technology Services
- Intergovernmental Affairs
- Family and Community Engagement in Education
- Local School Council Relations
- Nutrition Support Services
- Procurement and Business Diversity
- Office of School Safety and Security
- Transportation

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

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 387,893	\$ 424,872	\$ 424,872	\$ 404,872	\$ 500,481
<b>Total Department</b>	<b>\$ 387,893</b>	<b>\$ 424,872</b>	<b>\$ 424,872</b>	<b>\$ 404,872</b>	<b>\$ 500,481</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	2.0	2.0	2.0
<b>Total Department</b>	<b>2.0</b>	<b>2.0</b>	<b>2.0</b>

## Planning and Data Management

### MISSION

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

### MAJOR PROGRAMS

- **Annual Regional Analysis:** Provide every student with a high-quality education in every neighborhood by giving stakeholders a consistent array of information regarding school quality, enrollment patterns, school choice, and program offering by region.
- **GIS Mapping and Spatial Data Analysis:** Provide high-quality geospatial mapping and visualization services to various stakeholders such as district managers, principals, school community members, and other city agencies.
- **Space Utilization/Capacity Management Services:** Each year, with the assistance of the department of Capital Planning and Construction, PDM collects and updates space (classroom) utilization data and reports for the majority of district-managed elementary and high schools. We are also responsible for identifying and monitoring classroom size, and setting recommendations for remedying overcrowded situations.
- **Enrollment Forecast Services:** Each year, between October and February, PDM is responsible for completing a grade-by-grade, school-by-school enrollment forecast. The enrollment forecast report allows the Office of Budget and Grants Management (OBGM) to determine each school's entitlement positions six months in advance of the following school year. The enrollment forecast also allows principals to better prepare for annual controlled enrollment "callbacks," should forecasted enrollment exceed actual.
- **Student Assignment Services:** These recommendations involve continual adjustments to 500+ attendance boundaries, grade structure adjustments, educational program adds/moves/changes, and updating socioeconomic tiers.
- **Ancillary Consulting and Data Management Services:** Respond to various ancillary requests for data and services. Examples include:
  - Act as business owner of the School Data Management System (SDMS).
  - Act as data/GIS consultant and strategist to other departments lacking capacity.
  - Active membership in IT Data Governance Committee, serving as one of several stewards of data management best practices for the district.

**BUDGET SUMMARY**

	<b>2020 Actual Expenses</b>	<b>2021 Approved Budget</b>	<b>2021 Ending Budget</b>	<b>2021 Projected Expenditures</b>	<b>2022 Proposed Budget</b>
General Funds	\$ 444,625	\$ 1,332,099	\$ 1,095,564	\$ 974,509	\$ 950,029
<b>Total Department</b>	<b>\$ 444,625</b>	<b>\$ 1,332,099</b>	<b>\$ 1,095,564</b>	<b>\$ 974,509</b>	<b>\$ 950,029</b>

**POSITION SUMMARY**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	9.0	8.0	8.0
<b>Total Department</b>	<b>9.0</b>	<b>8.0</b>	<b>8.0</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

- Assisted with the successful deployment of 1,100 central office and network staff during the return to school for hybrid learning.
- Assisted with the successful deployment of 40 nursing teams to ensure COVID-19 surveillance testing across CPS schools that participated in reopening.
- Currently transitioning the ARA from Kids First Chicago to CPS, including the creation of over 1,500 charts.

**KEY BUDGET INITIATIVES for FY2022**

- Fully train 4-5 data analysts to use SAS programming language in order to build team capacity and streamline key department work, including the ARA, 20th day enrollment analyses, space utilization data, and enrollment projections.
- Increase participation in our ARA regional analysis community engagement sessions by 5 percent.
- Share disaggregated ARA region data at the community level through our ARA website. This includes data for 77 community areas that can be used for community planning initiatives.
- Work with ITS to develop a system to collect data in order to analyze how CPS resources are allocated by various departments across the district that will allow us to determine how to more equitably distribute resources across schools.

## Office of Portfolio Management

### MISSION

The Office of Portfolio Management (OPM) ensures every student in Chicago has a choice of well-resourced schools in their neighborhood that best meet their unique learning needs by building coherent and aligned systems for enrollment, regional school planning, incubation of quality school options, and school accountability across the district.

### MAJOR PROGRAMS

- Oversees the Office of Access & Enrollment (OAE), Office of Innovation & Incubation (I&I), Office of Community Partnerships, Office of Planning and Data Management (PDM) and School Quality Measurement and Research (SQRM).
- Partner with communities to strengthen educational solutions within their neighborhoods.
- Manage and improve community-led school model exploration toolkit and process.
- Identify various community partners (e.g. philanthropy, non-profit, university etc.) to support communities in building their vision of schools for their neighborhood and students.
- Provide feedback to improve cross-departmental tools that interface with communities (i.e. GoCPS, Annual Regional Analysis (ARA), Equity Index Mapping, Academic RFP, etc.) to ensure they are meeting family and community needs.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 222,294	\$ 1,771,371	\$ 1,606,259	\$ 1,284,696	\$ 1,333,702
Other Grant Funds	\$ -	\$ -	\$ 597,901	\$ 595,810	\$ -
<b>Total Department</b>	<b>\$ 222,294</b>	<b>\$ 1,771,371</b>	<b>\$ 2,204,160</b>	<b>\$ 1,880,506</b>	<b>\$ 1,333,702</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	7.0	8.0	8.0
Other Grant Funds	0.0	1.0	0.0
<b>Total Department</b>	<b>7.0</b>	<b>9.0</b>	<b>8.0</b>

### MAJOR ACCOMPLISHMENTS in FY2021

- Supported additional communities in exploring strategies to improve school quality and increase resources brought to students by aligning internal resources and developing support resources.
- Engaged with CACs within priority ARA regions to codify, prioritize, and implement plans to improve academic offerings.
- Provided academic, attendance, social-emotional, and financial support for students and receiving schools that were impacted by the Englewood school actions and three charter schools that closed during SY19-20 to ensure a successful transition for students into their new schools.

- Completed the Dreaming with Community Toolkit and launch of Community Partnerships website where the toolkit is now accessible to all community stakeholders to use for community planning and conversations.
- Trained Family and Community Engagement (FACE) Managers to support parent and community use of community toolkits.

**KEY BUDGET INITIATIVES for FY2022**

- Implement citywide and regional community conversations on the Annual Regional Analysis. Supporting schools seeking programmatic investments or other school improvement endeavors to best meet the needs of their students. that best meets their learning needs.
- Develop a repurposing framework and support community-led vision planning and community conversations.

## Procurement and Contracts

### MISSION

The mission of the Department of Procurement and Contracts 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 commitments to academic progress, financial stability, and integrity.

### MAJOR PROGRAMS

- **Procurement Sourcing:**
  - Assures 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.
- **Keep Improving District Services (KIDS):**
  - Engages with suppliers to identify opportunities for cost reductions, improved efficiencies, 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.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 2,057,953	\$ 2,538,198	\$ 2,538,329	\$ 2,288,329	\$ 2,892,888
<b>Total Department</b>	<b>\$ 2,057,953</b>	<b>\$ 2,538,198</b>	<b>\$ 2,538,329</b>	<b>\$ 2,288,329</b>	<b>\$ 2,892,888</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	20.0	22.0	22.0
<b>Total Department</b>	<b>20.0</b>	<b>22.0</b>	<b>22.0</b>

### MAJOR ACCOMPLISHMENTS IN FY2021

- Secured \$70 million in KIDS savings and added value with suppliers to maximize the efficiency of

public dollars and support the district's commitment to financial stability.

- Fully launched an annual attestation process to ensure records are regularly updated with each supplier's business information and revised the supplier portal so suppliers can maintain their business information online without contacting CPS.
- Implemented a contract champion role within 27 departments to serve as a Procurement liaison, support the Board approval process, and ensure their department's contracts are executed in a timely manner.
- Submitted 57 contracts to the Board, all of which were approved, with another 70 in queue for the rest of FY2021. These contracts supported various CPS departments including Facilities Operations and Maintenance, Nutrition Support Services, Student Transportation, and Safety and Security.
- Partnered with academic leaders to ensure contracted suppliers fulfill the commitments needed to launch and support the implementation of the Curriculum Equity Initiative, which is on track for a full launch by August 2021.

#### **KEY BUDGET INITIATIVES FOR FY2022**

- Secure \$30 million in KIDS savings and added value on new and existing contracts to maximize the efficiency of public dollars and support the district's commitment to financial stability.
- Implement further system customizations to the supplier portal to integrate with other departments' processes that pertain to CPS suppliers, such as submitting invoices and updating payment methods.
- Partner with the Department of Facility Operations and Maintenance to implement a new facilities management program to improve school cleanliness by October 1, 2021.
- Partner with the Department of Nutrition Support Services in soliciting a new nutrition services provider to further the district's mission to provide every student with healthy and delicious meals by June 30, 2022.
- Partner with the Office of Safety and Security to continue launching a visitor management system to monitor incoming and outgoing visitors at all CPS locations by August 2021.
- Launch the Procurement Learning Hub, a training platform to standardize new employee procurement onboarding as well as school-based training on procurement rules and practices, with the ability to track and verify training has been completed by each individual.
- Partner with the Chief Executive Office, Law Department, Board Office, and Department of Information and Technology Services to launch a new workflow management system by June 2022 to streamline the Board approval process, eliminate duplicative work, and provide visibility into the status of 100 percent of all projects that require Board approval.

# Safety and Security

## MISSION

The mission of the Office of Safety and Security (OSS) 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. They also partner with other stakeholders, including city agencies and community-based organizations, to identify risks in the community that could affect student safety.

## MAJOR PROGRAMS

OSS 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 six 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 in 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
  - Partnering with the Office of Sports Administration to deliver security to high-profile sporting events across the district
- **Student Safety Services Team:** Responsible for the overall operations of the Student Safety Center, the district's 24/7 command center for safety communications. This team also manages the safety technology strategy and implementation of safety initiatives such as cameras and metal detectors.
- **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.
- **Safe Passage Team:** Responsible for the planning and implementation of 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.
- **Safety Initiatives and Background Check Team:** Responsible for implementing the CPS background check process for the entire district including employees, vendor employees, volunteers, Local School Council members, and charter school partners.



- **Safety Operations Team:** Responsible for ensuring that all schools and staff have met the safety standards set by the district in the areas of school safety integrity (including conducting safety audits) and emergency preparedness. They provide training and support schools in conducting emergency drills for incidents such as fire, tornado, and active shooter. The team is also responsible for partnering with the network safety team to ensure that all security officers receive high quality training to create and maintain a safe and healthy learning environment for all students and staff.

**BUDGET SUMMARY**

	<b>2020 Actual Expenses</b>	<b>2021 Approved Budget</b>	<b>2021 Ending Budget</b>	<b>2021 Projected Expenditures</b>	<b>2022 Proposed Budget</b>
General Funds	\$ 37,628,616	\$ 28,682,648	\$ 26,430,109	\$ 37,726,000	\$ 53,328,377
Other Grant Funds	\$ 277,662	\$ 4,648,577	\$ 2,980,782	\$ 2,622,000	\$ 250,000
School Generated Funds	\$ 384,857	\$ -	\$ 4,606,200	\$ 220,000	\$ 4,775,608
<b>Total Department</b>	<b>\$ 38,291,135</b>	<b>\$ 33,331,225</b>	<b>\$ 34,017,091</b>	<b>\$ 40,568,000</b>	<b>\$ 58,353,985</b>
Budgeted at Schools	\$ 66,473,224	\$ 66,054,775	\$ 66,054,778	\$ 62,955,000	\$ 69,085,273
<b>Grand Total</b>	<b>\$ 104,764,359</b>	<b>\$ 99,386,000</b>	<b>\$ 100,071,869</b>	<b>\$ 103,523,000</b>	<b>\$ 127,439,258</b>

**POSITION SUMMARY**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	164.0	905.0	905.0
<b>Total Department</b>	<b>164.0</b>	<b>905.0</b>	<b>905.0</b>
Budgeted at Schools	1,099.0	1,081.6	1,096.6
<b>Grand Total</b>	<b>1,263.0</b>	<b>1,986.6</b>	<b>2,001.6</b>

*Note: The substantial increase in 2021 ending positions is due to the transition of the City of Chicago Crossing Guard Program to CPS.*

**MAJOR ACCOMPLISHMENTS in FY2021**

- Launched the CPS Whole School Safety Planning Process with five community-based organizations to engage community stakeholders to identify alternative systems of safety for the district beyond the School Resource Officer (SRO) program and design holistic safety plans that traded in SROs for alternate resources based on their school’s needs.
- Partnered with CPD to implement a new intergovernmental agreement that included significant reforms designed to address concerns brought forward by school community stakeholders about SROs.
- Launched and implemented Project WITT (We’re In This Together) to bring 160 high-risk high school students back to in-person learning and offer them jobs after school.
- Provided 300 summer jobs for students during COVID-19 through the You’re Not Alone Project in partnership with the Chicago Housing Authority (CHA).

- Implemented the Choose to Change Program to provide mentoring and therapy for an ongoing cohort of 300 high-risk students, which led to a 48 percent reduction in violent crime arrests and an average of seven additional days of school attendance for these students.
- Oversaw onboarding, orientation, and training for 734 crossing guards as part of the transition of the City of Chicago Crossing Guard Program to CPS .
- Conducted ongoing certification to 1,300+ CPS security officers using the Safety Care Training standards.
- Distributed over 150,000 COVID-19 Care Packages to Chicago community residents with a focus on community areas that were highly impacted by the virus in partnership with Safe Passage vendors through the City of Chicago's Protect Chicago Initiative.
- Conducted census outreach in partnership with Safe Passage vendors to support the City of Chicago's Census Drive, leading to the completion of more than 10,000 census forms.
- Automated the CPS background check process in partnership with the Office of Information and Technology Services for all CPS employees, vendor staff, volunteers, and charter school partners.
- Launched visitor management system pilot across four CPS schools to automate and integrate school entry systems in order to improve tracking of visitors to schools and enhance functionality with the goal of supporting COVID-19 health screener requirements and contact tracing.
- Expanded reach of CPS crisis training to an additional 135 school teams.
- Partnered with the Office of Student Engagement to create and implement the Attendance Ambassador Program to support schools in locating and re-engaging students who had not consistently engaged in remote learning.

#### **KEY BUDGET INITIATIVES for FY2022**

- Continue to engage school administration, staff, students, school community stakeholders, and community partners in the implementation of the Whole School Safety Planning Process for high schools contemplating the SRO program in conjunction with holistic safety alternatives through the Healing-Centered Framework.
- Conduct the new Safe Passage RFP for SY21-22 to implement improved tracking protocols of the program.
- Support Moving Forward Together student support efforts using innovative new programs such as expanding Choose to Change to more students and expanding summer job programs for a minimum of 600 students from high risk situations.
- Increase coordination with the Office of Social and Emotional Learning on promoting additional school discipline reforms, such as improving clarity around police notification guidelines and removing criminalizing language when describing specific behaviors.
- Complete audit certifications for all CPS district run schools for physical safety standards.
- Conduct the new Comprehensive Background Check RFP to further promote continued enhancements to the district's background check system's functionalities.
- Conduct the CPS Background Check Refresh Process in line with the Protecting Chicago's Students commitments to regularly refresh employees on an ongoing basis.
- Expand visitor management system to all CPS district run schools to improve tracking of visitors while also facilitating COVID-19 protocols involving health screeners and contact tracing.

- Launch the new CPS Emergency Planning Manual to assist schools in the emergency planning process by providing updated guidance on best practices for prevention, preparedness, response, and recovery relevant to potential natural and human caused emergencies.
- Implement the new Emergency Management Portal in ServiceNow for schools to develop a comprehensive, school-specific emergency plan to continue to improve their emergency preparedness.

## School Counseling and Postsecondary Advising

### MISSION

The Office of School Counseling and Postsecondary Advising (OSCPA) is a part of the Office of College and Career Success (OCCS). OSCPAs ensures that Pre-K-12 postsecondary teams, including school counselors and coaches implement comprehensive, student-centered, data-informed practices to positively impact academic, social-emotional, and postsecondary outcomes for all students in the district.

