

# CHICAGO PUBLIC SCHOOLS BUDGET 2020-2021



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Official FY2021 Budget Documentation including integral data tables, as well as interactive features that make additional information more easily accessible, can be found on the Chicago Public Schools website at [www.cps.edu/budget](http://www.cps.edu/budget). This PDF Budget Guide and the Budget Website should be read together to provide complete information on the proposed budget plan.

Dear Friends and Colleagues,

In the midst of a global pandemic, Chicago Public Schools (CPS) continues to focus on what matters most to our families—providing a high-quality education for our students. With help from supportive families, innovative educators, and dedicated community partners, we are committed to ensuring our students can continue to learn and thrive.

The proposed FY2021 budget balances the unique needs of today’s learners with the future we see for our students after the era of COVID-19. To ensure schools and students have the resources and supports they need during this challenging time, we are investing \$75 million to purchase additional computing devices for children who still need them, provide free meals for CPS families in need, and purchase face masks, cleaning supplies, and additional materials that schools will need if it is deemed safe for in-person learning to begin this year. This is on top of the City’s commitment to connect 100,000 students to high-speed internet at no cost through the Chicago Connected initiative and our efforts to distribute 128,000 devices to students this past spring. With equity at its core, the FY2021 budget is fully aligned to the commitments established by our [Five-Year Vision](#)—academic progress, financial stability, and integrity. The budget reflects our district’s continued financial stability and invests responsibly in the programming, technology, staffing, and infrastructure that we know drive student success.

As part of a multi-year commitment from Chicago Mayor Lori E. Lightfoot and CPS leadership to give families and school communities platforms for providing feedback on improving equity within schools, the FY2021 budget was shaped by an extensive public engagement process that included a series of both school funding and capital investment meetings. This engagement effort also gave rise to a diverse School Funding Working Group that has provided CPS with a series of short and long-term recommendations to promote equity and better support our school communities.

With more than \$4 billion designated for school budgets, and new investments of over \$125 million from last school year, we are confident that the following investments will move us toward our goal of providing a high-quality education for every child, no matter their race, zip code, or country of origin. In the year ahead:

- CPS is increasing its investment in Equity Grants to \$44 million, meaning that 255 of our highest-need schools will receive additional funding to help ensure they can offer their students the same world-class education as their peers across the city.
- We are also providing the largest-ever one-year increase in special education funding to ensure our diverse learners have the supports and resources they need to reach their full potential.
- For the second consecutive year, we offered school leaders and their communities the opportunity to apply for academic programs that best suit their needs. As a result of this application process, CPS is investing \$18 million over the next six years to provide students in 22 schools with new programming such as STEM, International Baccalaureate, dual language, and personalized learning.
- And to ensure we are meeting the academic, social, and emotional needs of every child, CPS will bring the number of nurses, social workers, and special education case managers in our schools to an all-time high.

In addition to an increase in school funding, the FY2021 budget includes \$653 million in guaranteed capital spending. The following investments ensure our commitment to equity in the long term while providing our students with the resources they need to begin the school year learning at home:

- Nearly \$306 million to address facility needs at the school buildings that need them most. Projects include rebuilding roofs and mechanical structures, stabilizing chimneys, and replacing fire alarms to ensure our school buildings remain safe, modern learning environments for years to come.
- \$100 million to develop new preschool classrooms throughout the city, moving us closer to our goal of providing universal Pre-K for all 4-year-olds.
- \$30 million to achieve our goal of providing a modern science lab in every CPS high school.
- \$22 million to build and renovate spaces that will support new, high-quality academic programs.
- \$20 million to improve ADA accessibility in our schools, which is part of a multi-year, \$100 million investment to make the first floor of every CPS school accessible to people with disabilities.

Our proposed budget for FY2021 gives school communities the resources they need to continue their incredible academic progress, even during these unprecedented times. We are confident these investments will meet the needs our children face today while setting them up for continued success in years to come.

Sincerely,

A handwritten signature in black ink that reads "Janice K. Jackson". The signature is written in a cursive, flowing style.

Janice K. Jackson, EdD  
Chief Executive Officer  
Chicago Public Schools

# TABLE OF CONTENTS

Letter from CPS Leadership

Table of Contents

<b>Reader's Guide.....</b>	<b>1</b>
<b>Budget Overview.....</b>	<b>4</b>
<b>Revenue.....</b>	<b>19</b>
<b>Pensions.....</b>	<b>37</b>
<b>Schools &amp; Networks.....</b>	<b>45</b>
<b>Department Narratives Overview.....</b>	<b>57</b>
Office of Access and Enrollment.....	59
Office of Internal Audit and Compliance.....	61
Office of the Board of Education.....	63
The Chief Education Office (CEdO).....	65
Office of College and Career Success.....	68
Office of Communications.....	71
Office of Computer Science.....	73
Office of Diverse Learner Supports and Services.....	76
Office of Early Childhood Education.....	80
Office of Early College and Career Education.....	83
Equity Office.....	85
Executive Office.....	87
External Affairs and the Children First Fund.....	89
Facility Operations and Maintenance.....	91
Family and Community Engagement in Education.....	95
Finance.....	98
Information and Technology Services.....	103
Office of Innovation and Incubation.....	106
Office of the Inspector General.....	109
Office of Intergovernmental Affairs.....	111
Office of Language and Cultural Education.....	113
Law Department.....	116
Office of Local School Council Relations.....	112
Office of Network Support.....	121
Nutrition Support Services.....	127
Chief Operating Office.....	129
Planning and Data Management.....	130
Policy and Procedures.....	132
Procurement and Contracts.....	134
Office of Safety and Security.....	136

Office of School Counseling and Postsecondary Advising.....	139
School Quality Measurement and Research.....	143
Office of Social and Emotional Learning.....	145
Office of Sports Administration.....	148
Office of Student Health and Wellness.....	150
Office of Student Protections and Title IX.....	153
Office of Student Support and Engagement.....	155
Talent Office.....	159
Office of Teaching and Learning.....	162
Student Transportation Services.....	179
<b>Capital.....</b>	<b>181</b>
<b>Debt Management.....</b>	<b>188</b>
<b>Cash Management.....</b>	<b>199</b>
<b>Fund Balance Statement.....</b>	<b>203</b>
<b>Fund Descriptions.....</b>	<b>206</b>
<b>Organization Chart.....</b>	<b>209</b>
<b>Appendices</b>	
A – District and Community Demographics.....	210
B – School Funding Formulas.....	212
C – Budget Process.....	229
D – Financial Policies.....	231
E – Glossary.....	236

## Reader's Guide

The Chicago Public Schools' (CPS) FY2021 Proposed Budget is the financial policy plan proposed to the Chicago Board of Education for the fiscal year beginning July 1, 2020, and ending June 30, 2021. The proposed budget is available to the public at [www.cps.edu/budget](http://www.cps.edu/budget). The website contains the official budget document as well as an interactive site that includes detailed reports on all dollars and positions in the district budget. Physical copies of the FY2021 Proposed Budget are available at the Board Office at 1 North Dearborn St., Suite 950, Chicago, Illinois 60602.

The FY2021 Proposed Budget includes narrative overviews of CPS programs, goals, financial policies, and procedures; a budget summary; and detailed financial tables.

The following chapters are included:

### **Budget Overview**

The Budget Overview provides a summary of the district's budget and highlights the district's major strategic initiatives and developments around funding. The Overview discusses how resources are invested to achieve district goals and objectives. Summary tables, including year-to-year and budget to actual comparisons, provide additional insight into CPS' financial picture.

### **Revenue**

This chapter describes each of the district's revenue sources, the assumptions and factors that influence our revenue projections, and year-to-year comparisons.