### MAJOR PROGRAMS

- **Learn.Plan.Succeed. (LPS) and College and Career Competency Curriculum (C4):** Drive the district’s mission to champion postsecondary success and provide a high-quality education to every child by ensuring all students have equitable access to the support and instruction needed to successfully develop and fulfill a concrete postsecondary plan.
- **Comprehensive Training and Supports:** Implement comprehensive school counseling professional development programs, 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 and to drive student-centered postsecondary access, persistence, and success.
- **Scholarship Support:** Expand financial supports beyond state, federal, and institutional funding for students by fostering partnerships with strategic scholarship providers; managing the CPS Academic Works 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.
- **Target Populations Initiatives:** Analyze data to target groups of students for focused and strategic postsecondary awareness, access, enrollment, and success interventions.
- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP):** Facilitate GEAR UP, a federal program operated in partnership with Northeastern Illinois University’s Center for College Access and Success that operates in 35 CPS schools. This initiative facilitates programming and activities designed to expand school-based activities and increase the college-going rate of low-income students with the intent of improving student achievement and success in postsecondary education.
- **TRIO Talent Search:** Provide targeted awareness, access, and enrollment support for college access to five target schools (four elementary and one high school) in the Pullman community through serving 500 students a year with two full-time staff and four academic tutors.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 2,579,600	\$ 4,385,100	\$ 4,885,300	\$ 3,109,400	\$ 5,279,933

Title Funds	\$ 1,756,800	\$ 1,195,500	\$ 1,206,200	\$ 1,037,100	\$ 1,456,931
Other Grant Funds	\$ 4,149,100	\$ 1,583,800	\$ 3,223,100	\$ 1,542,100	\$ 1,112,875
<b>Total Department</b>	<b>\$ 8,485,500</b>	<b>\$ 7,164,400</b>	<b>\$ 9,314,600</b>	<b>\$ 5,688,600</b>	<b>\$ 7,849,740</b>

#### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	27.0	26.0	30.2
Title Funds	5.8	6.2	6.2
Other Grant Funds	16.3	19.8	17.7
<b>Total Department</b>	<b>49.0</b>	<b>52.0</b>	<b>54.0</b>

#### MAJOR ACCOMPLISHMENTS in FY2021

- Engaged nearly 200 stakeholders in the development and refinement of C4 student competencies and solicited a curriculum team to build out the C4 curriculum for 11th and 12th grade students using \$1 million in funding through the CPS High School Strategy.
- Launched the Chicago Undocumented Champion Credential, a nine hour training intended to build knowledge about immigrant related legislation, postsecondary options, and trusted sources of information. It was earned by approximately 500 CPS and community stakeholders, including 81 percent of high school counselors.
- Funded 95 high schools to support the Class of 2020 through summer melt programming as they transitioned to their postsecondary institutions, increasing the percentage of students who registered at a college by nine percent.
- Provided 1,820 students at 35 schools with a postsecondary transition coordinator to support them enrolling or persisting in their spring semester of college.
- Successfully pivoted to online formats for direct student service college access events, including 19 major collective impact visits, sequenced financial aid sessions, scholarship information sessions, and a city-wide college application completion event to engage approximately 5,000 students across the district in postsecondary support offerings.
- Increased the attendance at postsecondary trainings provided by our office by as much as 450 percent and obtained reports indicating positive experiences and quality learning by CPS postsecondary champions.
- Increased the percentage of staff at network schools having been trained on how to document plans for Learn.Plan.Succeed to 83 percent.
- Increased the percentage of seniors at district managed schools meeting the new Financial Aid Application graduation requirement from 79 percent to 86 percent by developing and advising postsecondary leadership team members who support CPS students and families.

#### KEY BUDGET INITIATIVES for FY2022

- Pilot C4 curriculum at nine high schools.
- Support three new school counseling specialists who will develop and implement trainings specific to C4 and the office's Postsecondary Equity and Empathy Professional Learning System,

which will allow practitioners to identify needed training on the basis of topic, job role, and skill level.

- Expand postsecondary transition program by providing a postsecondary transition coordinator at each high school to provide support for students from their high school graduation through the completion of their first year in college.
- Fund 40 transitional youth leaders to mentor CPS alumni at the most frequently attended colleges and universities.
- Expand school-based mentoring to 50 schools, with each school receiving funding for two staff members to be trained and provide a minimum of 10 hours of mentoring to students as well as an additional \$2,500 for mentor programming, events, special guest speakers, academic supplies, and incentive items.
- Fund an undocumented champion program manager who will build out a robust and strategic system of supports for undocumented students and their families.

## School Quality Measurement and Research

### MISSION

The mission of the Department of School Quality Measurement and Research is to help drive CPS' continuous improvement processes by providing clear, accurate reporting of interpretable results. The department provides timely and accurate school performance management, data, and analysis to schools, networks, and central office. Additionally, the department builds a foundation of high-quality, research-based evidence to inform district practice, policy, and vision.

### MAJOR PROGRAMS

- Identify valid and reliable measures of performance used to establish goals at the educator, school, network, and district levels.
- Provide leadership in schools, networks, and central office departments with access to timely and accurate school and educator performance data and analysis. This includes data needed in support of CPS' Five-Year Vision.
- Compile academic performance data and create a repository for relevant district data in collaboration with other CPS departments.
- Calculate accountability metrics, key performance indicators, and other academic performance measures used throughout the district, such as REACH for teachers, principal evaluation, and school quality ratings.
- Calculate end-of-year performance ratings for schools, principals, and educators in alignment with local policies, such as the School Quality Rating Policy (SQRP), and state statute, such as the Performance Evaluation Reform Act.
- Manage the district's research-practice partnerships, external research review processes, and data sharing agreements.
- Manage a roster verification process to allow educators and administrators to review, correct, or input front-end data used in evaluations.
- Increase transparency within CPS and to the public through clear reporting of performance data.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 1,838,973	\$ 2,263,003	\$ 2,199,084	\$ 2,038,634	\$ 2,732,742
Other Grant Funds	\$ -	\$ 44,603	\$ 47,353	\$ 23,000	\$ 118,100
Title Funds	\$ 52,831	\$ 173,948	\$ 173,948	\$ 53,000	\$ 67,443
<b>Total Department</b>	<b>\$ 1,891,804</b>	<b>\$ 2,481,554</b>	<b>\$ 2,420,385</b>	<b>\$ 2,114,634</b>	<b>\$ 2,918,285</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	14.5	14.5	15.5
Title Funds	1.5	0.5	0.5

<b>Total Department</b>	<b>16.0</b>	<b>15.0</b>	<b>16.0</b>
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**MAJOR ACCOMPLISHMENTS in FY2021**

- Accounting for COVID-19 impacts, calculated and released all available performance metrics, such as the district’s graduation rate, dropout rate, and college enrollment and persistence rates, for 637 schools and programs.
- Supported the district’s vision goals by providing vision portal data and analyst support to vision collaboratives.
- Calculated and released accurate REACH educator evaluation ratings for over 20,000 educators after implementing a new set of negotiated calculation rules agreed to by the Chicago Teachers Union.
- Launched the next phase of Accountability Redesign, a major stakeholder engagement initiative in collaboration with the Office of Family and Community Engagement in Education to drive the redesign of the district’s school performance framework.
- Developed and implemented new strategic practices with research partners, such as a new analysis to measure the impact of COVID-19 on unfinished learning, in response to district priorities.
- Coordinated the release of new CPS research findings on leadership development, social-emotional learning, and post-secondary attainment.

**KEY BUDGET INITIATIVES for FY2022**

- Engage stakeholders through focus groups, town halls, and surveys about SQRP 3.0, the redesign of the district’s school performance framework.
- Support schools with simulations and technical support for the eventual official calculation of SQRP 3.0. This will provide schools with better information to help them adopt the new system.
- Actualize the CPS Equity Framework by designing, developing, implementing, and supporting an Equity-Centered Research Agenda, a guiding document to reflect the district’s short-term and long-term priorities and allow external research partners to better align their research capacity to these priorities.



## Social and Emotional Learning

### MISSION

The Office of Social and Emotional Learning (OSEL) is a part of the Office of College and Career Success (OCCS) and partners with schools and networks to establish and sustain supportive learning communities founded on caring relationships and multi-tiered systems of support (MTSS) for students' social, emotional, and behavioral needs. OSEL supports training, coaching, and implementation of research-based strategies to foster positive school and classroom climate development, trauma-sensitive practices, restorative approaches to discipline, social and emotional skills instruction, and targeted social, emotional, and behavioral interventions.

### MAJOR PROGRAMS

- **Social and Emotional Learning (SEL) Skills Instruction:** Provide training, curriculum, and ongoing support to schools to implement SEL skill-building lessons for all students and integrate Illinois SEL Learning Standards into academic core content.
- **SEL/Behavioral Interventions:** Provide training, coaching, and direct service to support schools in building multi-tiered systems 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.
- **School Culture and Climate:** Provide training, coaching, and resources to support school staff in establishing safe and productive learning climates, positive relationships, and trauma-sensitive practices in accordance with the Chicago Public Schools Climate Standards. This includes training, support, and resources in a continuum of restorative practices to proactively build community, as well as to support school staff in preventing behavior incidents. These practices are also used to support staff in responding to behavior incidents in ways that minimize the use of suspensions and expulsions and restore school community after conflict or harm.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 2,490,300	\$ 3,666,500	\$ 3,633,000	\$ 2,527,300	\$ 4,296,643
Title Funds	\$ 6,010,100	\$ 9,295,900	\$ 10,748,000	\$ 5,894,800	\$ 9,033,367
Other Grant Funds	\$ 416,800	\$ 150,000	\$ 467,400	\$ 100,300	\$ 486,996
<b>Total Department</b>	<b>\$ 8,917,200</b>	<b>\$ 13,112,400</b>	<b>\$ 14,848,400</b>	<b>\$ 8,522,400</b>	<b>\$ 13,817,005</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	10.4	11.3	14.3
Title Funds	25.6	24.7	24.7

Other Grant Funds	0.0	1.0	1.0
<b>Total Department</b>	<b>36.0</b>	<b>37.0</b>	<b>40.0</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

- Launched the Healing-Centered Project and Framework, which outlines a vision to transform CPS into a more trauma-engaged, culturally-responsive school district that proactively and responsively meets the wellness needs of each individual student and increases the number of schools certified as safe and supportive by OSEL.
- Trained over 1,000 staff in addressing trauma, social skills, anger, and depression as part of the Healing-Centered Project, more than twice the number in SY20. This includes 775 staff trained in the newly added Rainbows and Silver Linings small group curricula to support students dealing with grief and community trauma. These efforts have led to 88 percent of schools having at least one staff member trained in a Tier II trauma intervention, compared to 57 percent of schools at the end of SY20.
- Increased the percentage of district managed schools with a supportive schools rating to from 80 percent to 88 percent, and the rate of schools with either an established or exemplary rating from 35 percent to 48 percent.
- Increased number of schools with three or more OSEL-supported small group services from 131 to 218 and the number of schools effectively implementing a Tier III teaming process from 174 to 213.
- Implemented the first district-wide professional development and learning community for discipline leaders. This ongoing series includes topics such as due process, responding to allegations of bullying, and restorative practices with parents and caregivers. In FY21, 594 school disciplinary staff and administrators attended at least one session and 224 staff attended three or more sessions.
- Awarded \$1.4M IL AWARE grant to develop school-based mental health programs that will improve access to school- and community-based services that are culturally and linguistically relevant, developmentally appropriate, trauma-sensitive, and evidence-informed.
- Released the updated Classroom Meetings Handbook, which includes activities for building the connected classroom communities necessary for student learning, engagement, and wellness, particularly in times of high stress.

**KEY BUDGET INITIATIVES for FY2022**

**Student SEL Skills Development**

- Continue to expand the access to and implementation of Tier I SEL curricula and integration of SEL skill development strategies in academic instruction. Key investments include ensuring that all elementary schools are equipped with a Tier I SEL curriculum for all classrooms in pre-k through eighth grade.
- Expand pilot student skill assessment in conjunction with Tier I curriculum implementation to a minimum of 30 schools.
- Coordinate access to a survey for students about their experiences in the classroom and how these experiences can advance, or interfere with, equitable learning. Teachers will receive access

to resources to promote instructional practices that respond to survey results by elevating student voice, agency, identity and belonging.

### **Tier II/III MTSS Systems and Services**

- Continue to expand school-based trauma supports and district-wide training that supports staff in creating trauma-sensitive learning environments that minimize barriers to student learning.
  - Expand pilot of Stress and Coping Tier I classroom-based strategies from 10 schools to 40 schools.
  - Implement Supporting Transition Resilience in Newcomer Groups (STRONG) with 12 schools currently participating in foundational professional development to build resilience and address psychological distress for immigrant and refugee youth.
  - Maintain a menu of interventions, provide intervention training to new or additional staff, and provide implementation support to newly or previously trained facilitators such as social workers and counselors to ensure accessibility and successful delivery of small group services to students. Ultimately, our goal is that all schools have a menu of no less than three interventions, of which at least one will be trauma focused.

### **Healing and Supportive School Communities**

- Expand restorative practices training, coaching, and consultation towards the implementation of the whole school safety initiatives within the Healing-Centered Project. Nearly 150 schools will receive trauma engaged, school-based restorative practices coaching and facilitation support for school-based leads.
- Implement the pilot of the Healing-Centered Project trauma engaged teacher leader cadre. Approximately 50 schools will receive training for teacher leaders to serve as peer coaches for healing-centered instructional practices.
- Launch adult SEL, wellness, and collective care strategies, including “Better Together: Six Essential Conversations for Cultivating Adult SEL and Relational Trust,” a self-guided staff relationship-building toolkit.

## Sports Administration

### MISSION

The Office of Sports Administration (OSA) oversees the equitable implementation of sports programs across all elementary schools and high schools within Chicago Public Schools 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

- **Chicago Public League High School Interscholastic Sports:** Provide valuable after-school learning opportunities for approximately 38,000 students 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, which includes recognition of rules, regulations, and conduct of all who are associated with the Sports Administration mission.
- **Elementary Sports Program:** Oversee CPS SCORE!, the district-wide interscholastic sports league for all CPS students in fifth through eighth grade. CPS SCORE! member-schools strive to develop the values of responsibility, teamwork, sportsmanship and character in each participating student.
- **Driver Education:** Coordinate instruction at 20 locations to help students obtain the six hours of traffic driving that is required in order to obtain licensure.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 16,177,242	\$ 16,928,689	\$ 16,907,816	\$ 10,502,119	\$ 21,636,906
Other Grant Funds	\$ 156,295	\$ 2,089,761	\$ 2,923,898	\$ 38,145	\$ 2,584,945
<b>Total Department</b>	<b>\$ 16,333,537</b>	<b>\$ 19,018,450</b>	<b>\$ 19,831,714</b>	<b>\$ 10,540,264</b>	<b>\$ 24,221,851</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	22.0	23.0	23.0
<b>Total Department</b>	<b>22.0</b>	<b>23.0</b>	<b>23.0</b>

## **MAJOR ACCOMPLISHMENTS in FY2021**

- In coordination with the City of Chicago's Department of Health, created an essential set of return-to-play COVID-19 guidelines for CPS student athletes to ensure a safe sports season amidst the pandemic.
- Reconditioned all football equipment for the 2021 season to ensure equitable access to safe equipment for all football programs across the city.
- Collaborated with the Department of Facilities to create a pool task force that identified necessary rehabilitation projects within our aquatic facilities to inform further aquatic upgrades.
- In coordination with partner schools, secured eight school-owned school buses and other vehicles to streamline transportation to and from sporting events and practices.
- Successfully ran a safe and competitive elementary cross country season with 61 CPS schools participating in the fall of 2020 and created the Focus on Fitness Program for spring 2021 that 78 elementary schools opted into.
- Purchased six electric cars and three docking stations to enhance student driver education experiences.

## **KEY BUDGET INITIATIVES for FY2022**

- Add 13 coaching positions in 2022 to enhance the sports experience for our student-athletes.
- Complete renovations at Eckersall and Rockne stadiums in spring 2022 to create a better gameday experience at our stadium events.
- Finalize plans for the 2022-23 construction of a state of the art South Side Sports Complex, including a field house and arena, to offer students equitable access to a world-class sports facility in Chicago.
- Protect student athletes by expanding athletic training to be a district-wide service.
- Reshape the CPS SCORE! program to be more compatible with the IHSA season structure and to offer students a robust new offering of sports opportunities. Elementary sports will now be broken up into two programs: CPS Score! and CPS Score!+. CPS Score! is a skill development league that will allow students to compete within their own school, while CPS Score!+ is a new competition-focused interscholastic league for all elementary sports.
- Release the 2021-22 Elementary Sports Calendar in June 2021 for the first time, allowing principals, staff, coaches and school communities to begin to organize after school programs this summer.
- Purchase and distribute over \$1 million in new reversible uniforms and equipment for the 2021-22 sports season to ensure all of our elementary students are able to have equitable access to sports.
- Relaunch 43 sports summer camps across nine sports at 23 high schools and four CPS stadiums for the first time in over a decade.

## Office of Student Health and Wellness

### MISSION

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

### MAJOR PROGRAMS

- **Health Information and Technology:** Advocate, lead, and provide oversight and guidance on internal and external research endeavors that support the implementation of health-related policies and best practices. Provide support to schools with implementing the *Healthy CPS* framework and other health-related policies. This requires technical assistance and data analysis through staffing, software, materials, and training.
- **Health Promotion:** Provide subject matter expertise, professional development, and resources necessary to ensure curriculum and policies advance equity and improve access to high-quality health information on the topics of nutrition, fitness, mental and sexual health services, and LGBTQ+ student and staff support.
- **Social Services Integration and Innovation for Health Equity (formerly, Children and Family Benefits Unit):** Construct a social services network and technological infrastructure to facilitate the enrollment, engagement, and the utilization of health-related and social service programs including Medicaid, SNAP (Food Stamps), and the Children's Health Insurance Program (CHIP). Facilitate the completion of Health Risk Screenings for all students, as required by Medicaid managed care organizations to which they belong, in order to ensure connection to health care and social services systems and create conditions under which students may receive the right care, at the right place, at the right time.
- **Student Health Services:** Ensure students get the health prevention and care services they need when they need them (e.g., vision and hearing screening); connect students with health systems to deliver the right care to the right child at the right time in the right setting so that they are prepared to learn and their needs are met in a timely way-- before they become advanced and treatment is more difficult and costly.
- **School Nursing:** Provide direct care and consultation, promote health and wellness of the whole child, and advocate to build a culture of health in schools. Nurses monitor, address, and report on key public health measures and compliance, with an emphasis on prevention. Through the allocation and delivery of nursing services in schools, we address acute and chronic health conditions and work to prevent, assess, mitigate, and cure illness through the application of the nursing process. Care coordination is fundamental to the work of CPS Nursing, whose public health mission is to advance health equity by connecting students, families, and communities with resources they need to thrive where they learn, live, work, and play.
- **COVID-19 Response:** Lead the district's public health response to the pandemic through robust, customized illness investigation and contact tracing; COVID-19 surveillance and screening testing; vaccination; epidemiologic analysis; and the production of public health guidance and communications designed to mitigate transmission in schools and flatten the pandemic curve. We are the district's principal liaison to the universe of relevant public health authorities including the Chicago Department of Public Health.