### **Schools and Networks**

This chapter provides an overview of school budgets and the resources given to schools, as well as a year-over-year comparison of total school funding. It defines the various types of schools in Chicago, the demographics, and the programs provided to students. Additionally, the chapter outlines the network management structure for district-run schools, which provides administrative support and leadership development to schools and school leaders.

### **Departments**

This section profiles each Central Office department, including its mission and major programs, FY2021 budget summary, major accomplishments, and key budget initiatives.

### **Pensions**

This chapter provides a basic overview of the district's pension obligations, funding streams, and projected future outlook.

### **Capital Budget**

This chapter describes CPS' plan for major infrastructure investments, outlines the projected expenditures for multi-year projects, and explains the impact of the capital budget on operating expenses. A separate capital plan website with project details can be found at [www.cps.edu/capitalplan](http://www.cps.edu/capitalplan).

## **Debt Management**

This chapter provides detail on the Board's debt management practices. It presents a complete picture of the district's use and management of debt, including current outstanding debt, proposed debt issuances, and all debt service requirements.

## **Organization Chart**

The organization chart reflects the leadership and organizational structure for CPS.

## **Fund Balance Statement**

This chapter explains CPS' goals for maintaining and calculating a minimum fund balance (cash reserve).

## **Fund Descriptions**

This chapter describes the four governmental fund types used by CPS to ensure taxpayer dollars are spent as authorized: General Fund, Special Revenue Funds, Capital Projects Funds, and Debt Service Funds. CPS will continue to distinguish how funds are received and spent by using the following categories: General Budgeted Funds, School Generated Funds, State and Federal Grant Funds, Capital Projects Funds, and Debt Service Funds.

## **Cash Management**

This chapter provides detail about CPS' projected cash flow throughout the fiscal year and cash management strategies.

## **FAQs**

This section includes answers to some typical questions about the Budget Book and our interactive website.

## **More Information**

This section includes the following appendices:

- **Appendix A — Demographics:** Provides detailed information about the district structure, school population and employees, and the larger community in which our students and their families reside.
- **Appendix B — School Funding Formulas:** Outlines the funding formulas used to allocate resources to schools.
- **Appendix C — Budget Process:** Provides CPS' detailed budget calendar and process, which is required by law.
- **Appendix D — Financial Policies:** Explains the policies and procedures followed during the budget process.
- **Appendix E — Glossary:** Provides an alphabetical listing of specialized terms found throughout the budget book.

## **Interactive Budget Reports**

In addition to the budget book, CPS provides enhanced interactive budget reports that allow readers to view the entire operating budget and get more detail on any component of the budget.

The interactive reports include:

- Budget by Unit, including schools and Central Office departments
- Budget by Fund, such as general fund or federal and state grants



- Budget by Account, such as salary, benefits, commodities, and contracts
- Budget by Program, such as instruction, support services, and community services
- Revenues and Expenditures report, providing information on general operating funds, as well as debt service and capital funds
- Find My School, which lists all schools by network

The reports provide a high-level overview before drilling down into more detail. For example, if you search under “Budget by Unit,” you will find the department (or parent unit) name, three-year budget and expenditure detail, and a three-year view of budgeted and ending full-time equivalent positions. These are followed by the individual department units that roll up to the parent unit, with budgets and positions listed by Fund-Grant. For tracking purposes, grants that are subject to rollover each year are assigned a new six-digit identifying number. Some grant periods cross fiscal years.

Expenses are identified by program numbers, which correlate to state function codes. Code 1000, for example, pertains to all instruction-based expenditures. Select “State Function Description” to get a complete list of program names and numbers.

The “Find Your School Budget” report is the quickest way to get budget information about a particular school. The top of the report contains a search box where you can type a school name and go directly to that school’s budget.

The School Budget reports also allow you to drill down for more detailed information such as:

- Student enrollment counts
- A school’s budget by account
- A school’s budget by fund source
- The number of teachers and support personnel positions budgeted and staffed at the school

## **FY2021 Budget Overview**

### **Introduction**

Like school districts throughout the country, Chicago Public Schools (CPS) is managing new and evolving issues as a result of the COVID-19 pandemic. Despite these challenges, CPS is committed to the continued investment in our students, and our FY21 budget provides the near-term resources needed to best manage the unique school year ahead while investing in the long term interests of our schools, and promoting responsible investment and financial stability. This budget builds on the commitments of academic progress, financial stability, and integrity established by the CPS Five-Year Vision, which was released in the spring of 2019.

Our FY2021 operating budget invests over \$4 billion in school-level funding and \$758 million in capital projects that will help ensure students throughout the city have access to modern, safe school buildings for years to come. School budgets for FY2021 will provide CPS schools with a comprehensive set of supports to advance equity; enhance college and career readiness supports; expand access to free Pre-K; meet the needs of diverse learners; and increase nurse, social worker, and case manager staffing levels to an all-time high in the district.

### **Stronger School Budgets Through Impactful Community Engagement**

Our FY2021 operating budget reflects feedback provided through an extensive community engagement process undertaken by the district. In July 2019, Chicago Mayor Lori E. Lightfoot and CPS leadership announced a multi-year commitment to further strengthen school budgeting by engaging the community to identify opportunities to promote greater equity in the budgeting process. As a result, the district held six community budget forums last school year to discuss the budgeting process and gather feedback. A diverse School Funding Working Group consisting of Board of Education members, principals, Local School Council (LSC) members, philanthropic leaders, and various other stakeholders was assembled to evaluate feedback from the community meetings and develop a series of recommendations for the district.

The School Funding Working Group provided a series of short and long-term recommendations, which include providing school leaders with additional budgeting assistance and empowering LSCs during the budget process, to promote greater equity and better support school communities. As a result, CPS took steps throughout the FY2021 school budget process to enhance support for high-needs schools and better support school principals.

### **Narrowing the Opportunity Gap for Students Most in Need**

CPS remains focused on improving equity in our schools and is committed to ensuring all students receive the same opportunities for a high-quality education, regardless of their race, zip code, country of origin, or diverse learning needs.

The FY2021 budget allocates millions of dollars to ensure that students who most need support will receive the necessary resources to help them reach their full potential. For example, CPS has increased

funding for our Equity Grant program from \$31 million last year to \$44 million in FY2021. This program will help ensure 255 schools with low or declining enrollments, many of which serve our most vulnerable students, can continue offering high-quality academic programs this school year. Also this year, the district is increasing the maximum equity grant a school can receive, with the largest grant reaching nearly \$700,000 and the average grant providing \$174,000.

We know that students from limited-income backgrounds need additional resources to be successful. To ensure we support these children equitably, CPS is also allocating an additional \$100,000 to support positions dedicated to high-quality instruction at the more than 100 schools in the highest-need areas of the city. In alignment with recommendations from the School Funding Working Group, the district is utilizing the [University of Illinois at Chicago's Economic Hardship Index](#) to target resources for schools in the 12 areas of greatest need.

### **Largest Ever Diverse Learner Funding Increase**

The FY2021 budget also includes an additional \$97 million in special education funding, which is the largest-ever one-year budget increase in diverse learner spending on record. These funds will help ensure schools have the resources they need to meet the specific needs of all students with Individualized Education Programs.

Based on feedback from public engagement sessions, collaboration with advocates, and the district's work with the Illinois State Board of Education (ISBE), CPS is instituting a consistent methodology for allocating special education positions. In prior years, special education allocations were determined based on a review of each school's needs, which led to a high level of mid-year corrections and the potential for inconsistent allocations among schools. By transitioning to a consistent methodology for all schools, the district will better ensure that schools have the resources they need at the beginning of the year, and that those resources are distributed in an equitable manner.

### **Moving Closer to Universal Pre-K**

CPS is investing an additional \$18 million to add 43 free full-day Pre-K classrooms and serve 900 additional students next school year, moving the district closer to our goal of providing all four-year-olds with access to universal Pre-K. To ensure all Pre-K classrooms have the resources they need to support our youngest learners, every full-day Pre-K classroom will also receive a supplemental stipend of \$8,500 next school year.

To build on the 28 high-need communities that were prioritized last school year for free Pre-K, the 43 additional classrooms funded by the FY2021 budget will be located in 14 priority communities. As a result of this expansion, more than half of the city's 77 community areas will offer universal Pre-K for four-year-olds next school year.

The expansion of Pre-K in the coming school year prioritizes students with special needs, increasing full-day access for four-year-old diverse learners by more than 50 percent. As a result, the number of full-day blended Pre-K classrooms in the district will increase from 67 rooms to 103 rooms next school year.

### **Providing College and Career Readiness Supports for Neighborhood Schools**

For the first time, CPS is budgeting \$5 million to provide students in grades 9–12 with access to specialized college and career readiness programming. All neighborhood schools will have the opportunity to opt into a new program offered by an external partner that will provide targeted resources for students and ensure they have the supports needed to successfully navigate high school and graduate prepared for success in college and career.

### **More CPS Nurses, Social Workers, and Case Managers than Ever Before**

In July 2019, Mayor Lightfoot and CPS leadership announced a commitment to boost full-time nurse, social worker, and case manager staffing levels to an all-time high and provide a nurse in every school by the 2023–24 school year. These commitments were memorialized in the historic contract reached by CPS and the Chicago Teachers Union (CTU) last school year, and a significant step toward that commitment will be made in the coming school year.

As part of the FY2021 budget, CPS is allocating \$13 million to hire an additional 55 nurses, 44 social workers, and 40 special education case managers. This investment will result in a total of 426 nurses, 536 school social workers, and 163.5 special education case manager positions, which will each be a record high for the district.

Case manager positions are allocated directly to schools, and those funds appeared in the school budgets principals received last spring. Nurse and social worker positions are budgeted centrally and have been included as part of the FY2021 operating budget.

### **Continuing the Expansion of High-Quality Academic Programs**

During the 2019–20 school year, CPS opened our second annual program application process, which allows school communities to apply for the high-quality academic programs of their choice. As a result of that process, CPS will invest \$18 million in new high-quality programs like International Baccalaureate (IB), STEM, and Dual Language over the next six years.

These investments will enrich the experience of more than 10,000 students in 22 schools and will help fill programmatic gaps in 11 of the 16 geographic regions established by our [Annual Regional Analysis \(ARA\)](#)—a comprehensive resource that is updated regularly and provides CPS families with critical information about enrollment, school quality, and academic offerings at the CPS schools in their neighborhoods.

Highlights of these programmatic investments include:

- The district’s first-ever early college STEAM programs at North Grand and Uplift high schools
- The first gifted program on the city’s west side at Morton School of Excellence
- The first fine and performing arts high school on Chicago’s far south side at Julian High School

### **Supporting Principals and Funding School-Level Success**

In the 2020-21 school year, CPS is increasing the student-based budgeting (SBB) rate by 3 percent to align with the teacher salary increase in the CTU contract. Additionally, for the third consecutive year, school-level funding will be based on each school's 20th-day enrollment from the 2019–20 school year. These funding levels will not decrease, even if fall 2020 enrollment is lower than it was in fall 2019. However, if fall 2020 enrollment exceeds last year's enrollment, schools will receive additional funding. This funding approach gives principals the ability to plan with confidence, knowing that their funding allocation will not decrease if enrollment declines.

It is critically important to afford our principals the time to thoughtfully plan for the next school year. We are proud that even given the challenges facing CPS last spring, including the need to shift to full remote learning during the COVID-19 pandemic, we were able to provide FY2021 school budgets to principals in late April. In addition, to provide principals with greater support this year, the district acted on recommendations from the School Funding Working Group to provide these school leaders with additional budgeting assistance following the release of funding allocations. For the first time, the district's School Support Center and Budget Office provided all new principals, as well as other principals who needed additional support, with one-on-one consultations to ensure they are able to optimize their funding allocations and prepare their schools for a successful year.

### **Investing Equitably in School Buildings Throughout Chicago**

As the district works to address the unprecedented short-term challenges presented by COVID-19, we remain committed to the long-term investments that will help more of our students access safe, modern school buildings. In keeping with the equity focus outlined in our Five-Year Vision, the FY2021 capital budget was developed in collaboration with the CPS Equity Office. To support the development of the FY21 capital plan, this office created the district's first-ever Equity Index, which is a tool used to inform where resources are most needed throughout the city.

As part of our commitment to increased engagement with stakeholders, CPS families were given the chance to provide feedback on the Equity Index during five community meetings held earlier in the year. Their insight helped shape the final structure of the Equity Index, which was central to all of our investment decisions.

### **Strengthening High-Quality Neighborhood Schools**

Approximately \$306 million in capital funding will go toward addressing facility needs and strengthening neighborhood schools throughout the city. Projects include rebuilding roofs and mechanical infrastructures, stabilizing chimneys, and replacing fire alarms to ensure Chicago's school buildings remain safe, modern learning environments for years to come. As part of this investment, the FY2021 capital budget allocates \$9 million for restroom renovations, which was something our families told us was a high priority during community engagement efforts earlier this year.

On top of this \$306 million capital investment is \$20 million to promote Americans with Disabilities Act (ADA) accessibility at 36 CPS schools. This follows an investment of \$10.5 million in ADA upgrades in

FY2020, and is part of a multi-year, \$100 million commitment to make the first floor of every school building accessible to people with disabilities.

### **Investments to Support High-Quality Academics and Enrichment**

CPS is investing \$231 million to modernize classrooms in several priority areas throughout the district.

These investments include:

- **\$100 million to develop new Pre-K classrooms.** This investment will move CPS closer to our goal of providing all four-year-olds in Chicago with access to free, full-day Pre-K by the fall of 2021.
- **\$30 million for science lab modernization.** This investment will result in the building of 31 new science labs, and is the culmination of our multi-year plan to provide a modern science lab in every CPS high school.
- **\$22 million to support new high-quality academic programs.** The FY2021 operating budget is allocating \$18 million in funding for new academic programs resulting from our district's annual program application process. The additional \$22 million in the capital budget will go towards building and renovating spaces to accommodate these new, high-quality academic programs.
- **\$50 million to develop a new state-of-the-art sports complex.** The FY2021 budget includes a \$50 million investment in a new state-of-the-art athletic facility to serve students in the south and near south areas.
- **\$27 million to promote healthy and active development.** The FY2021 capital budget will provide more than 25 schools with new playgrounds, playlots, and turf fields to promote a healthy, well-rounded education among students.
- **\$2 million to promote student safety.** This year's capital budget will invest in cameras, alarms, screening equipment, and other resources to help keep CPS students safe.

### **Creating Space for Growing Communities**

In many prior years, the majority of funds in the CPS capital budget were allocated to new construction. During FY2021, these funds will mostly be devoted to modernizing and repairing existing facilities, with two notable exceptions.

CPS will move forward this year with our plan to develop an annex for Sauganash Elementary. This heavily overcrowded school is attended almost exclusively by neighborhood families and is located in an area of the city with a growing population. This annex will give Sauganash the space it will need to accommodate its growing population in the years to come.