**BUDGET SUMMARY**

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 6,053,476	\$ 6,938,412	\$ 15,287,835*	\$ 14,513,039	\$ 12,782,212
Other Grant Funds	\$ 1,670,362	\$ 2,432,096	\$ 3,941,519	\$ 1,931,860	\$ 2,601,308
<b>Total Department</b>	<b>\$ 7,723,838</b>	<b>\$ 9,370,508</b>	<b>\$ 19,229,354</b>	<b>\$ 16,444,899</b>	<b>\$ 15,383,520</b>

**POSITION SUMMARY**

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	70.0	118.0*	123.5
Other Grant Funds	18.0	21.0	20.5
<b>Total Department</b>	<b>88.0</b>	<b>139.0</b>	<b>144.0</b>

\* General funds increase driven by department's involvement in the district's COVID-19 response

**MAJOR ACCOMPLISHMENTS of FY2021****COVID-19 Unit and Health Information and Technology Team**

- Advised the Emergency Management Team and guided the Reopening Committee on public health aspects of COVID-19 and served as principal architects of CPS COVID-19 health protocols and frameworks over the past year.
- Provided content expertise for all CPS COVID-19 communications and acted as CPS point-of-contact for CDPH.
- Educated district administrators, staff, families, and students about COVID-19 and about protecting confidential health information. Created series of health infographics housed on the district's website.
- Synthesized and published wide-range of health guidance for schools on sports, travel, vaccination and testing sites, LSC voting and meetings, standardized testing sites, community events, playgrounds, lunch rooms, special school events, etc.
- Created systems and a Contact Tracing Team to identify, track, and guide CPS staff and students who self-report COVID-19 cases; crafted school notifications templates; advised schools and operations team on mitigation measures; and supported schools in notifying the community of staff member deaths due to COVID-19. To date, the district has been notified of **2,884** CPS staff member, service vendor, charter school staff, and student COVID-19 positive cases. Of these, the Contact Tracing Team investigation revealed that **1,464** were "actionable"—meaning they required an operational intervention (e.g., a pause in essential services) at the school. This work has been essential to mitigating in-school transmission: case clusters are rare and there has been only a single outbreak in the district thus far in the pandemic.
- Partnered with ITS to devise a process for pulling staff swipes; collaborated on creation of *Daily COVID-19 Risk and Symptom Screener*, COVID-19 self-report process ([cps.edu/covidresults](https://cps.edu/covidresults)), and automated notifications via ServiceNow.
- Collaborated with CDPH to design and provide administrative oversight of four CPS Vaccination Centers (operated with a vendor) that offer vaccination opportunities for all CPS employees.

Delivered over 9,000 first dose COVID-19 vaccinations to date (4/18/2021) through a phased prioritization strategy.

- Designed and managed staff and student Surveillance Testing Program—almost 70,000 tests administered to date.
- Co-authored publication with Lurie Children’s Hospital colleagues accepted for publication to *Journal of the American Medical Association*: "Caregiver Perceptions of Children's Psychological Well-Being During the COVID-19 Pandemic," based on results of a CPS family survey from June 2020. We found that COVID-19 is associated with reductions in caregiver perceptions of children's psychological well-being.
- Reengineered *Healthy CPS*, a framework that creates a culture of health and seeks to eliminate health-related barriers to learning by streamlining over 50 health and wellness policies into four Badges: *Health Leadership*, *Health Instruction*, *Healthy Environments*, and *Health Services*. Coordinated *Healthy CPS* technical assistance for over 209 schools; 39 of these schools were supported by network partners.

### Health Promotion Unit

- Reviewed, analyzed, and transformed multiple **Health and Wellness Policies** on asthma, food allergies, diabetes, and seizures into one **Chronic Conditions Management Policy**. Also updated the **Medication Administration Policy** and engaged the Board process effectively to pass unanimously the **CPS Sexual Health Education Policy** and **Local School Wellness and Healthy Snack and Beverage Policy**.
- Converged with Nutrition Support Services on menu planning and logistics; over **40 million high quality meals produced** for all reopened schools and Meal Sites.
- Executed on deliverables of CDC Sexual Health grant (Division of Adolescent and School Health [DASH]; \$1.2 million over 5 years) and secured carryover funding. This resource advanced our work to:
  - Extended LGBTQ+ Safe and Supportive Environments training. For example, in SY20-21, we disseminated the *Guidance on Supporting Transgender and Gender Nonconforming (TGNC) Students* (updated 2020). Refreshed the first-ever mandatory, district-wide web-based training we created on supporting TGNC students (>**37,000** completed in SY20-21).
  - Partnered with ITS on the *Affirmed Name Project*. This project has updated many CPS systems to display affirmed names for students and staff.
  - Established the district’s first Gender and Sexuality Alliance (GSA) Leadership Committee composed of GSA sponsors across the city.
  - Hosted district’s first-ever GSA Summit in June 2021.
- Wrote and analyzed 2019 YRBS data and made publicly available the [LGBTQ Health in Chicago Public Schools: Working Toward Equity](#) Report.
- Provided ongoing training for educators on how best to use *Sexual Health Education Curriculum* (4,000 pages, overhauled in 2020).
  - In the last 4 years, about 4,000 educators have been trained by OSHW on Sexual Health Education and creating safe and supportive environments for LGBTQ+ students, including about **850** in SY20-21 via live virtual training, for a total of **2,440 current staff trained** (who completed Sexual Health Education Instructor Training).
- Trained **39,640** staff on Chronic Conditions Management in schools (on SafeSchools platform).
- Achieved weighted data for *School Health Profiles 2020*.
- Awarded additional CDC DASH grant (\$200K over two years) to support mental health work in the district.



- Socialized *Whole School, Whole Community, Whole Child* model (WSCC) in the district through creation of WSCC Advisory Committee for collective impact to advance the “Whole Child” core value built into the CPS Five Year Vision, *Success Starts Here*.

### **Health Services Unit**

- Reopened over half of the district's 34 School-Based Health Centers (SBHCs) after a 3-4 month pandemic-associated closure, and advanced coordination of 10 Mobile Care providers.
- Resumed optometry services at Princeton School Vision Clinic with one provider.
- Resumed hearing and vision screening services for students with Individualized Education Plans (IEPs) and in grades mandated by the Illinois Department of Public Health who learned in-person starting March 15, 2021.
- Co-produced with CPS Law a *Data Sharing and Services Agreement Template* for work with SBHCs, Mobile Care providers, healthcare systems, and managed care organizations in order to establish care and strengthen coordination and continuity of care. This allows for sharing of student information and confirmation of service delivery for mandated health requirements, including immunizations, school physicals, dental exams, etc.
- Briefed CPS Board Members on updating Board Rule authorizing renewal of agreements to operate SBHCs.
- Rescinded outdated *Student Health Examinations, Immunizations, Dental Examinations, and Eye Examinations Policy* while adding *Section 6-6 Health Requirements to Chapter VI of Board Rules*.
- Rescinded outdated *School-Based Health Center Policy*.
- Organized clerks for school impact; created Professional Learning Community and supported leadership development (via *Clerk Ambassadors Program*); enhanced staff cohesion, training and resources (e.g., Clerk’s Retreat, monthly newsletter, and Clerk Appreciation Day).
- Produced *Back-to-School Booklet* (including fillable PDFs; piloted DocuSign for health forms).
- Coordinated donation of 8,100 tote bags with Colgate’s oral health/dental health products (toothbrushes, toothpaste, soap, etc.) for Students in Transitional Living Situations (STLS) at a value of \$235,934.
- Secured and used \$310K in Title IV funds to support medical, optical, and dental health services for uninsured/underinsured students, including homeless students, for school health requirements. This work strengthened medical, optical, and dental care options for uninsured/underinsured students in order to protect their health and help them meet minimum basic school health requirements.

### **Children and Family Benefits Unit (CFBU)**

- Increased Medicaid enrollment of eligible students. Number of “Medicaid Eligible but Unenrolled” fell from a peak of 99,750 (March 2017) to 38,846 (April 2021).
- Received a SNAP Outreach grant from Illinois Department of Human Services totalling \$490K, which led to an increased access to diverse food security programming for all CPS students.
- Distributed Pandemic-EBT (P-EBT) policy guidance to all 600+ schools and led the communication efforts for the distribution of P-EBT to 340K CPS students, thus ensuring the diversification of food security programs for all CPS families.
- Awarded a third year of funding for FY21 from the J.B. and M.K. Pritzker Foundation, totalling \$425K to build out technology to track Medicaid data, strengthen case management, and amplify marketing.
- Vetted, selected, procured, and piloted public benefits case management system (MAPS by Bluemark LLC) in order to:
  - Enhance the coordination of benefits enrollment/retention
  - Facilitate continuity of coverage

- Organize, strategize, perform, and track school outreach for all 600+ schools.
- As a consequence of this work, a larger proportion of CPS students have public health insurance, which provides the conditions under which access to a “medical home”—a high quality, comprehensive source of health services—is possible, where continuity and coordination of care may occur.
- Transformed *Healthy CPS Hotline* (773-553-KIDS) into *CPS Command Center Hotline* which averaged 4,200 calls per month.
    - Staffed, trained, and transitioned team of 25 coordinators to remote operations
    - Integrated encounter preference and tracking with *Service Now*.
  - Engaged and discussed with partners (ISBE and IL Department of Health Care and Family Services) as well as others in our longstanding professional networks to contribute to a meaningful, collective pursuit of reversing the current “Free Care Rule” in Illinois. Briefed the new CPS Medicaid director on OSHW’s historical role and perspectives regarding CPS’ advocacy around this issue. The reversal will increase CPS Medicaid revenues and allow us access to health services utilization data about all our Medicaid enrolled students. In turn, CPS can better identify gaps in care in order to fill them, which is in the shared interest of all stakeholders.
  - Collaborated with the Illinois Department of Healthcare and Family Services, Health Choice Illinois, and CPS Marketing and Communications to design and launch a Medicaid healthcare utilization mass media campaign. Ads appear on Clear Channel billboards, electronic JCDecaux interstate billboards, I Heart radio, CTA, and Univision. Schools received marketing materials to amplify the campaign.

#### **Nursing Unit**

- Partnered with ODLSS and Talent to increase CPS nurse leadership capacity and the number of full-time nurses in schools by 18 percent over previous year.
  - Searched, vetted, hired, and onboarded director of school nursing to lead nurse managers and a workforce of almost 500 CPS nurses and the pool of agency nurses.
  - Hired an additional nurse manager (bringing total to four, and improving nurse manager to nurse ratio).
  - Implemented a nursing fellowship program that yielded two successful new hires into the RN Health Services Nurse (HSN) position.
  - Promoted 15 HSN nurses to the Certified School Nurse position through a certification partnership with the University of Illinois in Chicago and Lewis University.

#### **KEY BUDGET INITIATIVES for FY 21-22**

OSHW budget initiatives for FY22 align with our three Strategic Priorities:

- Support the Whole Child through *Healthy CPS* and the *Whole School, Whole Community, Whole Child (WSCC) Model*
- Increase student access to a Medical Home
- Strengthen public health emergency preparedness.

We will continue all our current work and build on the achievements depicted above. However, we will add new focus to emerging challenges.

#### **COVID-19 Unit and Health Information and Technology Team**

- Advise and guide Fall Opening Committee on COVID-19 Health and Safety protocols, and act as content lead for all CPS COVID-19 communications.

- Lead, strengthen, and adapt Contact Tracing team to identify, investigate, analyze, and craft school and district guidance on management of self-reported COVID-19 cases in order to mitigate in-school transmission and create conditions in which in-person learning can succeed.
- Lead district efforts and partnerships for COVID-19 vaccination, expansion of COVID-19 testing, deepening of epidemiologic analysis, and generation of stronger, clearer, and more accessible COVID-19 reporting.
- Serve as principal CPS point-of-contact for CDPH and other public health authorities and provide oversight of COVID-related health research in the district.
- Collaborate with IT Solutions to create and adapt appropriate screening, tracking, and reporting systems to mitigate COVID-19 transmission.
- Provide high quality technical assistance to schools, and based on the most current *Healthy CPS* data, deploy strategic communications to help more schools achieve the Healthy CPS designation. We will make further progress on the district's goal of having 100 percent of schools achieve *Healthy CPS* by 2024.

#### **Health Promotion Unit**

- Deepen convergence with other offices to further socialize *Whole School, Whole Community, Whole Child* model (WSCC) in the district through leadership of WSCC Advisory Committee for collective impact to advance the "Whole Child" core value built into the CPS Five Year Vision.
- Expand on current foundations to build a *CPS Framework for Mental Health Services* in collaboration with the Office of Social and Emotional Learning and the Healing-Centered Project.
- Write, vet, pass, and implement *CPS Mental Health Policy* including a *Suicide Prevention Policy*.
- Write, vet, pass, and implement *CPS AED/CPR Policy*.
- Organize and host the first-ever GSA Summit in support of health promotion and protection of LGBTQ+ students and staff in the district.

#### **Health Services Unit**

- Provide vision and hearing screening to students with IEPs or in a mandated grade per Illinois Department of Public Health guidelines and submit claims data for Medicaid reimbursement as appropriate.
- Create opportunities for health prevention and care services that students need and connect students with health systems for medical/dental/optical homes, including through the McKinney Vento Act for students experiencing homelessness.
- Strengthen access to COVID-19 vaccination opportunities for employees/vendors and district partners (for example, charter school staff) as well as eligible students.
- Complete reopening of all SBHCs and further strengthen coordination of mobile care providers.

#### **Children and Family Benefits Unit (CFBU)**

- Advocate and provide oversight of development and use of a district-wide health information and social services master data management solution. This solution will analyze data from multiple inter-agency data flows to correctly identify students eligible for public benefit programs. CFBU and the district will use this data to build better outreach strategies and ensure all eligible students and families are enrolled in the services to which they are entitled. This solution also creates digitally available, comprehensive student health and social service profiles. The use of records of this sort will facilitate more robust care coordination which will, in turn, drive better health and educational outcomes.
- Collaborate with the Illinois Department of Healthcare and Family Services, Medicaid Managed Care Plans, CPS ITS, and CPS Law to develop and implement a Health Risk Screening process for CPS students while connecting Medicaid-enrolled students to care during in and out of school time.

- Expand the CFBU portfolio by including care coordination to connect students to both internal and external healthcare services, thus increasing student's and family's utilization of Medicaid benefits.
- Expand the Healthy CPS Hotline functionality to include OSHW's Nursing Department and a language line to support CPS' linguistically-diverse families.
- Expand on the "Every Superhero Needs a Sidekick" marketing campaign to include messages on COVID-19 vaccine, nursing services, and the completion of Health Risk Screenings.

#### **Nursing Unit**

- Further strengthen CPS Nurse Leadership development, managerial oversight, and productivity. We will also increase nursing capacity by accelerating progress on the district's commitment to a full-time nurse in every school, every day by 2024.
- Design, vet, and implement a plan for Nurse Quality Improvement, and craft partnerships and protocols for nurses to facilitate better Medicaid Coordination. A designated OSHW Nurse Manager, working with strategic internal CPS partners, will focus on ways to improve care delivery and student health outcomes through data analysis and lead implementation of best practices on care coordination. Addition of advanced practice RNs (Six APRNs; one matched to each nurse manager) will form the core of an emergency preparedness and prevention-oriented Public Health Nursing Corps to address health system and CPS health policy implementation goals in collaboration with nurse managers and the director of school nursing.

## Office of Student Protections, Title IX and Equal Opportunity and Compliance

### MISSION

Our mission is to provide an equitable, inclusive, safe, supportive, and secure learning and working environment, in every school and neighborhood, in a district that is free from discrimination, harassment, sexual harassment, sexual misconduct, and retaliation, ensuring that all students, faculty, staff, vendors, and visitors can thrive.