Finally, in addition to the \$653 million in guaranteed spending for capital projects, the FY2021 budget includes an additional allocation of \$50 million from the state of Illinois to develop a new high school that will serve students on Chicago's near south side. Later this year, we will launch a community engagement process to identify potential locations and consider key questions about the focus and design of the school.

## **Investing Produces Results**

The FY2021 budget provides our school communities with the resources they need to build on their record-breaking gains. CPS has become a national leader in urban education, and in the past year our schools have earned the following recognition and achievements:

- According to U.S. News & World Report, CPS schools claimed seven of the top 10 spots for top-rated high schools in Illinois, with nine CPS schools ranking among the top 350 schools in the United States.
- In 2019, CPS students achieved a new record-high graduation rate of 78.9 percent, which was propelled by the academic progress of African American students. This graduation rate marks an increase of 22 percentage points from 2011, when only 56.9 percent of CPS students earned a high school diploma.
- More Chicago elementary students are meeting or exceeding national attainment standards for Reading and math than ever before. In 2019, a record 56.7 percent of students met or exceeded the national average in math scores, and 61.8 percent of students met or exceeded the average in reading scores on the 2018–2019 NWEA MAP assessment.
- In 2019, more CPS graduates than ever—48.6 percent—earned college and career credentials while still in high school, making college more accessible and affordable for students and their families.
- The class of 2019 earned \$1.47 billion in scholarship offers—\$140 million more than in 2018 and more than five times the \$266 million students earned in 2012. This dramatic increase is consistent with the district’s strategic expansion of postsecondary initiatives and college-level programming such as IB, STEM, AP, dual credit, and dual enrollment in schools across the city.
- More high school students are staying in school than ever before, with the one-year dropout rate at an all-time low of 6 percent in 2019, and with the biggest improvements coming from African-American and Latino male students. CPS’ investments in mentoring, after-school programming, and social-emotional learning continue to support students and help them stay in school. Since 2011, the one-year dropout rate has decreased by more than 43 percent.
- New groundbreaking research from the UChicago Consortium on School Research shows that more than 80 percent of the district’s English learners (ELs) achieve English proficiency by eighth grade and the majority of these students are matching or exceeding the academic performance of their peers who have never been classified as ELs. This finding speaks to the strength of bilingual supports and programming throughout the district.

The investments outlined in this budget will allow students to build on this considerable momentum and maintain the reputation Chicago has established as a national leader in the field of urban education.

## **Impact of COVID-19 and School Reopening Expense on FY2021 Budget**

The onset of COVID-19 and subsequent impact on the broader economy has significant implications for CPS’ short-term financial picture and the FY2021 budget.

The FY2021 budget includes \$75 million to support remote learning for the fall and school reopening costs, covering new and different needs for students and schools as CPS continues to adapt to different learning environments. This budget will support technology, protective personal equipment, health

supplies, additional cleaning expenses, contact tracing, school logistical and instructional support, and other needs as circumstances dictate.

Along with these additional expenses, COVID-19 has made a significant short-term impact on CPS revenues. Economic difficulties at the state level forced the state to forgo its planned increase to EBF, which would have yielded \$60 to \$65 million in new funding for CPS. Projections for other economically sensitive revenues, like the Personal Property Replacement Tax, have changed drastically during the larger economic downturn.

The FY2021 budget assumes \$343 million in additional federal funding for beyond the CARES act funding that has already been authorised by Congress. This amount is less than what CPS would receive under the most conservative relief proposal currently being debated by lawmakers. This funding includes both funds to support district expenses and a projected share for non-public schools, which the district is typically required to pass along in the event that additional funding is received. In the event that additional federal funding is received beyond the assumed \$343 million, those funds would be used to guard against any additional expenses or revenue reductions in FY21 due to the evolving nature of the pandemic and also help mitigate any challenges that extend into FY22.

**FY2021 Budget Overview**

Despite the impact of COVID-19, CPS revenues are projected to increase in FY2021, keeping the district on track for sustainable growth after years of fiscal uncertainty. While the FY2021 budget includes substantial levels of federal emergency relief funding to cover emergency expenses and offset previously anticipated revenue increases that will not materialize, CPS’ revenue structure remains stable, with property taxes and state education funding providing the vast majority of CPS’ revenue. Though economic conditions have limited growth in these areas in FY2021, they represent a stable base that allows the district to continue to make classroom investments that support academic progress.

However, this improved financial outlook still does not elevate the district’s revenue collection enough for our students to receive all the resources they need and deserve. In particular, CPS would still require over \$1.9 billion in additional FY2021 state funding in order to meet the state’s assessment of the needed resources to fully fund our schools.

**Budget Overview Table 1: FY2021 Proposed Operating Budget (Millions)**

	<b>FY2020 Operating Budget</b>	<b>FY2021 Operating Budget</b>	<b>FY2021 vs. FY2020 Budget</b>
Property Tax	\$3,073.8	\$3,204.0	\$130.2
Replacement Tax	\$151.0	\$155.5	\$4.5
TIF Surplus	\$163.1	\$96.9	(\$66.2)

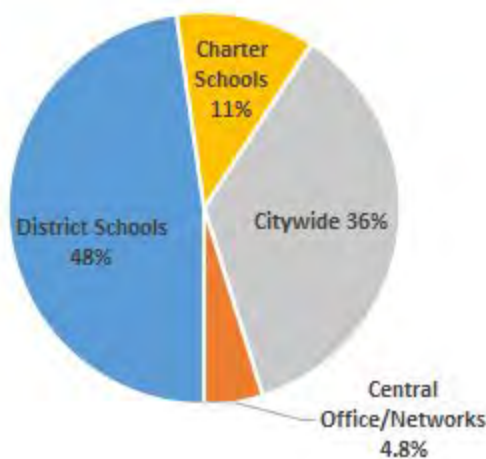


All Other Local	\$270.3	\$289.6	\$19.3
<b>Total Local</b>	<b>\$3,658.1</b>	<b>\$3,745.9</b>	<b>\$97.8</b>
State	\$1,610.1	\$1,578.9	(\$31.2)
State Pension Support	\$257.3	\$266.9	\$9.5
Federal	\$732.7	\$1,301.8	\$569.1
Investment Income	\$5.0	\$0.5	(\$4.5)
Total Reserves	\$56.0	\$22.0	(\$34.0)
<b>Total Revenue</b>	<b>\$6,319.3</b>	<b>\$6,916.0</b>	<b>\$596.7</b>
<b>Total Expenditures</b>	<b>\$6,319.3</b>	<b>\$6,916.0</b>	<b>\$596.7</b>

CPS’s total operating budget includes \$6.92 billion in funding, with 95 percent of these funds directly supporting schools. Along with funding allocated directly to district, charter, and contract school budgets (59 percent), citywide funding allocations (36 percent) provide centrally managed support directly to schools - including custodians, nurses, social workers, security, and other functions - and include funds transferred to schools after the start of the year (i.e. fall enrollment funding adjustments, potential grants, etc.). Less than 5 percent of the CPS operating budget covers central office and network costs.

**Budget Overview Chart 1: Operating Budget by Location**

Operating Budget by Location



For additional details on the FY2021 operating budget, please see Appendix II of this chapter, as well as the Revenue Chapter of the Budget Book.

### **FY2021 Capital Budget Overview**

The FY2021 budget includes a capital budget totaling \$758 million of investments that will focus on priority facility needs at neighborhood schools; full-day Pre-K expansions; ADA accessibility; and continued expansion of technology upgrades, modern science labs, and other academic priorities. To support schools throughout the city, the FY2021 capital plan provides funding in six main areas: critical facility needs, interior improvements, programmatic investments, overcrowding relief, site improvements, and information technology and security upgrades.