### MAJOR PROGRAMS

- **Supportive Measures:** Coordinates with internal and external partners to ensure student services, counseling, and other supports are provided to students involved in sexual harassment, bullying, or abuse.
- **Investigations:** Investigates allegations of Title IX, sexual misconduct, civil rights concerns, and corporal punishment.
- **Compliance:** Ensures the district is in compliance with Title IX, which protects students from discrimination related to any educational program on the basis of sex, gender, or sexual orientation.
- **Training and Awareness:** Ensures every member of the CPS community understands their role in recognizing, preventing, reporting, and responding to sex/gender discrimination, sexual harassment, misconduct, and abuse.
- **Policy and Prevention:** Verifies that district policies and practices provide clear steps that employees must take in order to protect students from abuse and ensure incidents are reported to necessary parties.
- **Data and Reporting:** Collects and shares information with the public and ensures appropriate notifications are made in all cases.
- **Restorative Justice:** Practices this framework to resolve conflict and misconduct mutually and peacefully for students, staff, and members of the CPS community while repairing the harm caused by the wrongdoing.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 3,070,906	\$ 4,298,260	\$ 4,292,911	\$ 3,698,260	\$ 4,859,175
<b>Total Department</b>	<b>\$ 3,070,906</b>	<b>\$ 4,298,260</b>	<b>\$ 4,292,911</b>	<b>\$ 3,698,260</b>	<b>\$ 4,859,175</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	39.0	39.0	41.0
<b>Total Department</b>	<b>39.0</b>	<b>39.0</b>	<b>41.0</b>

## MAJOR ACCOMPLISHMENTS in FY2021

- **Closed 188 OSP-led investigations and OSP-guided cases in the first semester of SY20-21:** Received 1,900+ phone calls, Aspen reports, emailed reports, and online complaints from district administrators, staff, parents, and/or students reporting allegations of sexual harassment, sexual misconduct, sexual assault, dating violence, gender-based discrimination, or requesting guidance on Title IX-related issues.
- **Implemented planning and development of the Prevention Pilot.** This complements ongoing efforts of the sexual health curriculum by connecting schools with community partners to provide in-depth prevention programming on sexual violence and healthy relationships. Vendor has been selected and is in the contract finalization stage of the procurement process. Created a Theory of Action which addresses multi-faceted areas of Targeted Universalism as well as created implementation and impact goals to keep us on track for targeted completion.
- **Developed district-wide student training sessions, with three versions for pre-k-3, 4-8, and 9-12, that were implemented with 100% compliance across all district, charter, contract, and option schools.** All materials were translated into Spanish and supports were created for teachers carrying out the programs, such as implementation guides, lesson plans, and a trauma training webinar. Supports were put in place for students including a collaboration with Resilience, a rape crisis center, that provides weekly office hours in addition to the available school based clinician support.
- **Developed audience-specific training sessions that incorporated our updated policies and procedures in accordance with the new Title IX regulations as of August 2020.** In SY20-21, we developed new training sessions for staff at the legal conference and for a district-wide audience through the new Protecting Chicago's Children 3.0 training. We also developed school-specific training sessions as well as training sessions targeted to parents available in both English and Spanish.
- **Implemented Guardian, a new case management system, in Fall 2020 that is used for OSP, EOCO, and OIG Files.** In SY20-21, OSP rolled out Guardian and uploaded OSP, EOCO, and ADA files from previous case management systems into Guardian. Through our work we have integrated Guardian with the CPS data warehouse and it will also soon integrate with Aspen.
- **Enhanced the OSP and EOCO investigation teams' response to biased-based harm, discrimination, harassment, and retaliation impacting our community.** As a part of our efforts, we embarked on a number of initiatives designed to address and eradicate toxic work and school environments through strengthening our response to include targeted training and alternative dispute resolutions.

## KEY BUDGET INITIATIVES for FY2022

- Instituting formal processes to measure the impact of our work on changing the culture around sexual misconduct in schools and communities in order to create a district free from sex/gender discrimination, sexual harassment, and sexual violence. This work will be accomplished taking into account equity championing the individual cultures, talents, abilities, languages, and interests of our community.
- Determining the effectiveness of customer relationship management, supports, training, and awareness sessions provided by the department with feedback from CPS administration, CPS Title IX school representatives, and parents/guardians. This work takes into account equity by ensuring that feedback is obtained from diverse populations within each of the areas.

- Creating partnerships within CPS and community agencies to reach students, parents/guardians, and community leaders to deliver awareness sessions and build strong community-based relationships.
- Providing youth with comprehensive education and resources for addressing sex/gender violence, maintaining healthy relationships, and reporting incidents of sexual misconduct to the OSP.
- Partnering with the Procurement Department to improve contracting efficiency, reducing costs, and providing a better service to schools and Central Office departments.

## Office of Student Support and Engagement

### MISSION

The Office of Student Support and Engagement (OSSE) is a part of the Office of College and Career Success (OCCS) and provides comprehensive supports to help students become more engaged and connected to school. The office provides re-engagement services for out-of-school youth; resources to eliminate barriers for students in temporary living situations; attendance and truancy guidance for CPS families, schools, and networks; and extended learning opportunities to enhance all students' core academic experience while engaging parents and community members in school-led activities.

### MAJOR PROGRAMS

- **Attendance and Truancy:** Lead and coordinate the district-wide efforts to promote consistent student attendance and reduce chronic absence and truancy. OSSE also provides additional support when schools fall below the district's attendance goals and assists in disseminating and funding best practices for improving and maintaining high attendance.
- **Students in Temporary Living Situations (STLS):** Train and support all CPS schools to ensure system-wide compliance with McKinney Vento Law for the removal of barriers to educational opportunities for over 15,000 students who are experiencing homelessness and 3,500 students in foster care.
- **Student Outreach and Re-engagement (SOAR) Centers:** Provide targeted outreach to chronically truant and out-of-school youth to get them re-engaged, re-enrolled, and persisting towards the goal of earning a high school diploma.
- **Juvenile Justice Re-Entry Program:** Provide re-engagement support to court-involved youth across the city. This team facilitates the school placement and monitoring of all students exiting the Juvenile Detention Center that have attended Nancy B. Jefferson Alternative School.
- **Out-of-School Time (OST) Activities:** Manage and oversee OST programming including key partnerships with After School Matters, City Year, Science Olympiad, and You Be the Chemist, offering approximately 32,000 slots for CPS students.
- **Community Schools Initiative (CSI):** Support schools in Chicago to implement the CPS Community Schools strategy. These schools partner with community-based organizations to provide a comprehensive set of wrap-around supports to students, their families, and community members. OSSE sets implementation guidelines, trains, and connects schools to resources, as well as provides data analysis and technical assistance.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 4,931,100	\$ 15,922,200	\$ 10,765,400	\$ 4,938,000	\$ 11,318,534
Title Funds	\$ 6,181,300	\$ 6,166,700	\$ 4,946,600	\$ 3,883,300	\$ 6,000,094
Other Grant Funds	\$ 9,276,800	\$ 18,951,200	\$ 24,712,600	\$ 11,656,700	\$ 25,552,888
<b>Total Department</b>	<b>\$ 20,389,200</b>	<b>\$ 41,040,100</b>	<b>\$ 40,424,600</b>	<b>\$ 20,478,000</b>	<b>\$ 42,871,516</b>
Budgeted at Schools	\$ 7,209,900	\$ 3,579,200	\$ 9,058,950	\$ 6,657,400	\$ 3,498,529



<b>Grand Total</b>	<b>\$ 27,599,100</b>	<b>\$ 44,619,300</b>	<b>\$ 49,483,550</b>	<b>\$ 27,135,400</b>	<b>\$ 46,370,045</b>
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#### POSITION SUMMARY

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	12.6	14.6	14.6
Title Funds	6.0	6.0	6.0
Other Grant Funds	45.4	46.4	46.4
<b>Total Department</b>	<b>64.0</b>	<b>67.0</b>	<b>67.0</b>
Budgeted at Schools	42.3	55.7	49.7
<b>Grand Total</b>	<b>106.3</b>	<b>122.7</b>	<b>116.7</b>

#### MAJOR ACCOMPLISHMENTS in FY2021

- Attendance and Truancy:** This year Attendance and Truancy pivoted from its traditional onsite and attendance grant support to one that better responded to remote learning. Comprehensive support for remote learning in the form of guidelines, toolkits, and training were created to help schools navigate the reporting needs with a virtual and in-person state. In coordination with the Office of Network Support, Attendance and Truancy supported four priority schools through a tiered support model. Investments in the production of a new dashboard page to help with accuracy and input of attendance data was developed with the Department of Information and Technology Services (ITS). Attendance and Truancy provided critical funding to the Office of Safety and Security's We're in this Together (WITT) program, which couples mentoring with job opportunities for high risk youth. Further, the Tassel limit program, a long needed flexible model for students who were inactive or chronically absent and only need three credits or fewer to graduate, was created to support students; credit recovery seats and a program manager were funded by Attendance and Truancy.
- Students in Temporary Living Situations:** This year STLS focused on providing support during remote learning to STLS students and implementing the new STLS Advocate full-time school-based positions at 17 schools. In collaboration with ITS and the Chicago Connected program, STLS supported schools in getting more than 3,000 STLS students internet hotspot devices to ensure connectivity during remote learning. STLS also provided support to STLS Advocates, including training and technical assistance in implementing a data monitoring and action planning process designed to identify STLS students in need of increased support and connect them with school, district, and community resources to meet their needs and remove barriers to school success. With the support of Crown Family Philanthropies and the Children's First Fund, STLS is also implementing a housing-focused case management program in partnership with Facing Forward that will connect 270 STLS families at the 17 schools with full-time advocates with a Facing Forward case manager to help families stabilize their housing.
- Juvenile Justice Re-Entry Program:** The Juvenile Justice (JJ) department supported over 450 court-involved students in SY20-21 from over 120 different CPS schools. Despite the pandemic and remote learning, the successful re-enrollment rate of students from juvenile detention reached an all-time high of 85 percent (as of April). The increased re-enrollment did not lead to a

drop in retention, as 95 percent of returned students remained active in CPS, another record high. Over 50 students received intensive mentoring and wraparound service through dedicated partnerships with community-based organizations, and over 15 JJ students participated in the Mayor's Office Chicago Youth Service Corps.

JJ worked with nine South Side neighborhood high schools in Network 16 to build processes supporting restorative re-entry protocols and practices, which showed remarkable results in enrollment (94 percent) and home-school retention (100 percent, up over 25 points year over year). This project combined training, coaching, capacity building, and professional learning communities with specific supports for students and demonstrated the capacity of intentional practice to limit movement between schools by retaining high-need students at their original schools. Responding to the unique challenges of the moment, JJ also provided families and students with over 275 telephones, laptops, hotspots, and internet service where needed.

- **Out-of-School Time Activities:** In SY20-21, After School Matters, through CPS funding, opened 5,426 seats for students across 61 schools and provided 10,855 hours of programming. Additionally, City Year served 6,447 unique students across 31 schools. The K-8 OST Award Program program launched at more than 150 schools in January, operating at reduced capacity due to COVID-19. The OST team served more than 500 students across sixteen CPS Learning Hubs. Lastly, the team connected five schools to the You Be The Chemist competition, and 12 schools to the Science Olympiad competition.
- **Community Schools Initiative:** This initiative served over 7,552 students and enrolled 2,356 parents in programming. Over 110,000 hours of programming were offered for students and their families at 88 schools across the district. Funds for the services and support provided to these students and their families come partly from 13 21st Century Community Learning Centers (21st CCLC) grants. The department also partners with the Chicago Teachers Union to transform 20 schools into Sustainable Community Schools.
- **SOAR:** This year, SOAR went through some difficulties due to the fact that we were not able to conduct our traditional services for students, such as our workshops and placements into schools. Despite this, we had a proactive mentoring program where we met and connected with over 270 students, of which about half we were able to see until the end of the school year. The staff has built relationships with these students and continues to support them throughout the summer. We also were able to partner with schools in order to support an in-school time credit recovery program for students who were deficient in credits. This allowed students the opportunity to earn credits during their lunch and study periods in the following three schools: Foreman College and Career Academy, Englewood STEM, and Curie Metro High schools. This initiative gave us the ability to serve over 150 students, with some of them finishing multiple credits over the course of the year. Finally, toward the end of the school year, we were able to concentrate some of our efforts towards our traditional outreach, and we were able to begin supporting over 150 students and begin their reentry into their home school using our re-engagement specialists to connect the students.

## KEY BUDGET INITIATIVES for FY2022

- **Attendance and Truancy:** The attendance and truancy department will be investing in capacity building to support the implementation of a multi-tiered system of supports to drive student attendance. We will provide schools with training on developing an attendance-going culture and on leveraging data to identify specific challenges and improvement strategies. Intensive coaching support will be provided to priority schools. We will drive parent and community engagement with a city-wide marketing campaign to encourage attendance. Additionally, schools will be given funds to create parent/guardian engagement opportunities to foster greater involvement by student families. The department will invest in outreach to support schools in finding youth who disengaged during remote learning.
- **Students in Temporary Living Situations:** FY22 key budget priorities include continuing to train, coach, and support STLS Advocates and STLS Liaison stipend positions. Additional priorities will be connecting STLS students with academic and social and emotional learning support necessary to re-engage students to in-person learning, including focusing on workforce development opportunities for STLS students to generate income.
- **Student Outreach and Re-engagement Centers:** The SOAR Centers will conduct outreach to all high school students who were lost during remote learning and work to re-engage them back into school. The team will also support priority schools with re-engaging chronically absent high school students.
- **Juvenile Justice Re-Entry Program:** In FY2022, the Juvenile Justice department will expand student transition re-entry support to a larger population of court-involved students, including those in residential treatment facilities and arrested/detained/diverted students who do not enroll at Nancy B. Jefferson school. We will expand the restorative re-entry pilot to two new networks, and increase by 100 the number of students who receive over seven hours per week of intensive mentoring and case management.
- **Out-of-School Time Activities:** The district intends to use OST as a key lever for student engagement during FY22. To achieve that goal, the OST department will expand so that all district managed schools receive OST funding and the volume of funds awarded to each school will increase. OSSE will increase the diversity of our OST providers with a special focus on increasing tutoring and mentoring support, which the department will accomplish by using data and student and community voice to inform program selection. We will fund school implementation by establishing an OST Lead at every school.
- **Community Schools Initiative (CSI):** FY22 key budget priorities include the continuation of the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant with an annual budget of \$10.6M for 73 schools (average of \$145K per school including central supports), the Sustainable Community Schools (SCS) budget of \$10M for 20 schools (average of \$500K per school including central supports), and \$500K in Full Service Community Schools funds for the expansion of trauma informed practices in two high schools.
- **SOAR:** FY22 priorities is continuing to support the Moving Forward Together initiative by supporting those students that have become disengaged and feel disenfranchised from the school system. We will build greater partnerships with schools and look to give students options for them to choose the most suitable learning environment for them to thrive and ultimately

finish their educational goals. We have begun to re-open those sites that were closed due to the pandemic and look to service and facilitate a wide range of services for students. We will strive to provide those students with complete wrap-around services that not only will help them academically but also meet their social-emotional needs. We intend to build partnerships with all stakeholders in the communities where centers are to make sure that our students are receiving everything they need no matter what the socioeconomic status or zip code they come from.

# Talent

## 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 and Educator Equity:** Developing and implementing strategies to diversify teaching talent, recruiting more teachers in high-need subject areas, strengthening supports to ensure Day 1 readiness for new teachers, and expanding access to high-quality instruction for students across Chicago. Through Teach Chicago, the district's initiative to develop, recruit, retain, and empower educators, CPS is expanding its teacher residency programs; developing new career pathways into teaching for CPS graduates; and providing intensive talent management support for Opportunity Schools, some of the district's hardest-to-staff schools; and aggressively recruiting nurses, social workers, and counselors to support Chicago's students.
- **Educator Effectiveness:** Transitioning "from compliance to coaching" in schools' implementation of REACH, the district's teacher evaluation system. This team develops training modules for principals and assistant principals to build their skills in talent management. Building on the implementation of multi-classroom teacher leader roles in a subset of the district's Opportunity Schools, Educator Effectiveness is leading the district's development of a scalable teacher leadership strategy. The Elevate Coaches offer ongoing support to improve retention of new teachers in Opportunity Schools.
- **Human Resources (HR) Operations:** Improving efficiency and communication during employee onboarding and the entire employee life cycle and identifying strategies and methods to better support and improve existing processes, including adjustment of staffing processes to maintain public health safety. Building on the Safe Schools training platform to offer additional safety and compliance training throughout the district, assisting in developing protocols for COVID-19 reentry, and launching an employee engagement survey to gauge employee satisfaction across the district.
- **HR Business Partners in School Support Center:** Providing one-stop support for CPS school leaders for all HR-related needs, including guidance, timely technical assistance, and executive consultation. Other efforts include improvements to online systems and seamless transitions from one school year to the next.
- **Health, Benefits, Leaves, and Disability Management:** Providing enhanced customer service in the administration of CPS' leave of absence program and launching a return-to-work program to support employees transitioning back to work after a workplace or personal injury. Other efforts include improving health education and disease management services for employees and managing deferred compensation plans.

- **Talent Management:** Continuing implementation of Lead with CPS, a districtwide leadership platform for employee development. Performing client management functions for all district leaders seeking Talent guidance and support, workforce planning, and organizational development.

#### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 25,835,755	\$ 33,233,191	\$ 44,038,419	\$ 40,966,090	\$ 38,012,617
Title Funds	\$ 4,814,182	\$ 5,226,298	\$ 6,155,120	\$ 5,482,849	\$ 5,714,403
Other Grant Funds	\$ 1,545,502	\$ 3,012,322	\$ 6,340,498	\$ 3,828,506	\$ 2,696,654
School Generated Funds	\$ 677,279	\$ 308,214	\$ 1,077,387	\$ 1,077,387	\$ 1,116,189
<b>Total Department</b>	<b>\$ 32,872,718</b>	<b>\$ 41,780,025</b>	<b>\$ 57,611,424</b>	<b>\$ 51,354,832</b>	<b>\$ 47,539,863</b>

#### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	290.0	288.0	370.0
Title Funds	12.0	15.0	15.0
Other Grant Funds	13.0	12.0	12.0
School Generated Funds	1.0	5.0	6.0
<b>Total Department</b>	<b>316.0</b>	<b>320.0</b>	<b>403.0</b>

#### MAJOR ACCOMPLISHMENTS in FY2021

- **Teach Chicago Tomorrow:** Launched the first Pathway Partnership with City Colleges of Chicago and Illinois State University to recruit, support, and train CPS graduates to become CPS teachers.
- **School Leader and Administrator Compensation Changes:** Revised salary structures for principals, assistant principals, and Central Office employees to improve equity, fairness, and competitiveness across the district.
- **Teacher Residency Expansion:** In FY21, the residency program expanded to 175 residents from 90 in FY20 (and 26 in FY19). Additionally, recruited the inaugural cohort of residents for a new elementary dance program launching Summer 2021.
- **Recruitment of new Black and Latinx teachers:** The district is on track to meet or surpass the hiring target of 3,000 new Black and Latinx teachers by 2024 by expanding our teacher residency program and engaging more deeply with Chicagoland universities with large black and Latinx populations.
- **Hiring nurses and social workers:** Through the generous support of the Mental Health Professional Demonstration Grant from the Department of Education, the district has accelerated hiring of nurses and school social workers. During the 2020-21 school year, we have

hired more than 70 additional nurses to augment support to students and school communities. The district has shifted to a year-round hiring model and continues to open new positions as we reach full staffing levels. In FY20, we added 38 school social worker positions and 54 school nurse positions. In FY21, we added an additional 40 school social worker positions and 83 school nurse positions. As of 3/31/2021, 484 of 531 (92%) school social worker positions and 454 of 478 (96%) nurse positions are staffed.