The CPS facility portfolio includes 522 campuses and 798 buildings. Our average facility age is over 80 years old, and the total CPS facility need is over \$3 billion. Since FY2016, CPS has invested over \$2.1 billion into capital improvements across the district. These projects include major renovations to ensure our schools stay warm and dry, facility construction to relieve overcrowding, security cameras to provide a safer environment for our children, and renovations to aid programmatic enhancements, among others. Additionally, CPS is investing \$100 million in the next five years to ensure all CPS campuses are more accessible.

The FY2021 capital budget is funded by future bond proceeds backed by EBF, potential state capital funding, and potential outside resources as they become identified.

Full details on the FY2021 capital budget are available on the interactive capital plan website: [www.cps.edu/capitalplan](http://www.cps.edu/capitalplan). The site allows users to quickly select projects by school, geographic area, type, and year.

### **FY2021 Debt Budget Overview**

The FY2021 budget includes total appropriations of approximately \$711 million for debt service payments on the district's outstanding bonds.

CPS' Capital Improvement Program, described in the Capital chapter, funds long-term investments that provide our students with a world class education in high-quality learning environments. CPS relies on the issuance of bonds to fund the investments laid out in our Capital Improvement Program, which include roofs, envelopes, and windows; state-of-the-art high school science labs; high-speed internet and digital devices; playgrounds and athletic fields; and expansion of full-day Pre-K and other high-quality programmatic investments. Bonds are debt instruments that are similar to a loan, requiring annual principal and interest payments.

As of June 30, 2020, the Board of Education has approximately \$8.1 billion of outstanding long-term debt and \$500 million of outstanding short-term debt.

For additional information on the FY2021 Debt budget, please see the Debt chapter of the budget book.

### **Appendix I: FY2020 Operating Budget Financial Performance**

FY2020 year-end estimates project CPS to outperform budget expectations by \$41 million. Revenues in the initial FY2020 budget were \$56 million less than budgeted expenditures, reflecting the district's ability to budget unspent, restricted grant revenues from the prior year. The district also received \$40 million in revenues below budget, largely due to budgeted grant contingencies that the district spends

only if funding materializes. This practice contributes to a portion of the district's underspend, which projects to be \$137 million for FY2020. The remainder of the spending below budgeted expectations reflects a slowdown in local spending from the school closures due to COVID-19.

**Appendix I Table 1: FY2020 Year-End Estimates (millions)**

	<b>FY2020 Budget</b>	<b>FY2020 Estimated End of Year</b>	<b>Variance Over (Under) Budget</b>
<b>REVENUES</b>			
Property Tax	\$3,073.8	\$3,089.6	\$15.8
Replacement Tax	\$151.0	\$138.2	(\$12.8)
TIF Surplus	\$163.1	\$163.1	\$0.0
All Other Local	\$270.3	\$237.1	(\$33.2)
State	\$1,610.1	\$1,591.8	(\$18.3)
State Pension Support	\$257.3	\$257.3	\$0.0
Federal	\$732.7	\$740.6	\$7.9
Investment Income	\$5.0	\$5.7	\$0.7
<b>Total Revenue</b>	<b>\$6,263.3</b>	<b>\$6,223.4</b>	<b>(\$39.9)</b>
<b>EXPENDITURES</b>			
Salaries	\$2,638.8	\$2,690.5	\$51.7
Benefits	\$1,655.4	\$1,612.6	(\$42.8)
Contracts	\$1,322.7	\$1,397.9	\$75.2
Commodities	\$241.1	\$292.6	\$51.5
Transportation	\$107.5	\$106.2	(\$1.3)
Equipment	\$13.2	\$66.1	\$52.9
Contingencies	\$340.5	\$16.4	(\$324.1)
<b>Total Expenditures</b>	<b>\$6,319.3</b>	<b>\$6,182.3</b>	<b>(\$136.9)</b>
Revenues in excess of (less than) Expenditures	<b>(\$56.0)</b>	\$41.1	\$97.1

Note: Revenue totals above do not include \$56 million of restricted grant funds included in the FY2020 budget but received in prior years.

## **Revenues**

### **Local Revenue**

The year-end total of property tax revenue is projected to come in \$16 million higher than the originally budgeted amount of \$3.1 billion, as the amount of new property exceeded initial estimates. There is projected to be no anticipated impact from the removal of financial penalties associated with property owners who pay their second installment property tax bill after the deadline of August 3 2020, but before October 1, 2020. Personal Property Replacement Tax (PPRT) revenues are projected to come in \$13 million under budget due to statewide corporate income tax receipts sharply declining as a result of COVID-19's impact on the economy.

### **State Revenue**

Under the EBF model, CPS in FY2020 received \$8 million less than originally budgeted in EBF revenues. This was a result of diversions to charter schools approved by ISBE being higher than expected. Categorical grant revenue is also projected to be \$10 million lower than budgeted.

### **Federal Revenue**

Federal revenues received in FY2020 are projected to be \$8 million higher than budgeted, largely due to reimbursement of COVID-related expenditures with federal CARES funding. This offset a drop in reimbursements related to regular expenditures due to the cessation of in-person classes in March. Lower than normal claims in areas including Title I, II, and IV funds and other federal funds will allow those future revenues to support the FY2021 budget.