- **Staffing:** reengineered the hiring process to be virtual for new employees to support COVID-19 health protocols.
- **Reopening Accommodations:** The district made reasonable ADA and non-ADA accommodations for employees who faced challenges returning to work in-person as a result of their own COVID-related medical conditions, primary caregivers/household at increased risk, and/or childcare.
- **Empowered Schools:** Twenty-one [Empowered Schools](#) implemented a formal model of teacher leadership, hinging on 50 Multi-Classroom Leaders—exemplary teachers who coach and lead teams of their peers. SY22 will bring 12 additional schools into the Cohort.

#### **KEY BUDGET INITIATIVES for FY2022**

- **Unfinished learning:** The district is planning on aggressively combating learning loss that occurred during the pandemic and disproportionately affected low-income students of color. One critical element of the district's strategy is to provide "high dosage" tutoring to ~30,000 students who have been most impacted by the pandemic. The Talent Office will play a critical role in recruiting, selecting, training, and developing the talent needed to address students' needs.
- **Teacher Residency:** In order to meet the demands from schools, we are planning on recruiting a larger cohort of teacher residents during the 2021-22 school year. We are planning a one year "scaling up" of our cohort from 175 to 225 teacher resident positions across five critical subject areas where the district has an insufficient supply of teachers: special education, bilingual special education, ECE special education, bilingual ECE, and dance education.
- **Teach Chicago Tomorrow:** The team will continue to support the inaugural cohort of the Pathways Partnership as they enter their first year as college students, as well as work with the partners to recruit the second cohort of students. The team will work closely 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. Finally, the team will continue to explore partnership opportunities with additional Institutes of Higher Education (IHEs) and in additional endorsement areas.
- **Social workers and nurses:** The Talent Office is continuing to aggressively recruit nurses and social workers throughout FY22 and has partnered with the Office of Student Health and Wellness and the Office of Diverse Learner Supports and Services to broaden internship programs and access to graduate level certification programs. The district has invested considerable resources in recruiting, training, developing, and expanding nurse and social worker pipelines, including expanded and new partnerships with several university partners and creating a robust framework of mental health professional development.

- **Special education teachers:** We are in our third year of recruiting ~100 teachers to add a special education subsequent endorsement through our partnerships with local Chicago universities and will directly subsidize the cost of the courses so that veteran CPS teachers in low-income communities can become special education teachers.



## Office of Teaching and Learning

### MISSION

To provide all stakeholders with educational resources that will result in high-quality curriculum and instruction that engages and empowers students.

### MAJOR PROGRAMS

- **There are five core curriculum** departments under the Office of Teaching and Learning: **arts, health and physical education, literacy, STEM, and social science/civic engagement**. These departments focus on the effective implementation of Illinois State Standards and high-quality instruction. They ensure that educators have the training, tools, and resources to support meaningful and effective learning that prepares students for a successful future.
- **The Department of Curriculum, Instruction, and Digital Learning** oversees the development of the district's Curriculum Equity Initiative, a pre-k-12 comprehensive curriculum across six different content areas. This department provides supports and professional learning around libraries, instructional technology, and curriculum. The team also maintains the district's learning hub, which houses and tracks CPS professional learning, the Knowledge Center, an Intranet site that houses information, tools and resources for CPS staff, and the Learning Object Repository (LOR), which is comprised of various webinar systems that support digital media management.
- **The Department of Instructional Supports** provides students with targeted resources and academic programs that extend learning opportunities. The Instructional Supports department ensures that all students will be actively engaged in extended learning opportunities (including Summer Bridge, Credit Recovery, and Virtual Learning programs) that foster and enhance the skills needed for success in college, career, and life.
- **The MTSS Team** supports schools with the implementation of the Multi-Tiered System of Supports (MTSS) Framework. The MTSS Framework provides guidance for delivering high-quality, differentiated instruction and targeted support for all students' academic, social-emotional, and wellness needs in all school and classroom settings. The MTSS team also supports the development of systems and structures to use evidence-based curricular, instructional, and assessment data to support students and academic teams.
- **The Department of Teacher Leadership Development and Innovation** supports multiple teacher leadership, teacher mentoring, teacher development, and professional development initiatives across CPS including new teacher induction and mentoring, and school-based teacher leadership roles.
- **The Academic Competitions Team** encompasses extra-curricular programs aimed at engaging students before, during, and after school, which includes: Regional and City Science Exhibitions, First Round and City Academic Decathlon, Citywide Spelling Bee, Middle School and High School Debate, Jr. and HS math leagues, and elementary and HS chess programs in addition to special initiatives and programs. Participants have the opportunity to advance to state and national competitions. Academic competitions create a competitive environment to teach students to apply content knowledge in ways that develop college and career skills such as leadership, argumentation, problem solving, research, and critical thinking.
- **The Department of Student Assessment** provides all CPS stakeholders with high-quality information about student academic growth and achievement in CPS to help inform their continuous improvement processes and advance access, opportunity, and learning for all students. The Student Assessment team supports all schools in the development and implementation of balanced assessment systems that guide teaching and meet the needs of all students. The department accomplishes this by leading the policy-setting and implementation of large-scale assessments;

managing the school assessment plan development process; providing assessment options for local school use; providing professional learning to support with assessment implementation, analysis, and use; and advancing assessment literacy across the district.

- **The Department of Magnet, Gifted, IB, and AP Programs** provides students and families with equitable access to high quality school models aimed at increasing college readiness through rigorous, theme-based instruction.
- **The Department of Personalized Learning** provides schools and students with the data, tools, and professional development opportunities needed to adopt Personalized Learning, a learner-driven instructional model where the learning path, pace, and environment is tailored to each student’s needs, strengths, and interests.

**Budget Summary**

	<b>2020 Actual Expenses</b>	<b>2021 Approved Budget</b>	<b>2021 Ending Budget</b>	<b>2021 Projected Expenditures</b>	<b>2022 Proposed Budget</b>
General Funds	\$ 25,458,045	\$ 42,060,161	\$ 57,261,454	\$ 45,299,848	\$ 41,563,509
Title Funds	\$ 17,584,618	\$ 23,274,447	\$ 21,561,244	\$ 16,275,802	\$ 21,241,913
Other Grant Funds	\$ 2,604,606	\$ 7,875,810	\$ 14,917,445	\$ 9,641,097	\$ 8,148,159
<b>Total Department</b>	<b>\$ 45,647,269</b>	<b>\$ 73,210,418</b>	<b>\$ 93,740,143</b>	<b>\$ 71,216,747</b>	<b>\$ 70,953,581</b>
Budgeted at Schools	\$ 52,942,284	\$ 73,349,466	\$ 75,637,361	\$ 74,025,984	\$ 77,009,058
<b>Grand Total</b>	<b>\$ 98,589,553</b>	<b>\$ 146,559,884</b>	<b>\$ 169,377,504</b>	<b>\$ 145,242,731</b>	<b>\$ 147,962,639</b>

**Position Summary**

	<b>2021 Budgeted Positions</b>	<b>2021 Ending Positions</b>	<b>2022 Proposed Positions</b>
General Funds	101.2	104.2	104.2
Title Funds	36.9	37.9	37.9
Other Grant Funds	16.0	16.0	15.0
<b>Total Department</b>	<b>154.0</b>	<b>158.0</b>	<b>157.1</b>
Budgeted at Schools	616.0	639.0	658.0
<b>Grand Total</b>	<b>770.0</b>	<b>797.0</b>	<b>815.1</b>

**MAJOR ACCOMPLISHMENTS in FY2021**

**Teaching and Learning Office**

- **Remote Learning Guide SY21:** Released in August 2020, the Remote Learning Guide was an updated version of the March 2020 guide, including all new commitments and expectations for remote learning in SY21. Also, the guide included guidance and expectations for working with priority student groups.

- **Remote Learning Instructional Guidance SY21:** Released in August 2020, the Remote Learning Instructional Guidance provided synchronous and asynchronous best practices as well as tools and resources to support teachers in achieving our six instructional priorities in the remote environment.
- **Remote Learning Grade Level Considerations SY21:** Released in August 2020, the Remote Learning Grade Level Considerations Supplement further outlined the practices and tools from the Instructional Guide per grade band and included sample teacher and student remote learning schedules.
- **Instructional Priorities Self-Paced Modules** Released in July 2020, the Office of Teaching and Learning hosted synchronous sessions and posted asynchronous learning modules to support teachers across all grades and contents with designing and facilitating instruction in SY21 aligned to the CPS Instructional Priorities. There were over 7,000 participants in synchronous sessions and the asynchronous materials were accessed over 30,000 times.
- **Remote Learning Foundational Series (Guidance, Google Suite, HQ Remote Instruction and Tech Sessions)** Released in August 2020, The Office of Teaching and Learning began weekly tech sessions and supported CPS Googlepalooza sessions to support use of the Google Suite and created three foundational remote learning sessions to prepare all educators for SY21. Sessions were posted online so schools could run sessions within their staff and were also offered by the Office of Teaching and Learning daily for educators to access live sessions; there were 13,000 participants.
- **Ongoing Remote Learning Professional Development:** 10,000 participants attended optional professional learning sessions from the departments within the Office of Teaching and Learning throughout August-December to support all educators with Remote Learning instructional best practices, sample schedules for each teaching model, scheduling templates for each grade band, and grade/content specific guidance for simultaneous teaching.
- **Reopening Instructional Guide:** Released in January, the Office of Teaching and Learning authored the Reopening Instructional Guide to outline the required instructional minutes for students at home and at school as well as the possible models for teaching assignments. A companion guide was created for the Principal Handbook. The guide included the framework for synchronous and asynchronous delivery methods and best practices.
- **Simultaneous Teaching Foundational Series - ES:** The Office of Teaching and Learning created a five-session foundational series to support elementary educators with simultaneous instruction best practices created with an external partner to gather best practices from across the country. 2,800 participants were in synchronous sessions and over 7,000 participants in asynchronous sessions. The asynchronous modules were also made available so schools could facilitate at their school site.
- **Simultaneous Teaching Foundational Series - HS:** The Office of Teaching and Learning created a three-session foundational series to support high school educators with simultaneous instruction best practices created with an external partner to gather best practices from across the country. Over 300 teachers attended synchronous sessions.
- **Moving Forward Together:** Through the federal stimulus funds CPS received, the district launched *Moving Forward Together*, a new initiative that will invest over \$525 million in the resources and supports our students and school communities need to accelerate their learning and gain the social emotional skills needed to heal from this past year. *Moving Forward Together* funds will be distributed over the next two years using a holistic School Investment Index to ensure our hardest hit communities are prioritized, and each school will develop its own plan to address the needs of their students, staff, and families. The Office of Teaching and Learning developed and project-managed the *Moving forward Together* plan.

## Core Curriculum

### Arts

- Evolved the Creative Schools Certification to its '2.0' version and aligned the Creative Schools Fund to provide more targeted investment opportunities for schools to raise their score and increase access to high-quality arts education.
- Continued to expand our Arts Student Voice Committee, bringing together students from across the district to advise the department on their experiences in the arts and the direction they would like to see our strategy take to improve it. This group spearheaded the *Teacher Appreciation Exhibition*, an opportunity for all arts teachers to have their artistic practice celebrated.
- Launched a partnership with *Art on theMART*, where five CPS seniors had their artwork animated and displayed on the side of the Merchandise Mart in May and June.
- Drove initiatives to implement our revised *Works of Art* policy for CPS, working with the Offices of Equity, Family and Community Engagement (FACE), CEO, Facilities, and Risk Management. This includes the approval of a full artwork inventory completed by Straus Art Group, a revised Public Art process, and the launch of our Steering Committee to address concerns related to artwork. This committee will convene before the end of the school year.
- Accelerated our work on Skyline, completing the Arts Scope and Sequence and engaging 28 CPS Arts teachers in the creation process. It was fully launched with the rest of the Skyline content in June 2021. We embarked on the next phase of our build.
- Worked to integrate our professional learning strategies with the Office of Teaching and Learning. Delivered three Arts Intensives through five live and asynchronous Instructional Priority Modules and hired expert arts teachers to lead five Wednesday Workshops.
- Grew our Communities of Practice effort tremendously. Our Arts Instruction Specialists led 74 meetings in SY20-21 (compared to 12 meetings total in SY19-20), with 911 attendees (compared to 159 attendees for the entirety of SY19-20). We wrapped up the year with a fully virtual Arts Education Conference on April 16, 2021.
- In response to COVID-19, successfully transitioned many district-wide student programs to be remote. This included a fully virtual All-City Visual Arts Exhibition, Advanced Arts Fall Showcase, and both a Winter and Spring All-City Performing Arts Showcase. All of these can be seen on our exhibition website [here](#).
- As of April 20, 2021, our Advanced Arts Program can celebrate that 245 students from 65 high schools have applied for the program for SY21-22.
- Built a full Arts Education Remote Learning Guidance document, with over 100 pages of discipline-specific supports, tips, and resources for our arts teachers and arts partners.
- As of April 2021, made \$1M in grants through the *Creative Schools Fund*, with CPS, the City of Chicago, and Ingenuity Inc. all contributing to the fund.
- Offered robust professional learning series for Incubating and Implementing Fine and Performing Arts, STEAM, and STEM schools in collaboration with the STEM Department. Collaborated with individual school communities to develop their personalized incubation and investment plan to fully realize their program focus.
- Participated for a third year in the Academic Programs RFP, a comprehensive new initiative that allows schools to apply to have a specific programmatic focus. This resulted in three new fine and performing arts schools and three new STEAM applications.
- Strengthened our relationship with the City of Chicago across multiple initiatives, including collaborating with the Mayor's Office on the Chicago Monuments Project, Public Art, the Creative Schools Fund, and arts recovery.

## **Literacy**

### **Increasing Access to Effective and Rigorous Literacy Instruction**

- Developed guidance documents to continue to support district-wide implementation of the PK-12 Vision for Advanced Literacy for wide distribution and regular use in literacy professional learning.
- Strengthened core instruction by supporting teachers in incorporating key practices associated with advanced literacy, including a district-wide focus on Abundant Reading for SY21 with tailored supports for implementing effective literacy instruction in remote and hybrid learning environments.
- Expanded the Early Literacy Collaborative (ELC), a district-wide, cross-departmental collaborative aimed at improving kindergarten readiness and second grade reading attainment for African American and Latinx students, English learners, and students with disabilities; and developed an implementation plan to address the pressing need for responsiveness to the demands of the remote learning context.
- Developed extensive guidance to support schools in maintaining student access to effective literacy instruction through remote instruction and school reopening.
- Provided professional development to 1,100 pre-k through second grade teachers and 146 elementary school administrators from 123 schools from 13 CPS elementary networks through the P-2 Balanced Literacy Initiative, impacting approximately 25,000 students. Additional school-based coaching support was provided to 207 teachers in 26 priority schools.
- Engaged teacher teams and building leaders from 55 elementary schools in a year-long virtual professional development (PD) series designed to support effective, school-wide implementation of abundant reading.
- Provided early release of CPS Skyline Foundational Skills curricular resources and supported 216 teachers in 39 schools in implementing Skyline’s systematic scope and sequence for phonemic awareness, phonics, and fluency in a remote environment.
- Engaged 70 English department chairs and teacher leaders in high school summits focused on CPS instructional priorities for SY21. Literacy summits are geared toward increasing student SAT ERW attainment through rigorous and engaging instruction grounded in literacy key practices, including abundant reading of diverse and engaging texts, extensive discussion, and literary analysis.

### **Leveraging Data to Increase Equity of Literacy Outcomes**

- Launched a HS Reading Intervention Plan and piloted Structured Literacy courses in 13 schools, using universal screening to identify high school students scoring below the 25th percentile in reading achievement with significant weaknesses in foundational skills. Program implementation for SY21 included enrollment of 270 students in Structured Literacy courses, despite the challenges of a virtual launch. The Department of Literacy is working with UChicago EdLabs to evaluate the efficacy of the intervention and to inform expansion for SY22.
- Partnered with City Colleges of Chicago (CCC) to pilot a Transitional English course in 13 schools designed to reduce the proportion of students needing to take non-credit remedial English courses when enrolling in CCC programs.
- Developed a principal guidance document to support school teams in establishing effective on-ramps to increase access to advanced coursework and Early College and Career Credentials.
- Increased AP Language pass rates for students in Equal Opportunity Schools whose teachers participated in the AP Language and Composition PLC. Pass rates increased by 21 percent compared with an overall increase of 13 percent district-wide, including the greatest increases in neighborhood schools with large majority African American and Latinx student populations.
- Conducted CIWP analyses in conjunction with SQRP and student achievement data and established a process for using school CIWP data to develop responsive, professional learning

options to meet schools self-identified professional learning needs aligned with pre-k-12 Literacy Vision shifts and key practices

- Completed a comprehensive early literacy landscape study across all 13 elementary networks and Central Office departments aligned to the literacy strategic priorities and the Early Literacy Collaborative Theory of Action.
- Partnered with REL Midwest to develop a research-based process for reviewing early literacy assessments and analyzed the predictive validity of early literacy assessments currently being utilized in CPS schools, completing important steps in the process to finalize assessment criteria for a common P-2 early grades literacy assessment RFP.
- Developed a progress monitoring and evaluation system to aggregate district-wide metrics related to early literacy, informing Early Literacy Collaborative progress toward meeting second grade Five-Year Vision goals.