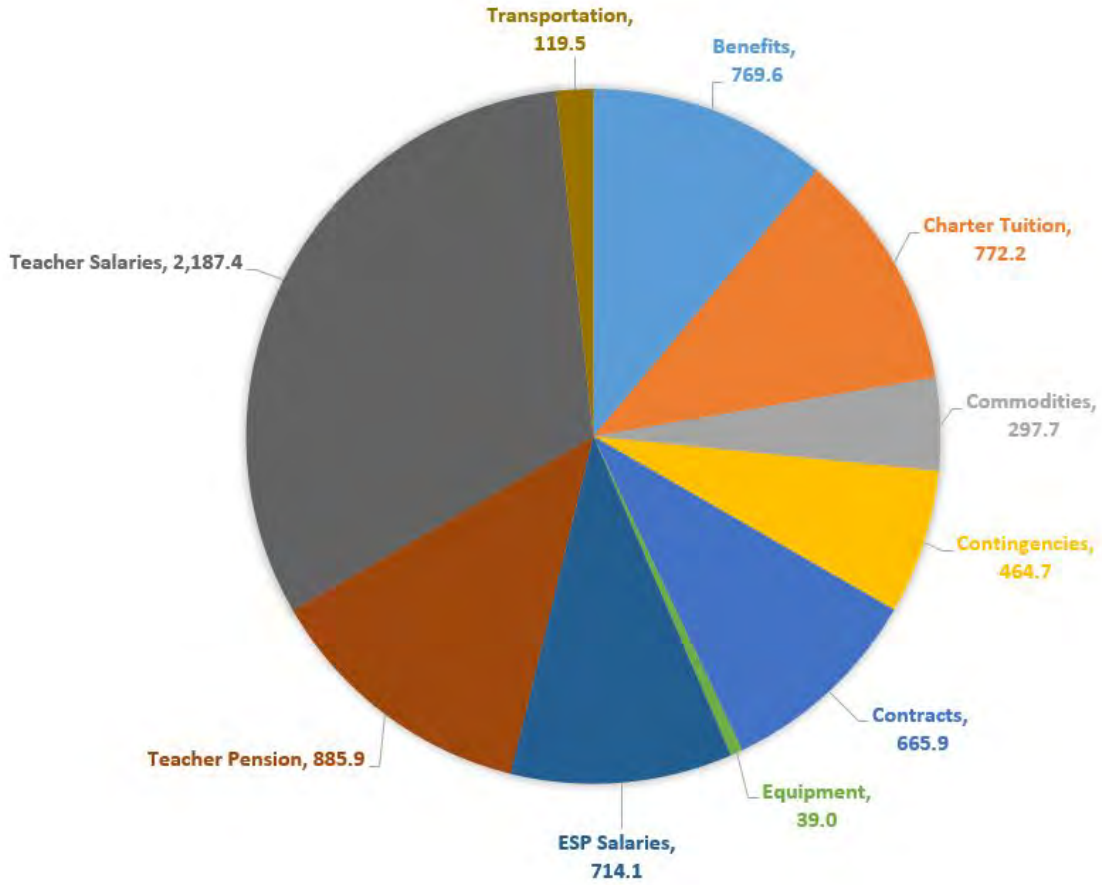
## **Expenditures**

Estimated FY2020 expenditures are \$137 million lower than the FY2020 budget. This underspend is largely driven by a slowdown in operational spending after the schools closed in the spring due to COVID-19. The final FY2020 budget also included a significant level of funds budgeted in contingencies. A portion of these funds accounted for increases in spending in the amended budget related to the district's new labor contracts and were transferred to salary spending accounts. Schools also budgeted funds in contingency which eventually spent in various non-personnel accounts.

## **Appendix II: FY2021 Summary Information**

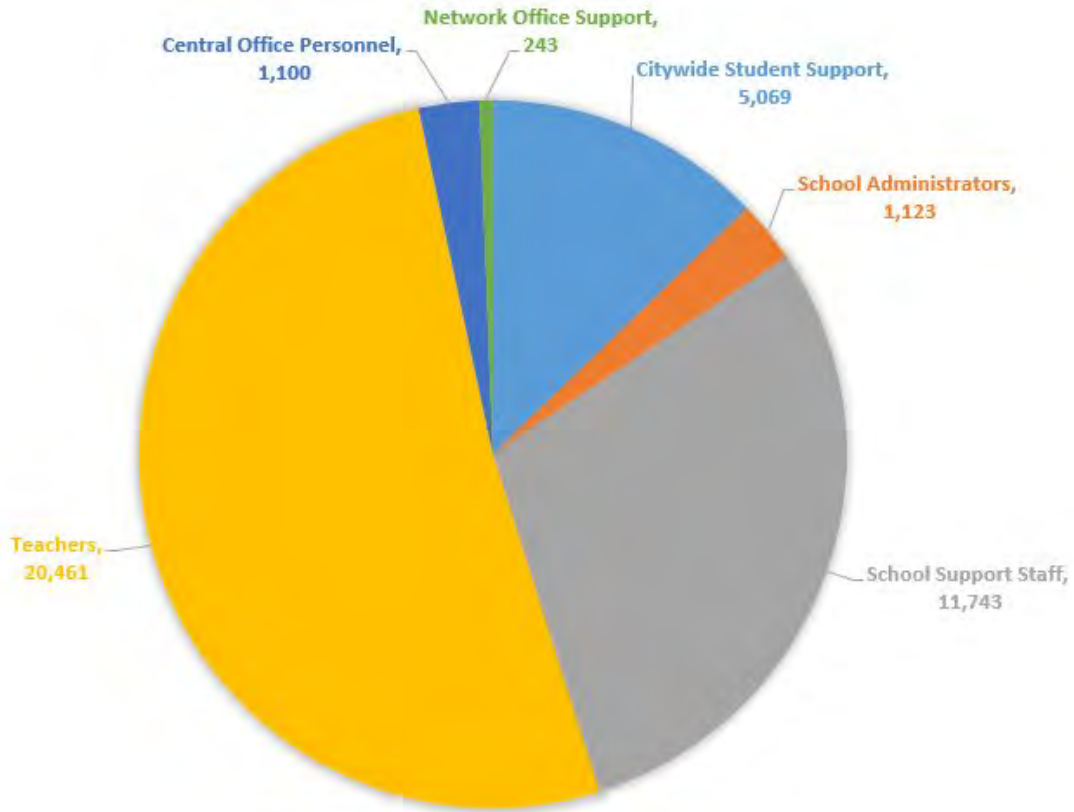
The FY2021 operating budget is approximately \$6.92 billion. 66 percent of the budget is tied to teacher and education support personnel salaries and benefits (including pension costs). Charter tuition makes up nearly 11 percent of the operating budget while commodities (e.g. utilities, textbooks, supplies), transportation, contractual services, contingencies, and equipment make up the remaining 23 percent.

**Appendix II Chart 1: FY2021 Budget by Expense Category (millions)**



The FY2021 budget includes 39,739 full-time equivalents (FTEs), an increase of 1,701 FTEs from the FY2020 budget. 97 percent of all positions in the FY2021 budget provide direct support to schools.

**Appendix II Chart 2: Of the 39,739 Positions in the FY2021 Budget, 97% Directly Support Schools (FTEs)**



**Appendix II Table 1: FY2020 Budget FTE vs. FY2021 Budget FTE**

	FY20 FTE	FY21 FTE	Increase or (Decrease)
Teachers	20,079	20,461	382
Central Office Personnel	1,032	1,100	68
Network Office Support	249	243	(6)
Citywide Student Support	4,720	5,069	349
School Administrators	1,113	1,123	10
School Support Staff	10,845	11,743	898
<b>Grand Total</b>	<b>38,038</b>	<b>39,739</b>	<b>1,701</b>

**Appendix II Table 2: FY2020 Projected Expenditures vs. FY2021 Budget (in millions)**

	FY2019 Expenditures	FY2020 Projected Expenditures	FY2021 Proposed Budget
Salaries	\$ 2,547.6	\$ 2,690.5	\$ 2,901.5
Benefits	\$ 1,437.4	\$ 1,612.6	\$ 1,655.5
Contracts	\$ 1,353.5	\$ 1,397.9	\$ 1,438.1
Commodities	\$ 330.6	\$ 292.6	\$ 297.7
Transportation	\$ 107.4	\$ 106.2	\$ 119.5
Equipment	\$ 50.0	\$ 66.1	\$ 39.0
Contingencies	\$ 32.3	\$ 16.4	\$ 464.7
<b>Grand Total</b>	<b>\$ 5,858.8</b>	<b>\$ 6,182.3</b>	<b>\$ 6,916.0</b>

**Salaries and Benefits.** 68 percent of operating expenditures in FY2020 were on employee salaries and benefits. The FY2021 salary budget reflects an increase of \$211 million over FY2020 spending due to a combination of factors. Positions that remained unfilled during the course of FY2019 caused a reduction in FY2020 spending, and the addition of teachers, school support staff, and citywide student support staff in the FY2021 budget drove the increase year-over-year. Benefit costs reflect an increase of \$43 million from FY2020 due primarily to pension and healthcare costs. Additionally, funds that are held in contingency often get transferred and spent on salary and benefits during the year (see "Contingencies" below for additional detail) which accounts for the remaining increase.

**Contracts.** This category includes tuition for charter schools and private therapeutic schools and payments for clinicians that are not CPS staff. This category also includes early childhood education programs provided by community partners and programs such as Safe Passage. In addition, this category includes repair contracts, legal services, waste removal, janitorial services, engineering, and other services. FY2021 spending is projected to be \$40 million higher than FY2020 spending due to increases in charter school funding and inflation in vendor contracts.

**Commodities.** Commodities include spending on items such as food and utilities (which make up the largest share), instructional supplies such as textbooks and software, and other supplies such as postage and paper. The FY2021 budget is projected to be \$5 million above FY2020 spending, although schools typically transfer funds from contingency to commodities spending accounts over the course of the school year as needs are identified.

**Equipment.** Equipment pays for the cost of furniture, computers, and similar other non-consumable items. During FY2020, district spending increased in this category to provide additional technology within classrooms and to support remote learning. Additionally this category experiences increases in spending during the year as schools transfer funds into the equipment account from other areas of their respective budgets.

**Transportation.** The cost of bus service is the vast majority of the transportation budget, but it also includes costs for Chicago Transit Authority (CTA) passes and reimbursement that the district is legally required to provide. The FY2021 budget for transportation projects to increase by \$13 million due to contractual increases in bus vendor contracts. This cost may reduce if bus service decreases while students are engaged in remote learning.

**Contingencies.** This account type includes three categories of spending. The first category represents funding that has been budgeted but not yet allocated to specific accounts or units where it will eventually be spent. Under the SBB system, schools are not required to allocate all of their funds, but can hold some in contingency while they determine how they want to spend it. Similarly, the district holds grant funds in contingency, particularly if the grant is not yet confirmed. Spending should rarely take place from contingency accounts, which is why the budget is significantly higher than the actual expenditures. In FY2021, additional funds are budgeted in contingency to account for additional expenses related to fall remote learning and school reopening.



## Revenue

The effect of COVID-19 and the resulting economic downturn have impacted municipalities and school districts across the country, most significantly through reduced revenues, new expenses and uncertainty about the coming years. Though not insulated from the economic effect of the global pandemic, CPS' improved financial position and stable revenue base — bolstered by additional federal relief dollars — has given the district the ability to maintain a strong budget in FY2021 and to combat broader economic uncertainty in the coming years.

As of the time of writing in early August 2020, the federal government has passed one COVID-19 financial relief package that directly disburses money to CPS. To impart budget relief and cover new expenses related to COVID-19, Public Law 116-136<sup>1</sup> will provide CPS with \$206 million through the Elementary and Secondary School Emergency Relief Fund (ESSER), part of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act):<sup>2</sup> \$78 million will be for associated costs incurred in FY2020, and \$128 million for costs that will be incurred in FY2021. Absent further federal aid, CPS projects that it will receive \$6,894 million of operating revenues in FY2021, an increase of \$631 million compared to the FY2020 budget. Much of this increased revenue comes from federal COVID-19-related funding and property taxes.

This growth in local and federal revenues for FY2021 puts CPS in a position to weather the profound impact COVID-19 has had on the state revenues, which CPS is set to receive this fiscal year. Per the June 2020 Commission on Government Forecasting and Accountability (COGFA) monthly briefing to the Illinois General Assembly<sup>3</sup>, the state of Illinois suffered a revenue loss of \$1.838 billion, or 4.8 percent in FY2020 compared to FY2019 actuals, with corporate income taxes declining by a notable 14.2 percent. It is still too early to accurately predict how the state will recover economically in FY2021, and the FY2021 state budget (Public Act 101-0637<sup>4</sup>) held Evidence-Based Funding (EBF) appropriations flat to FY2020 levels on a nominal basis. This denies CPS approximately \$60 to \$65 million of additional funding it would have received if statewide EBF matched the statutory Minimum Funding Level of \$350 million. The state budget does not account for the possibility that Congress passes another aid package that provides federal funds to Illinois. Overall, CPS is set to receive a modest increase of \$57 million in state revenues in FY2021, largely due to increased pension support for the Chicago Teachers' Pension Fund (CTPF), carryovers of FY2020 revenue due to COVID-19-related underspend, and additional funding for capital projects. This increase pales in comparison to FY2020, where budgeted state revenues increased by \$89 million compared to FY2019.

Local revenue sources are negatively impacted by COVID-19 to a smaller extent in FY2021. Local property tax revenues are projected to increase by \$130 million in FY2021 relative to the FY2020 budget, representing a pace similar to the long-term trend of an annual 3 percent increase in non-reassessment years, slightly higher than the rate of inflation. Aside from a delay in the timing of receipt, there is no

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<sup>1</sup> <https://www.congress.gov/bill/116th-congress/house-bill/748>

<sup>2</sup> <https://www.isbe.net/Documents/CARES-Act-District-Info-3-31-20.pdf>

<sup>3</sup> <https://cgfa.ilga.gov/Upload/0620revenue.pdf>

<sup>4</sup> <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=101-0637>

projected budgetary impact from Cook County Ordinance 20-2479<sup>5</sup> that waives penalties for any second installment property tax bill that is paid sixty days after the August 2, 2020 deadline, as second installment property tax revenues received after the revenue recognition deadline of August 29, 2020 will be recorded as FY2020 revenue. Additionally, the Cook County Assessor's stated intention to apply a COVID-19 downward adjustment to all properties in Tax Year 2020<sup>6</sup> will only impact pension levy revenues in FY2022, and will not be felt in any levy in FY2021 because property tax bills are sent and paid one year in arrears.

While revenue generation from property taxes is not significantly impaired in FY2021, CPS faces some property tax challenges in the near future. Alongside the COVID-19-related decline in assessments from the Cook County Assessor's Office which will impact pension levy revenues, there would be a potential impact if the pace of new construction slows from current trends. In line with the statewide decline in corporate income tax revenues, Personal Property Replacement Tax (PPRT) revenues are budgeted to decline by \$20 million compared to the FY2020 budget.

In FY2020 and FY2021, CPS will receive the \$206 million in ESSER funding that was appropriated in March 2020 as part of the CARES Act to cover new COVID-19-related expenses. This money flows down to school districts through the Illinois State Board of Education (ISBE) and will be supplemented by a limited statewide pot of \$50 million, known as the Governor's Emergency Education Relief (GEER), that will be distributed to districts for the purchase of technology tools and to provide home internet access to students.<sup>7</sup> \$18.5 to \$28.7 million of this \$206 million is projected to be distributed to non-public schools under the Interim Final Rule published by the U.S. Department of Education<sup>8</sup>—which is effective immediately but is currently being challenged by CPS and Attorneys General in several states, including Michigan, California, and Wisconsin, in the United States Court of Appeals for the Ninth Circuit.<sup>9</sup> The range reflects the various options presented under the Interim Final Rule, which stipulates that ESSER funds can either serve only the 89 percent of CPS schools that are Title I eligible or, in order to direct funds to all CPS schools, must be distributed to non-public schools based on their total enrollment of students. An additional share of this funding will support CPS' charter and contract schools.

Given the shortfalls in anticipated increases in revenue from local and state sources, further appropriations of federal aid to school districts will be critical in helping CPS successfully reopen in the 2020-21 school year. At the time of publication, pending federal legislation is anticipated to provide significant school reopening and stabilization funding for K–12 districts around the country. The final amount that CPS will receive in total is yet to be determined, but CPS is anticipating \$343 million in funding to support the FY2021 budget, a conservative figure based on the proposals being exchanged by both political parties in Washington, D.C., that also includes diversions to non-public schools.

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<sup>5</sup><https://cook-county.legistar.com/LegislationDetail.aspx?ID=4537409&GUID=077A0BF7-776B-4230-BFAF-3275777326CE&Options=Advanced&Search=>

<sup>6</sup> <https://www.cookcountyassessor.com/news/changes-assessments-and-appeals-due-covid-19>

<sup>7</sup> <https://www.isbe.net/Pages/Educational-Technology.aspx>

<sup>8</sup><https://www.ed.gov/news/press-releases/secretary-devos-issues-rule-ensure-cares-act-funding-serves-all-students>

<sup>9</sup> <https://oag.ca.gov/system/files/attachments/press-docs/CARES%20Act%20K-12%20Funds%20Complaint.pdf>

This funding looks likely to materialize given the extensive negotiations that have already occurred between Congress and the President thus far. In May 2020, the U.S. House of Representatives passed the Health and Economic Recovery Omnibus Emergency Solutions Act (H.R. 6800)<sup>10</sup>, an aid package that would provide a projected more than \$900 million to CPS. This was followed by a package of bills released by the Republican Senate majority leadership in late July 2020, which would provide a similar amount of funding for CPS to the House legislation, though this funding would be contingent on at least a partial physical reopening of schools in the fall.<sup>11</sup> At time of writing at the beginning of August 2020, it looks likely that Congress will pass a funding package that will have K–12 districts around the nation receiving substantial amounts of stabilization money in FY2021.