### **Increasing Access to High-Quality, Culturally Responsive Resources**

- Maintained on-track development of K-12 Skyline ELA curriculum in preparation for full release in June 2021. Lessons learned and evaluation feedback from early release modules, including K-5 Foundational Skills and 12th grade Transitional English, are contributing to the professional learning plan for schools adopting Skyline ELA in SY22.
- Completed curation of Skyline independent reading text collections aligned with CPS Skyline essential questions and unit themes in collaboration with the CIDL Libraries Teams and more than 50 student reviewers.
- Partnered with the CIDL Libraries team to establish easy e-book bundle ordering to enable schools to quickly curate their virtual libraries with high-quality, culturally diverse texts; integrated use of CPS Virtual Library resources into all SY21 literacy professional development in order to increase teachers' awareness and use of digital resources in instruction and increase students' and families' access to contemporary text collections from home.
- Secured \$365K in gifts and grants to address material resource needs in partnership with the CPS Children First Fund, distributing more than 265,000 books and 12,500 literacy learning kits during remote learning, as well as 11,900 clear masks to facilitate early language and foundational skills instruction upon return to in-person learning while maintaining safety protocols.
- Continued to promote summer reading and counter summer "slide" through the CPS Summer Reading Initiative, including planned distribution of curated, culturally relevant collections of books for K-8 in English and Spanish, aligned with the Chicago Public Library Summer Learning Challenge.
- Expanded partnerships with literacy nonprofits and other organizations whose programming and practices are well aligned with the PK-12 Vision for Advanced Literacy, including a partnership with Chicago Public Library and the Chicago Literacy Alliance on a coordinated menu of summer learning options and aligned resource distribution efforts to maximize reach across the district.

### **Redesigning Professional Learning for the 21st Century**

- Engaged network teams in facilitated data consultancies and utilized centralized synchronous and asynchronous PD models to expand the P-2 literacy initiative to include any school with an early literacy CIWP goal.
- Organized the Department of Literacy professional learning menu of options to correspond to the Office of Network Supports tiered support model, offering a Tier 1 universal professional learning options available to all schools, Tier 2 opt-in professional learning routes designed to support schools in achieving identified literacy-related CIWP goals, and Tier 3 aligned

- professional learning partners for collaborative, school-based intensive supports.
- Packaged professional learning resources to support implementation through a variety of structures, including department-led PD, network team roll-out, or school-based, self-directed professional learning cycles.
- Utilized distance learning techniques and hybrid models for professional learning to significantly increase access to Literacy PD for teachers across the district, serving teachers and/or administrators from 55 percent of district-run schools through elementary and HS PD series offerings in SY21.

## STEM

- **Teacher-led Professional Learning.** This year the CPS elementary science team designed a series of Wednesday Workshops in direct response to science teachers' needs for support around how to teach in a remote and hybrid setting. By inviting teachers from other districts with hybrid experience to share their experiences and expertise leading up to our CPS schools reopening, we drew some of the highest numbers of participants to our sessions (up to 112 teachers/ISLs). Building on this success, we then transitioned to inviting our own CPS teachers to share their expertise with hybrid instruction once they had a few weeks of experience under their belt. This approach to Wednesday Workshops elevates our own CPS teachers' skills and expertise and 100 percent of participants felt their time with us was well spent.
- **Building Teacher Leadership.** The science team has designed a pathway to teacher leadership at the elementary, middle, and high school levels.
  - Our K-8 science teachers can apply to develop their leadership skills, first, through our Master Teacher Leader Cohort (MTLC) (with its accompanying growth strands where teachers pick a focus area of interest). Second, teachers can apply to our Professional Learning Leaders Academy (PLLA) to be able to lead district-level, curriculum-based professional learning. There are 40 teachers in this year's MTLC, and 8 teachers and Instructional Support Specialists (ISLs) in our PLLA. These numbers will grow each year as new teachers apply to the program.
  - HS Science Teacher-led PLCs: The CPS HS science team has taken a new approach to teacher professional learning this year. Over the summer we launched a PLC for teachers interested in launching and leading their own PLCs around an area of interest to them (e.g., best practices for implementation of the HS Science Curriculum, fostering productive student-to-student discourse, best practices for English Language Learners, etc.). In the fall, these teacher leaders, working in groups of two or three, launched their own PLCs. There are 16 teacher leaders leading eight PLCs with a total of 66 participants engaged in sustained and collaborative learning around a focus area that is of interest to them
- **Balanced Assessment** (in collaboration with the Department of Student Assessment). The math team developed 42 mastery assessments in Checkpoint aligned to each Common Core priority cluster of standards for grades three through eight and Algebra. The mastery assessments give teachers the opportunity to formatively assess their students' mastery of grade-level aligned standards in the hybrid learning environment.
- **Curriculum Development.** Given that a full, three-course curriculum design for the Next Generation Science Standards (NGSS) does not currently exist, the HS science team, in

collaboration with CPS teachers and other educators, is developing a curriculum in-house. One of the early units was submitted to NextGenScience for review and was deemed to be “high quality with revisions.” Only a very small fraction of units submitted for review receive this rating or higher, and the feedback received has been incorporated into the latest versions of the curricular units. The full CPS science curriculum in Skyline will be completed in time for teachers to implement each unit next school year. The completed curricular units are already being used in over 60 percent of our network high schools.

- **Incubation of New STE(A)M Schools.** The STEM Schools team incubated six new schools in SY20-21. We met quarterly with their leadership teams in order to help them revise their mission and visions, build their leadership teams and better understand how to utilize their budgets and internal school professional learning. We helped them design their new MakerSpace facilities, choose appropriate furniture and plan how to best spend their new STEM/STEAM budgets on equipment and teacher/student learning.
- **STE(A)M Professional Learning.** The STEM schools team also provided monthly professional learning to all STEM/STEAM specialists on topics aligned to our Standards for Success. In addition, we hosted Lunch and Learns as well as casual "Hello" meet-ups to connect in our virtual space.
- **Academic RFP** (in collaboration with the Office of Innovation and Incubation). The STEM schools team revised and implemented the 2021 RFP plan for applying to STEM/STEAM school programming, pivoting again to a virtual school visit process.
- **Transitional Math** (in collaboration with the Office of Early College and Career Success and Chicago City Colleges). 3,031 students are currently enrolled in a Transitional Math course. These students will have the opportunity to earn automatic placement into a credit bearing math course at any Illinois Community College by earning a C or better in their SY21 Transitional Math class. 1,941 students participated in a Transitional Math course in SY20.
- **Algebra Access and Equity Initiative** (in collaboration with the Office of Network Support). 23 middle grades algebra classes serving 600 students from 88 elementary schools who otherwise would not have been able to offer algebra were established. 6,978 students district-wide are currently participating in an approved middle grades algebra course.
- **Access to Advanced Math Pathways.** 5,223 students earned placement out of algebra as freshmen, giving them access to participate in advanced math coursework in high school. 4,088 students earned placement as freshmen in SY20.

### **Social Science/Civic Engagement**

- Finalized three new strategic visions for the district: PK-12 Social Science Ready! Plan; K-12 Financial Literacy Strategic Plan; and a new district-wide Three-Year Vision for Civic Life in CPS.
- Collected data on new social science items on the 5Essentials Survey and produced network and school-level reports that were shared to all chiefs and principals in the district (for schools that had statistically significant student numbers). For the first time since 1991, social science will be assessed in schools, grades 4-12. These items were designed to assess the degree in which students engaged in conversation/learning around difficult or controversial topics, experience learning related to issues they care about, degree in which they discuss race, engage in projects, and more.



- Redesigned the infrastructure of service learning to include a new framework that drives culturally sustaining, community-based, civic-oriented projects in classrooms K-12. The framework and new infrastructure will drive more partners to schools/classrooms to engage in collaborative action to address issues students care about, connected to classroom content.
- Developed new guidance and opportunities for teachers to leverage the Inquiry to Action framework with their students through culturally sustaining place-based projects. These include elections projects, participatory budgeting projects, an interdisciplinary vaccine project, and a project on reusable plastics. Teachers that participated in these projects received planning stipends, or school team grants.
- Strengthened school, student, and teacher-leader opportunities through PLC's and advisory teams: New SS Department Chair PLC (17 teachers), Civics in the Middle Advisory (23 teachers), Civic Learning Champions Cohort (Three teachers); Educating for Democracy Cohort (12 schools/school teams); Student Voice and Activism Fellows (23 students), CPS Student Advisory Council (20 students); New CPS Strategic Advisory Committee (18 students); and Financial Literacy Culturally Sustaining FinEd PLC (20 teachers).
- We have launched 60 new Student Voice Committees (SVCs) so far this year, towards our goal of expanding SVCs into elementary schools and reaching full capacity districtwide. As of February, 84/94 high schools have SVCs. We are organizing a learning tour to better understand the barriers to launching a SVC at the remaining 10 schools to reach 100 percent capacity in high schools.
- Developed a new curriculum to fulfill the new 8th grade civics requirement. 386/392 of elementary schools (98.4 percent) have the 8th grade Civics course programmed this SY, thereby ensuring they are administratively on track to meet the mandate taking effect this year. 592 eighth grade teachers have been trained on the MS Participate Civics curriculum.
- In piloting our partnership with Street Law this fall, 18 teachers have completed all three parts of their TCE series, and 33 teachers have completed two of the three sessions. We are modifying our approach to offer full day options beginning in the spring to better accommodate teachers' needs.
- 94/94 high schools have reported 100 percent of their current seniors are on track to meet the civics requirement and have trained 25 new civics teachers to our SY21 cohort.
- Onboarded three Educating for Democracy teacher leaders to support expanding sustainability and quality of civics instruction.
- Developed and distributed district wide Instructional Guidance for engaging students in the 2020 election. Over 100 teachers attended professional development on leading an inquiry-based project to increase voter turnout.
- Teachers from 183 schools have participated in an introductory session to the new Inquiry to Action Framework, launched in August. We launched our professional development series on the framework (February 2021) to support teacher's completion of service learning projects in semester two and targeted teachers completing the service learning graduation requirement.
- We launched a district-wide high school strategy working group that is part of the CEO's office. And the district has committed an additional \$100K to support. It is composed of 35 high school administrators and central office staff, to advance inclusive, democratic systems and structures in schools and district-wide.

- 150 individuals and 6 school teams engaged in ethical and engaged schools piloted with Dr. Meira Levinson, Harvard, in April 2021. We will measure outcomes and needs-assessment of adult training/implementation, resulting in recommendations for scale strategy to expand this transformative democratic practice.
- Developed a new curricular unit on Chicago's race riots, called Red Summer, in partnership with Facing History and Ourselves. Launching Summer, 2021.
- Organized and supported student-led or student-voice driven events that promoted youth voice and adult/youth partnership events: student-led workshops at PD events; 2 Civic Life Town Halls; 4 youth/adult feedback events where central office teams received feedback on their strategic plans from students; 1 network-wide youth leadership event in partnership with network 16 and Embarc.
- Expanded civic learning programming and partnerships to include Discussion/Deliberation (Street Law), Civic Online Reasoning (Stanford History Education Group), and Digital Civic Media (UC Riverside).
- Secured new partnership (and funding to support) with Street Law to expand civic learning professional development in middle school. This new partnership will include: training 650 teachers in deliberation, simulations, and other civic learning core practices over the next year; training and establishing a cohort of 30 K-12 teachers trained in writing deliberations, they will be responsible for developing new deliberations for the CPS CEI curriculum every year; training and funding 12 teacher leaders that will lead PD for all teachers, expanding our capacity to support this expansion.
- Calumet is My BackYard (CIMBY) environmental stewardship and justice program expanded with new grants (\$185K) and will now reach more schools on the south and west sides of Chicago. This year, 1,500 high school students participated in the CIMBY Program, exploring science using an interactive, place-based curriculum; taking action to protect threatened natural areas through ecological restoration and stewardship; and using acquired tools and training to take on environmental leadership roles.
- Partnered with Chicago City Clerk's office to design meaningful learning experiences for students at City Hall and with Chicago City Government. Engaged 10 schools and approximately 650+ students, and various City elected officials and partners over the course of the school year. Students this year focused on safety in Chicago, and participated in a NextGen City Council meeting that led to a policy proposal for city hall.

### **Health and Physical Education**

- Maintained a physical education digital library for health and physical education teachers.
- Stakeholder engagement in the future state of high school unit physical education offerings.
- Lighthouse Health provided professional learning for High School Summits and co-developed and delivered PL on the Flexible Use Modules.
- Provided virtual mentoring for all new physical education teachers.
- Scaled district-led instructional best practices by providing professional learning on Instructional Strategies through Flexible Use Modules, Wednesday Workshops, High School Summits and Office Hours.
- Facilitated five teacher teacher-led Instructional Priorities Showcases to 200+ HPE teachers.

- Distributed 150 resource books to 38 Collaborative Schools to support curriculum, instruction and assessment planning and implementation.
- Lead in the city wide Drowning Prevention Action Plan Education section.
- Reinstated Basic Water Rescue Classes for SECA's to meet Aquatic Activity Safety Policy.
- Reinstated Lifeguard Certification Classes for Aquatic Physical Education Teachers and Aquatic Coaches to meet Aquatic Activity Safety Policy.
- Provided Lifeguard Skills Workshops to build skill development and competency prior to the Lifeguard Certification Class.
- Developed RFP materials to support HPE CEI vendor selection and curriculum development.

### **Curriculum Instruction and Digital Learning**

- Finished developing the district's first digital, PK-12, standards-aligned, culturally-responsive curriculum across six content areas: English language arts, math, science, social science, and world languages (Spanish, French).
- Released over 200 draft Skyline units in August and October, in order to support teachers who needed high-quality standards-aligned supplemental digital resources while teaching remotely or in a hybrid environment. Since draft resources were released in August 2020, Skyline resources have been accessed 443,151 times. Additionally, teachers have pushed Skyline lessons to Google Classroom 4,399 times, which indicates that they are taking advantage of the interoperability that the Technical Ecosystem affords.
- Launched the Skyline implementation plan, with three levels of support for schools adopting Skyline content in fall 2021.
- Launched a 30+ hour training series for over 400 professional learning leaders across Central Office and network teams on what they will need to know in order to incorporate Skyline into their professional learning next fall.
- Worked with the philanthropic community to develop a Networked Improvement Community (NIC) between the school improvement organizations, implementing teachers, school leaders, Central Office staff, and research and philanthropic partners. The goal is to intentionally launch a continuous improvement structure that will support the development of Skyline implementation practices, and also contribute to the broader field of education new insights on effective curriculum implementation.
- Released guidance to schools on digital readiness and curriculum adoption readiness, including the school-based infrastructure, operations, skills, systems, and supports required to adopt a new digital curriculum with fidelity. School leaders used this guidance to complete a self-assessment that accompanies this guidance in order to formally indicate their commitment to adopt Skyline.
- Hosted hundreds of live, virtual events to support students in remote and hybrid learning environments. These events included the first-ever Battle of the Books Author Series, bringing contemporary authors of color into virtual classrooms. To date, the live attendance rate for these events increased by 136 percent between this school year and last school year; the rate of recorded views increased by 236 percent.

### **Instructional Supports**

- Targeted 21,421 elementary students for the Summer Learning program in Summer 2020. We registered 8,781 for the program, with 5,885 completing the program.

- Summer 2020 Credit Recovery had 11,052 enrollments, with 7,631 completed courses.
- Placed 13 Career and Technical Education (CTE) students going into teaching at Bridge sites to assist in teachers' classrooms (small group work with students, tech support, etc.) and with Bridge administration.
- Placed 80 Golden Apple pre-service teachers in Bridge schools to provide classroom assistance.
- Provided Acceleration programming at ALL high schools enrolling non-graduate AC15 students.
- Provided virtual learning opportunities through the Credit Recovery program to provide over 2,000 students the opportunity to recover credits required for graduation with virtual courses.

### **Teacher Leader Development and Innovation**

- Facilitated monthly professional development sessions and over 2,000 hours of one-on-one mentoring for over 300 new CPS teachers.
- Facilitated monthly teacher-led professional learning opportunities to support instructional best practice attended by over 1,000 CPS teachers.
- Hosted three-day New Teacher Orientation conference for over 500 new-to-CPS teachers.
- Facilitated foundational and quarterly professional development for 100 mentors from 50+ CPS Opportunity Schools (hard-to-staff-schools) to support them in providing mentoring for 200+ Opportunity Schools new teachers.
- Scaled our in-school mentoring work and facilitated foundational and quarterly professional development for over 120 mentors from 50+ CPS schools to support them in providing mentoring for 150+ new teachers.
- Led training in partnership with New Teacher Center and the Talent Office for over 120 cooperating teachers (teachers who host student teachers) and 160 resident mentors (teachers who host CPS resident teachers).
- Co-managed Distributed Leadership in Opportunity Schools Grant with the Talent Office, directly supporting 15 Opportunity Schools with implementing new distributed leadership roles and models and 10 Opportunity Schools with designing new distributed leadership roles and models.
  - Supports include monthly professional development for ~60 teacher leaders
  - Embedded bi-weekly support visits to all schools
  - Quarterly professional development for school leaders
- Planned the annual Summer Leadership Institute, a four day conference with 200+ professional development breakout sessions for all CPS School school leaders.
- Led the CEO Teacher Advisory Council, converging monthly to create sustainable policy and programmatic solutions to issues faced by teachers across CPS.

### **Academic Competitions**

- Oversaw efforts to provide nearly 55,000 CPS students with access to academic competitions programs and initiatives.
- Pivoted from in-person to the successful implementation and execution of online and virtual programs, competitions, and tournaments for hundreds of schools impacting thousands of students.
- Collaborated with partners and national organizations to provide a platform for students to participate in state and national competitions; many led to high-achievement in state, national and international competitions.
- 100 students represented Chicago Public Schools in the Virtual US Chess Federation National tournament in April 2021.

- 2021 Elementary School Chess Champion, Betty Butler recognized on the official [CPS Instagram](#) account and [Fox News Chicago](#).
- An All Girls Virtual Chess Program was created in March 2021. This summer we are implementing a one-week All Girls Chess Institute.
- By popular demand, weekly virtual Blitz Chess tournaments were implemented with 100 student participants.
- Twenty-five CPS Elementary schools students advanced to compete at the 2021 first-ever Virtual CPS Citywide Spelling Bee.
- Danielle Addo from Amelia Earhart advanced to compete in the Scripps National Spelling Bee.
- The Whitney Young Academic Decathlon team won first place in the Academic Decathlon City and State Championship Competition and will represent the state of Illinois at the USAD Virtual National Competition.
- 300 students and 20 schools participated in Math Leagues virtually.
- Approximately 65 schools and close to 1,000 students participated in virtual debate this school year.

### **Student Assessment**

- **Skyline Assessment Content Quality:** Established and implemented processes for reviewing and revising Skyline assessment content in coordination with vendor partners, curriculum designers, and content experts to ensure high quality at the time of release in July 2021. At this time, over 2,500 assessments have been reviewed across English language arts (ELA), math, social science, science, and world languages. High-quality Skyline assessments are on schedule for July release.
- **Checkpoint Student Assessment System Implementation:** Established cross-office structures to support the high-quality implementation of Checkpoint, the district's student assessment technology platform. These structures included the Checkpoint Steering Committee, the Checkpoint network leads, Checkpoint school-level leads, and a network partnership implementation model. CPS also launched a multi-tiered badging program to incent teacher exploration, usage, and mastery of the Checkpoint system. As a result of these efforts, 363 schools have at least one teacher who has administered an assessment in Checkpoint; over 2,300 teachers have earned a Checkpoint Pro badge; over 12 percent of CPS teachers have administered at least one assessment in Checkpoint, and over 800 teachers are power users of the system.
- **Checkpoint Assessment Ambassador PLC:** Launched the Ambassador PLC, which is designed to increase teacher understanding of the role of assessments in a learning culture and increase their effective use of Checkpoint in assessment for learning practices. The PLC is composed of 98 members with representatives from all networks, grades 3-12, with representation from core content areas, arts, PE and EL/DL teachers. Teachers will participate in four sessions from April to June to deepen their classroom assessment practices, earn the Checkpoint Assessment Ambassador badge, and prepare to lead assessment learning in their schools, networks, and disciplines in SY22 and beyond.
- **KIDS Assessment**
  - Created the Early Learning PLC to build capacity for long-term success in improving kindergarten readiness, as measured by KIDS, and to facilitate teacher leadership. The PLC focuses on collaborative problem solving, within and across school teams, to improve kindergarten readiness through improved teacher practice. There are 70 participating teachers in pre-k and kindergarten, and participating teachers have

reported high levels of engagement and trust and that they've learned new skills/strategies.

- Established multi-tier KIDS support structure to help increase the number of incoming kindergarten students meeting readiness benchmarks across all domains. This support has resulted in uptake of supplemental PD by 200+ teachers. In addition, ISBE KIDS coaches are currently paired with eight CPS schools for targeted support around improving kindergarten readiness/using the KIDS tool via coaching cycles.
- **Early Grades Assessment:** AIR | REL Midwest has worked with the CPS Early Literacy Collaborative Assessment Workgroup to assess the construct and predictive validity of various early childhood literacy assessments currently administered in the district. Both workgroups have been coached to understand the results and apply them when making decisions about which literacy assessments best fit the needs of the district as we move towards launching a Request for Proposal (RFP) for an early grades literacy assessment in July 2022. The goal is to increase the early literacy achievement of our K-2 students. The immediate next steps include synthesizing our learning, engaging stakeholders in the learning, and working with a scope writer to develop the scope of services for procurement.
- **NWEA Administration**
  - NWEA MOY Winter Testing: Student Assessment gave students the opportunity to sit for the NWEA MAP Growth exam so that scores could be used in the GoCPS application process. Testing was optional for students in sixth through eighth grade and included both students needing to obtain a score to participate in GoCPS, as well as students who wished to try to improve existing scores. Approximately 9,000 students tested across 460 district and charter schools. Additionally, 1,200 private school students tested on the weekend.
  - NWEA Testing Action Plan Implementation: In February 2020, the Office of the Inspector General presented to the Board of Education the results of the performance review on NWEA MAP Growth testing. Included in the review were eight recommendations for strengthening test administration. The district implemented all applicable OIG recommendations in winter 2021 and received approval from the district's test security consultant, Caveon, on the soundness of the plan and fidelity of execution. According to an NWEA analysis, the winter 2021 test durations were significantly shorter, spanned fewer test days, and had fewer pauses than prior terms.
- **P/SAT Administration:** CPS implemented the P/SAT assessments in fall and winter to help 12th grade students meet the state testing graduation requirement and access post-secondary opportunities, and to support 11th graders in qualifying for National Merit and other scholarship opportunities. 18,360 students across approximately 160 schools participated in the SAT and 6,884 students across approximately 75 schools participated in the PSAT/NMSQT.
- **State Assessment Implementation:** The student assessment team is leading the implementation of state-required assessments in SY21, including ACCESS, DLM-AA, ISA, IAR, and SAT, across all schools for students in all learning models.
- **Math Mastery Assessments and ELA Formative Checks:** The assessment team co-developed math mastery assessments (35) and ELA formative checks (48) in collaboration with the math and literacy teams. These assessments, available in Checkpoint, enabled school teams to understand student learning and mastery in relation to the CPS priority standards for SY21. As of April 2021, over 1,000 students have participated in the math mastery assessments and over 1,000 have also completed the ELA formative checks.
- **REACH Performance Task (PT) Pilot:** Student Assessment is piloting the administration of REACH PTs in the Checkpoint Student Assessment system. Over 50 teachers are participating in piloting

over 25 PTs. The results of the pilot will inform future policy decisions regarding REACH PT administration modality.

### **Magnet, Gifted, IB and AP (MGIBAP)**

- Participated in the district-wide Program Focus Application process, a comprehensive application and multi-step procedure for new schools interested in offering a MGIBAP program. Through this process, three schools were selected to receive new MGIBAP programs.
- Recipient of a Dell grant for Engineering is Elementary (EIE) curriculum from the Museum of Science to provide around 2,400 individual student kits so that students could have hands-on learning experiences whether learning remotely or in-person at school.
- Partnered with “Public Montessori in Action” to provide our five public Montessori schools and one charter (over 120 teachers and assistants) with rounds of Montessori professional development, protocols, and tools specific to remote learning in SY20-21.
- Provided IB PD and workshops to 349 teachers across the city. Primary Years Programme, Middle Years Programme, Diploma Programme (DP), and Career Related Programme teachers fulfilled their annual IB PD requirements provided by the IBO.
- 150 IB Diploma Program students attended the three-day IB Summer College Academy to create and complete their college essay. Students prepared for the college admission process by participating in panels and meeting with nine college and university associates.
- Hosted 14 quarterly meetings for 90 IB coordinators across the district to provide professional development support for the implementation of their IB programs.
- Tier 3 programmatic support has been provided to 25 targeted MGIBAP schools. Support included virtual classroom observations and feedback, unit plan review and development, and professional learning training that aligns programmatic focus to CIWP goals and strategies.
- Hosted 15 IB DP subject-specific roundtable discussions, connecting 110 IB educators across the district with a focus on IB internal assessment criteria.
- Nearly 2,000 students sat for IB exams in 2020 with 6,059 exams being taken. 65.3 percent of IB exams received qualifying scores.
- Partnered with Northwestern University Center for Talent Development to provide professional learning to seven Academic Centers, seven Classical Schools, 21 Comprehensive Gifted Schools, and 15 Regional Gifted Centers. Professional learning covered defining giftedness for their community, MTSS for gifted learners, and responding to the social-emotional learning needs of gifted students and was provided to over 80 participants during the second and third quarter.
- Despite remote learning, in SY21, 26,800 AP students registered for 45,100 AP exams—the largest numbers ever for CPS AP testing compared to SY20 with more than 22,800 AP students registered for 44,000 AP exams.
- Provided Tier 1—and, in several cases, Tier II—AP support to 106 district and charter managed AP programs for schools to complete another year of abnormal testing that included three specific windows with in-person paper-and-pencil, in-person digital, and at-home options through school, course, and student lenses.
- Launched six new AP Capstone programs in SY21 to complement the existing AP Capstone campuses already engaging students in the two-year AP Capstone program. The percentage of AP Seminar and AP Research students (based on submitted exams/portfolios) increased by 5.7 percent from SY19 to SY20.
- Experiencing significant growth in the AP Capstone program access while maintaining achievement that far surpasses SY20 Illinois and global AP Seminar and AP Research qualifying score rates. The AP@CPS AP Seminar’s qualifying scoring rate is 85.3 percent while Illinois and global qualifying score rates have 81.5 percent and 80.5 percent qualifying score rates

respectively; likewise, the AP@CPS AP Research qualifying score rate is 84.3 percent with Illinois and global qualifying score rates of 74.3 percent and 72.5 percent respectively.

- Identified funds to cover SY21 Advanced Placement exam costs for all students in CPS schools—district and contract managed campuses alike. This is a major accomplishment that is in line with other ECCC programs that have exams or other related costs that would otherwise be paid by the students.
- As a result of the EOS Partnership with CPS, in SY 20, 25 percent of African American students enrolled in AP and/or IB courses across 12 campuses compared to 11.9 percent of African American students on non-EOS campuses. Likewise with the partnership, 22.6 percent of Latinx students enrolled in AP and/or IB courses for the first time on EOS campuses compared to 24.1 percent on non-EOS campuses.
- Increased and maintained EOS AP+IB enrollments by 15 percent over the past three years on the original six campuses, which outpaces the EOS model of 8-10 percent increase realized in its portfolio of schools across the country.
- In SY20, African American student attainment in AP Computer Science Principles was 59% which is a significant increase to SY19 which had an attainment rate of 41%.

### **Personalized Learning (PL)**

- Provided school-based coaching to teachers and school leaders for instruction and social-emotional learning.
- In response to COVID-19, successfully transitioned professional learning and teacher/admin coaching to continue in a remote environment.
- The PL Team incubated three new schools in SY21-22. We facilitated monthly professional development sessions to provide schools with critical learning around the PL Framework. In addition, we met monthly with their leadership teams in order to help them revise their mission and visions, build their leadership teams, and develop three-year implementation plans for PL. We also supported them in designing their new learning spaces, choosing appropriate furniture, and planning how to strategically spend their new PL implementation funds based on the goals of their individual implementation plans.
- Developed the Personalized Learning Continuum as a companion to the CPS Framework for Personalized Learning in order to give schools steps toward a greater degree of implementation, as well as a tool to monitor their progress.
- Provided monthly professional learning for teacher leaders in Elevate Cohort III to develop their capacity to sustain the PL work beyond programming and facilitated the development of their whole-school redesign plan.
- Partnered with external organizations to support PL schools through free access to training, out of school learning opportunities, and technology/instructional resources.
- Partnered with UChicago EdLabs and American Institutes for Research to modify the approach to the ongoing RCT and study of the Elevate program due to the pandemic.
- Developed district resources to support schools implementing a PL model, including coaching tools, observation forms, and standards-aligned curriculum resources for core-content areas and social-emotional learning.
- Led 12 Wednesday Workshops aimed at deepening teacher practice around the PL signature practices and continuum.

### **MTSS**



- Created a district-level Leads PLC and developed and provided eight professional learning sessions to level set understanding around building Equity-based MTSS Framework in schools.
- Provided four-session PLC modules for five networks (collaborative schools); sessions target the development of systems and structures needed to support the effective implementation of MTSS.
- Established partnerships with all content areas and Central Office departments to provide ongoing professional learning opportunities to support staff (OECE, OLCE, Equity, TLDI, SSCE).
- PD provided for school reopening—information, guidance, and resources.
- Developed and provided ongoing Professional Learning for three additional network/school MTSS leads and administrators (three-session modules).
- In collaboration with networks and FACE, conducted three parent meetings with two networks in support of building collaboration and understanding of MTSS (Networks 4 and 8).
- Initiated updates to all internal and external MTSS documents, resources, and information including cps.edu and the Knowledge Center.
- Established and completed the RFP process for a comprehensive MTSS platform in collaboration with Assessment, Data, OSEL, and other CPS Central Office departments.
- MTSS Department and Data Warehouse partnered with Innovare to develop dashboard intervention data at the school, network, and district level.

## **KEY BUDGET INITIATIVES for FY2022**

### **Arts**

- **Arts Essentials:** Make \$1,000 grants to nearly every CPS school to provide funding for arts supplies.
- **Creative Schools Fund Grants:** Collaborate with The City of Chicago and Ingenuity Inc. to make targeted investments that increase access to high-quality arts education across the city through competitive granting strategies available to schools.
- **Works of Art Policy Implementation:** Collaborate with colleagues across the district and our vendor partner to inventory and catalog the district's works of art collection, as well as address concerns about artworks raised by community members.
- **Skyline:** Collaborate with CIDL to build our Visual Arts and Music curricula, with support from our external cultural partners.
- **Early College Arts:** Provide Early College credits to CPS students through dual credit courses in the visual and performing arts.
- **All-City Visual and Performing Arts:** Provide free, citywide arts programming on Saturdays in 10 different ensembles. The department will also produce city-wide visual arts exhibitions for elementary, high school, and seniors.
- **Fine and Performing Arts + STE(A)M Schools:** Support incubating and implementing Fine and Performing Arts Schools and new STEAM Schools in partnership with the Departments of MGIB/AP and STEM. In addition, we will provide professional learning and grant opportunities to 70 existing Fine/Performing Arts Schools.
- **Professional Learning:** Provide Tier 1 grade-band and discipline-specific professional learning opportunities for all CPS arts teachers through Teaching and Learning modules and summits, as well as Tier 2 strategies through our communities of practice and (virtual) demonstration sites.

### **Literacy**

- **PK-12 Literacy Vision:** Continue to support district-wide implementation of our framework for literacy instruction while advancing the priorities set forth in the Moving Forward Together framework to address unfinished learning resulting from remote instruction.

- **Effective and Rigorous Literacy Instruction:** Strengthen core instruction by supporting teachers in incorporating key practices associated with advanced literacy, including leveraging the Skyline ELA curriculum to support student engagement with standards-aligned, grade-level, culturally relevant content in a substantial number of schools in SY22.
- **Tiered Support Model:** In conjunction with the Office of Network Support (ONS) and other teaching and learning departments, Literacy will continue to offer universal, Tier 1 professional learning to support learning acceleration, as well as a range of opt-in Tier 2, CIWP-informed professional learning routes, including foundational skills, abundant reading routes, and PD to support effective implementation of transitional bilingual instruction.
- **Early Literacy Collaborative:** This cross-departmental, district-wide initiative will drive early literacy efforts related to the CPS Moving Forward Together plan, designed to increase kindergarten readiness and second grade reading attainment through foundational skills instruction, language development through abundant reading and extensive discussion, early intervention, and family literacy programs.
- **Literacy-Specific Multi-Tiered Systems of Support:** Refine MTSS guidance to provide literacy-specific intervention routes, curricular resource recommendations, and scheduling models in preparation for launch of a new MTSS district-wide screening, diagnostic, and progress monitoring assessment suite and MTSS platform.
- **Pathways to Accelerate Learning:** Continue establishing effective school-based pathways to accelerate learning, including investments to strengthen systematic phonics instruction in 100 elementary schools, supporting early intervention for K-2 students reading below grade-level benchmarks, expanding structured literacy intervention training for intermediate grades teachers, expanding reading intervention programs in 25 high schools, increasing Transitional English course offerings to approximately 30 schools, and providing guidance for increasing equity of access to advanced coursework for early college credit.
- **Access to High-Quality Culturally Responsive Resources:** Engage in ongoing development and evaluation of the PK-12 Skyline Curriculum as units are implemented in schools, engage partners in ongoing curation of high-quality, contemporary trade book and eBook collections, support access to CPS Virtual Library resources and high-quality Ed Tech tools, and expand the Project Lit and Battle of the Books programs.
- **Redesign Professional Learning for the 21st Century:** Continue to build a multi-tiered system of professional learning supports that are responsive to schools' CIWP plans, including flexible, hybrid models of professional learning and use of technology and distance learning techniques to maximize accessibility of professional learning across the district. In addition, an expansion of the Literacy Fellows program will leverage expertise from within the district for professional learning and will contribute to a growing bank of instructional videos showcasing teacher and student engagement in literacy key practices in CPS classrooms.

## STEM

- **STEM and STEAM Schools:** Provide program support for schools in their incubation, implementation, and sustainability phases of schoolwide programs. This includes personnel, professional learning, and increased access to technology.
- **In-Class Math Tutoring:** Saga Education will provide math tutoring services to students in ninth and tenth grade across 17 high schools.
- **Pathways to Advanced Mathematics:** Continue to focus on increasing the number of 8th grade students successfully completing high school algebra from 3,800 to 6,000 by SY23-24, as outlined in the High School Strategy. The following programs will be implemented to advance this work:

- **Algebra Initiative:** Middle school algebra and algebra teacher university coursework. Teachers can participate in university coursework to earn their CPS Algebra credential, making them eligible to teach Algebra in the middle grades. Tuition is provided by the district to expand access to programming.
- **Algebra Access and Equity Initiative (Algebra Hubs)** Middle school students who do not have access to an in-school Algebra course will be able to participate in an approved Algebra program and earn an Algebra credential.
- **Summer of Algebra:** Summer programming for students entering high school are provided with the opportunity to earn the Algebra credential over the summer.
- **STEM Labs:** Provide curriculum and support agreements through Creative Learning Systems to ensure existing STEM labs in 16 elementary schools remain functional and updated for student use.
- **Robotics Academy:** STEM and STEAM high school staff and students will engage in an interdistrict Robotics Academy and competition to increase the number of CPS teams prepared to compete in local and regional FIRST Robotics competitions.
- **Professional Learning and Teacher Leadership:** Sustaining learning for elementary and high school teachers focused on the STEM instructional vision provides opportunities for reflection and application to impact student learning. An increased focus on expanding teacher leadership in math and science will be a target for FY22.
- **Skyline Curriculum:** Provide curriculum implementation support and professional learning to all schools adopting math and science Skyline curriculum. Curriculum development for the high school science curriculum will continue.

### Social Science/Civic Engagement

- **New Social Science Vision Implementation:** Launch a new vision for K-12 social science to support implementation of the new Illinois Social Science Standards, advance the district's new instructional vision, and achieve the district's vision goals. This entails training and funding teacher leaders, hiring vendors to support training, partnering with experts and researchers to support teacher development, and capturing examples to promote digitally.
- **Expanding and elevating quality through democratic school and classroom leadership:** As part of the Unfinished Learning framework, Moving Forward Together, we will develop a comprehensive strategy to train and support school leaders in building democratic systems and structures in their school—which will include democratic systems, deliberation and civic discourse, participatory budgeting, and more.
- **New Elementary Civics Course Graduation Requirement Implementation:** Continue to deepen training for Middle School teachers with our partners, Street Law.
- **Service Learning Redesign:** In order to support the district's new instructional vision and meet teacher-identified needs in fulfilling the service learning mandate, SSCE has redesigned the infrastructure of service learning. We will train teachers and support projects through grants and develop more opportunities for partners to work with schools on community-based projects through Call To Action questions.
- **Measurement, Evaluation, and Reporting:** SSCE will partner with UCRiverside as part of a multi-year study and scale strategy to develop measurement and assessment tools that analyze our program impacts; analyze, capture, and disseminate data to inform teacher, school, and network strategy; and inform future strategic programmatic plans. Subsequently, findings will be leveraged to inform social science and civic learning strategy to districts/funders across the U.S.
- **Improve and Expand Student Voice Committees:** The CPS vision calls for all elementary schools to have a student voice committee (SVC) by 2023. Currently we have 100 SVC's in elementary

schools. Next year we will develop and fund another 150 elementary SVC facilitators. We will also build strategic resources, guidance, and training to better support SVC's, which will now include principal training.

- **Civic Discourse:** In order to support and advance difficult and controversial issue discussion that leads to consensus and solution-design in classrooms and schools, we will develop a permissive policy, and create guidance and resources with a training plan to support.

### Health and Physical Education

- **Foundations of teaching physical education modules:** Provide Level 1 professional learning on five opt-in Google Classroom asynchronous professional learning modules for physical education teachers. Follow-up deep dive synchronous sessions will be co-facilitated by the Health and Physical Education Department and the vendor that created the modules. Provide Tier 2 Health and Physical Education Leadership Team professional learning series led by the vendor that created the modules.
- **Lifeguard certification for physical education teachers and aquatic coaches:** As part of our Aquatic Activity Safety Policy, the lifeguard certification for physical education teachers has been extended to September 1, 2021. Certification courses are taught by American Red Cross Instructors.
- **Water Safety Instructor (WSI) certification for new physical education teachers:** Alignment to the Aquatic Activity Safety Policy, physical education teachers that teach aquatics must have their WSI. Certification courses are taught by American Red Cross Instructors.
- **Health Education Professional Learning Delivery:** Contract with an external vendor to co-facilitate professional learning aligned to the instructional strategies curriculum.
- **Health Education Curriculum Development:** Contract with an external vendor to develop skill-based curriculum K-12 scope and sequence and units.
- **Health and Physical Education Leadership Team Strategic Alignment:** Scale district-led instructional best practices by providing teacher-led examples of instructional strategies.

### Curriculum Instruction and Digital Learning (CIDL)

- **Curriculum Equity Initiative (CEI) Contractual Obligations:** Since the remainder of CPS' contractual obligations for professional learning is due in FY21, continuous improvement of the resources based on stakeholder feedback will be required in FY22.
- **Technical Ecosystem:** Continue to support the licenses, development, and support associated with two of the platforms in the CPS Ecosystem: the Learning Object Repository and the Student Assessment Platform.
- **CEI Evaluation:** Contract with an external evaluation partner in order to design and implement a formal evaluation of the CEI. This evaluation will measure the quality of the PK-12 Skyline curriculum and the design and fidelity of implementation, all developed under the Curriculum Equity Initiative.
- **Knowledge Center Redesign:** In fall 2021, Google will no longer support the site that the Knowledge Center has been built on. CIDL will rebuild the Knowledge Center on a separate site before this support ends. Consulting support is needed for the technical development required for the new site.

- **SOPPA Compliance:** A data analytics solution for monitoring devices and ed tech tools is required for SOPPA compliance. The EdTech Team (within CIDL) will be responsible for utilizing this solution to track the tools.
- **CEI Expansion:** Expand the Curriculum Equity Initiative with new Skyline courses developed across different content areas.

### Assessment

- **Skyline Curriculum Assessments:** Continue to work with curriculum designers and content experts to design and refine the assessment content in Skyline. As part of this effort, Student Assessment will procure consultative services to support with the design, development, and continuous improvement structures for the Skyline assessment system.
- **Checkpoint Implementation:** Continue the technical implementation of the Checkpoint Assessment system, including leading the ongoing product development to enable the effective rollout of the Skyline assessments. This includes the management and support of the Checkpoint badging program in support of Skyline implementation.
- **P-3 Assessment:** Continue to fund and support school access to high quality early literacy and math assessments, including the licensing, rostering, reporting, and professional learning associated with implementation. Student Assessment's key partners are NWEA and Amplify. In addition, Assessment will launch an RFP for a single award K-2 literacy assessment in alignment with the CPS Vision strategy of a common K-2 literacy and math assessment program, with the aim of achieving the strategy in SY23.
- **Balanced Assessment:** Provide district supports for balanced assessment systems and practices, including voting procedures guidance and resources, enhanced tools for monitoring and implementation, and targeted support for schools that have designated Balanced Assessment and Grading as a CIWP priority area.
- **Screening, Diagnostic, and Progress Monitoring Assessments:** Lead the procurement, technical implementation, rostering, licensing, professional learning, and reporting of a suite of screening, diagnostic, and progress monitoring assessments, which can be implemented by all district-managed schools.
- **Assessment for Learning:** Lead professional learning efforts connected to the Assessment for Learning core practices and Teaching and Learning Tier 1 structures. This will include the continuation and expansion of the Checkpoint Assessment Ambassadors Program in SY22.
- **P/SAT:** In addition to managing the administration of official P/SAT administrations, the Department of Student Assessment is providing practice P/SATs for high schools to administer and score in the Checkpoint Student Assessment system. This effort will allow for flexible assessment administration for schools; reduce school costs; and provide high-quality, actionable data on a short turnaround for teacher teams.
- **REACH Performance Tasks:** Facilitate the ongoing design, development, and continuous improvement of REACH Performance Tasks. This includes collaboration across content teams, training teacher task writers and reviewers, and implementing quality control processes to ensure that tasks live up to CPS values. Assessment will pilot the use of REACH Performance Tasks in Checkpoint and find alignment opportunities to connect REACH PTs to Skyline.

### Magnet, Gifted, IB and AP

- **Develop and Provide Program Professional Learning:** All MGIBAP programs have program-specific professional learning for administrators, coordinators, and teachers. For AP, professional development includes support for content-specific PLCs, one-day workshops and

five-day AP Summer Institutes for specific teachers and courses. For IB, teachers, administrators, and staff participate in ongoing professional development throughout the year in order to meet the implementation goals of all IB programs. Montessori training is also provided through the Magnet program.

- **Provide Free AP and IB Assessments:** CPS has decided to cover all AP exam costs in SY21 in addition to traditionally covering all IB exam costs.
- **Reach CPS Vision Goal of 30 AP Capstone Campuses:** In fall 2021, another eight new AP Capstone campuses (Alcott, Bowen, Chicago Academy, Chicago HS for Agricultural Sciences, CVCA, Sarah Good STEM, Marine Leadership, and Morgan Park) will launch for a total of 29. The CPS vision calls for 30 AP Capstone programs by SY24.
- **Partner with the International Baccalaureate:** Support new and existing schools' evaluation, authorization, candidacy, building quality curriculum, and consultancy fees to implement rigorous, inquiry-based PYP, MYP, DP and CP IB programs to 24,000 students across 65 schools.
- **College Career Readiness:** Sponsor the annual IB Summer College Academy to support rising DP seniors to familiarize them with the college essay, to understand the financial aid process, and to meet with college and university representatives from across the country.

### **Personalized Learning**

- **Provide Access to Personalized Learning Professional Development:** In order to create and build upon school interest, the department will provide access to needed training for teachers and school leaders to implement Personalized Learning. Professional development vendors will deliver customized training to schools at various stages of implementing personalized learning and foster a community of practice among principals.
- **Provide School-level Support:** District and external support will be provided to schools to ensure they have the resources and expertise required for successful personalized learning implementation. This support includes school-based coaching, instructional materials, technology, and enhancements to the classroom environment.
- **Provide School Leader Support:** In order to support school leaders in implementing their whole-school redesign plans, we will provide learning opportunities and differentiated, consultative support and coaching to principals, champions, and PL coordinators.
- **Sponsor Teacher Leadership Opportunities:** In order to build the leadership capacity of CPS teachers, the department will sponsor its first cohort of PL Ambassadors to develop mentor teacher leaders who can provide support to newly implementing teachers.
- **Provide Innovation Grants:** In effort to support continued creative exploration and PL implementation, we will provide funding to schools and individual teachers to implement their innovative ideas. Grant recipients will receive funding to dive deeper into PL practices and implement their project ideas, thereby creating models of innovation and PL implementation for the entire district.
- **Data Analysis and Evaluation:** Due to the foundational role data plays in Personalized Learning instruction and evaluation, the department, in partnership with Urban Labs and AIR, will analyze the impact of the Elevate program as a school-wide model as part of a multi-year randomized control study.

- **Acceleration and Unfinished Learning:** Increase network and school-level understanding of the Unfinished Learning framework and acceleration as we enter the school year. This collaborative project will include the access, understanding, and usage around universal and diagnostic screeners as well as just-right scaffolds and interventions to support student learning. This project will be in direct coordination with ONS and network teams, as well as the MTSS leadership team, and will span from elementary to high school.
- **Professional Learning:** Increase the level of engagement and professional learning for Central Office and department staff to build capacity and create a common language for the implementation of an equity-based MTSS Framework. Begin development and implementation of a comprehensive series of sustained learning for elementary and high school school leaders and teams focused on developing and implementing an equity-based Multi Tiered System of Support that includes individual PLCs as well as network-level support to guide schools.
- **Convergence with Equity:** Continue the targeted convergence planning with the Equity Office to reimagine MTSS as an equity-based framework that is aligned with Targeted Universalism. The work we are planning will involve all departments as well as ONS to make the connection and guide schools with continued implementation of MTSS. By developing and articulating a clear and coordinated message, departments and schools will be better positioned to provide learning and supports to schools, teachers, and students to ensure growth and success. The initiative to converge with the Equity Office additionally directly connects to the professional learning that will be created and implemented.
- **Partnerships and collaboration:** Develop deep and meaningful partnerships with OECE, TLDI, SSCE, OLCE, and assessment departments to leverage the structures for further understanding around the implementation of an equitable MTSS framework. This additionally includes structures for developing and delivering high-quality professional learning and creating a common language for an equity-based MTSS framework
- **Knowledge Center, CPS.edu, and creation of MTSS badging:** Work with Teacher Advisory groups, teacher leaders, and the principal fellowship to create a teacher-friendly Knowledge Center page that provides teachers and stakeholders with the most up-to-date information that is needed. A badging system is being developed to potentially be rolled out in SY 22. This badging system will provide networks and schools with a means for tracking, supporting, and managing a consistent level of understanding of staff in the implementation of an equity-based MTSS framework.
- **Robust and comprehensive MTSS intervention platform, progress monitoring, and data collection:** Develop a multi-phase implementation and training plan for the comprehensive MTSS Intervention Platform. Scale project to ensure that an Equity based Multi Tiered Systems and Supports structure, professional learning, tiered interventions, and progress monitoring are implemented with fidelity. Additionally MTSS implementation and intervention data analysis and reporting will be monitored and evaluated. This evaluation will inform upcoming Intervention platform training and rollout. As part of this multi year process, it will be important to organize and socialize comprehensive MTSS data and and district, network and school level reports to district and networks in an effort to better inform the supports needed by schools

#### **Teacher Leader Development and Innovation**

- **Scale new teacher mentoring and induction:**
  - Updating the district Induction Policy.
  - Developing/compensating over 120 mentors in 80+ Opportunity Schools (hard-to-staff schools) serving about 200 first and second year Opportunity School new teachers.
  - Scaling districtwide mentoring cohort to serve over 300 new teachers with 90 mentors.
  - Increasing summer support for new teachers to increase engagement and support professional learning to address an interrupted pre-service year.

- Scaling new Aspire in-school mentoring program to serve 300 mentors and 400+ new teachers (funded by SEED grant).
- Increasing training in partnership with the New Teacher Center for 250 cooperating teachers and resident mentors.
- Increasing the ability of mentors across cohorts to support new teachers with observational cycles of support by providing substitute coverage and licenses to virtual platforms to share video observations.
- Increasing professional learning for school leaders to support high-quality school level induction planning aligned to ISBE Induction standards.
- **Scale distributed leadership:**
  - Supporting Empowered Schools Cohort #4 (nine schools) with distributed leadership implementation through intensive, embedded Tier 3 supports.
  - Building the Distributed Leadership Conditions and Structures Framework for utilization in Skyline implementation tiering and selection.
  - Offering Tier 1 professional learning for all school leaders in high school summits around distributed leadership.
  - Offering Tier 2 professional learning communities for high school department chairs and course team leads.



## Transportation

### MISSION

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

- **Diverse Learning Transportation:** CPS provides transportation from home to school for over 10,000 students with special needs and over 500 students with specific medical needs via approximately 1,000 routes provided by 16 vendors. Additional services based on individual needs of students may include a bus aide, nurse, lift-equipped vehicle for wheelchairs, an air-conditioned vehicle, or car seat and harness/restraint system.
- **Option for Knowledge Transportation:** CPS provides access to a variety of programs for approximately 9,500 K-8 students on approximately 270 routes. The programs include magnet academic centers, gifted, and classical schools. Transportation is often based on living 1.5 to six miles from school.
- **Non-Traditional Transportation:** 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:** CPS centrally staffs and manages bus aides for nearly 7,500 students with Individualized Education Plan (IEPs) who require a transportation aide.

### BUDGET SUMMARY

	2020 Actual Expenses	2021 Approved Budget	2021 Ending Budget	2021 Projected Expenditures	2022 Proposed Budget
General Funds	\$ 124,182,170	\$ 125,715,656	\$ 126,360,839	\$ 103,148,000	\$ 130,963,572
Title Funds	\$ -	\$ 206,087	\$ 206,087	\$ -	\$ -
<b>Total Department</b>	<b>\$ 124,182,170</b>	<b>\$ 125,921,743</b>	<b>\$ 126,566,926</b>	<b>\$ 103,148,000</b>	<b>\$ 130,963,572</b>

### POSITION SUMMARY

	2021 Budgeted Positions	2021 Ending Positions	2022 Proposed Positions
General Funds	839.0	839.0	840.0
<b>Total Department</b>	<b>839.0</b>	<b>839.0</b>	<b>840.0</b>

### MAJOR ACCOMPLISHMENTS in FY2021

- Optimized CPS bus routes while keeping travel time low (less than an hour).
- Executed successful agreement with a new paratransit vendor to contribute to safe and reliable transportation for CPS students increasing the capacity for FY22 as more students become eligible.

- Continue the “transit-style” transportation model for students receiving transport through the Option for Knowledge program. This initiative consolidated the number of school stops from 450 to 183 and has saved CPS approximately \$1.8 million per year.
- Provided financial support payments to 16 bus vendors during global pandemic to assist with driver retention.

**KEY BUDGET INITIATIVES for FY2022**

- Further implement safe, reliable, comfortable, and cost-effective paratransit vehicles to save the district \$1.25 million per year in transportation cost.
- Continue route optimization success from FY21 while keeping students' ride times low and number of bus vendors per school at 2019-20 levels (2.2 per school in FY22).
- Continue to consider social distancing guidance with optimization.
- Hire bus aides to accommodate demands of social distancing on all vehicles.