The greatest revenue challenge that CPS will face in the near future is the state’s ability to fully fund the EBF formula. According to ISBE’s own formula from FY2020, CPS will require another \$1,924 million in funding in order to adequately and fully fund our schools, a gap that will have grown because of the state’s failure to meet the statewide Minimum Funding Level. When the EBF funding structure was passed in FY2018, the state committed to fully funding the formula by June 30, 2027, 10 years after its implementation. COVID-19 makes that already remote possibility even more unlikely. Before the passage of this FY2021 state budget, analysis by the Center for Tax and Budget Accountability (CTBA) showed that the state would need to increase statewide funding of EBF by \$843 million per year in order to meet its commitment to fully fund the formula, much more than the Minimum Funding Level.<sup>12</sup> It is critical that state lawmakers work toward fully funding the EBF formula to protect the hard-earned improvements to equity in education funding that happened prior to FY2021.

**Table 1: All Funds by Revenue Source (\$ in millions)**

	FY2020 Budget	FY2020 Projected End of Year	FY2021 Budget	FY2021 vs. FY2020 Budget
<b>Local Revenues</b>				
Property Tax	\$3,134.5	\$3,150.3	\$3,264.9	\$130.4
Replacement Tax	\$215.3	\$202.5	\$194.9	(\$20.4)
Other Local	\$600.8	\$567.7	\$570.9	(\$29.9)
<b>Total Local</b>	<b>\$3,950.6</b>	<b>\$3,920.5</b>	<b>\$4,030.8</b>	<b>\$80.2</b>

<sup>10</sup> <https://www.congress.gov/bill/116th-congress/house-bill/6800>

<sup>11</sup> <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:333e0079-0c5a-483b-93d0-d2afacce7a96#pageNum=101>

<sup>12</sup> <https://www.ctbaonline.org/reports/impact-underfunding-evidence-based-funding-formula>, page 2

<b>State Revenues</b>				
EBF	\$1,673.7	\$1,665.8	\$1,665.8	(\$8.0)
Capital	\$32.4	\$32.4	\$47.3	\$14.9
Other State	\$575.6	\$565.3	\$625.7	\$50.0
<b>Total State</b>	<b>\$2,281.8</b>	<b>\$2,263.5</b>	<b>\$2,338.7</b>	<b>\$56.9</b>
<b>Federal</b>	<b>\$767.5</b>	<b>\$775.5</b>	<b>\$1,336.7</b>	<b>\$569.1</b>
<b>Investment Income</b>	\$5.0	\$4.2	\$0.5	(\$4.5)
<b>Total Revenue</b>	<b>\$7,004.9</b>	<b>\$6,963.6</b>	<b>\$7,706.6</b>	<b>\$701.7</b>

Table 2 illustrates how CPS revenues are distributed into operating, debt service, and capital funds. Although the total revenues are \$7,707 million in FY2021, only \$6,894 million are available for operations.

**Table 2: FY2021 Revenue Sources Allocated for Debt, Capital, and Operating Funds (\$ in millions)**

	<b>Total</b>	<b>Amount for Debt Service</b>	<b>Amount for Capital</b>	<b>Balance for Operating Budget</b>
<b>Local Revenues</b>				
Property Tax	\$3,264.9	\$55.7	\$5.3	\$3,204.0
Replacement Tax	\$194.9	\$39.4	\$0.0	\$155.5
Other Local	\$570.9	\$142.3	\$42.2	\$386.5
<b>Total Local</b>	<b>\$4,030.8</b>	<b>\$237.4</b>	<b>\$47.4</b>	<b>\$3,745.9</b>
<b>State Revenues</b>				
EBF	\$1,665.8	\$445.6	\$0.0	\$1,220.1

Capital	\$47.3	\$0.0	\$47.3	\$0.0
Other State	\$625.7	\$0.0	\$0.0	\$625.7
<b>Total State</b>	<b>\$2,338.7</b>	<b>\$445.6</b>	<b>\$47.3</b>	<b>\$1,845.8</b>
<b>Federal</b>	<b>\$1,336.7</b>	<b>\$24.8</b>	<b>\$10.1</b>	<b>\$1,301.8</b>
<b>Investment Income</b>	\$0.5	\$0.0	\$0.0	\$0.5
<b>Total Revenue</b>	<b>\$7,706.6</b>	<b>\$707.9</b>	<b>\$104.8</b>	<b>\$6,894.0</b>

### Revenue Projections

This section summarizes the district's major revenue sources and each source's projected FY2021 revenue. Additional details about each revenue source is provided in the Interactive Budget on the CPS budget website: [cps.edu/budget](http://cps.edu/budget).

FY2021 operating revenues are budgeted at \$6,894 million, an increase of \$631 million from our FY2020 budget and \$671 million more than our FY2020 estimated end-of-year operating revenues.

**Table 3: FY2021 Operating Revenues (\$ in millions)**

	<b>FY2020 Operating Budget</b>	<b>FY2020 Estimated End of Year</b>	<b>Variance Estimated vs Budget</b>	<b>FY2021 Operating Budget</b>	<b>FY2021 vs. FY2020 Budget</b>
<b>Property Tax</b>	\$3,073.8	\$3,089.6	\$15.8	\$3,204.0	\$130.2
<b>Replacement Tax</b>	\$151.0	\$138.2	(\$12.8)	\$155.5	\$4.5
<b>TIF Surplus</b>	\$163.1	\$163.1	\$0.0	\$96.9	(\$66.2)
<b>All Other Local</b>	\$270.3	\$237.1	(\$33.2)	\$289.6	\$19.3
<b>Total Local</b>	<b>\$3,658.1</b>	<b>\$3,628.0</b>	<b>(\$30.1)</b>	<b>\$3,745.9</b>	<b>\$87.8</b>
<b>State</b>	\$1,610.1	\$1,591.8	(\$18.3)	\$1,578.9	(\$31.2)
<b>State Pension Support</b>	\$257.3	\$257.3	\$0.0	\$266.9	\$9.5
<b>Federal</b>	\$732.7	\$740.6	\$7.9	\$1,301.8	\$569.1

<b>Investment Income</b>	\$5.0	\$5.7	\$0.7	\$0.5	(\$4.5)
<b>Total Revenue</b>	<b>\$6,263.3</b>	<b>\$6,223.4</b>	<b>(\$39.8)</b>	<b>\$6,894.0</b>	<b>\$630.7</b>

**Local Revenues**

**Property Taxes**

CPS is projected to receive \$3,265 million in property tax revenues in FY2021, which remains the district’s largest single revenue source. Property taxes will make up 46.5 percent of all operating revenues, down from 49.1 percent in FY2020. Of the total property tax revenue, \$56 million is restricted for paying off Capital Improvement debt, \$5 million is allocated to other capital needs, and \$490 million is projected as revenue from the dedicated CTPF levy. This leaves \$2,714 million left for all other operating costs, an increase of \$117 million from the FY2020 budget. The property tax debt service budget is projected to increase modestly by \$5 million from FY2020.

The \$117 million increase in the operating budget for non-pension property tax revenues includes \$66 million from increasing the education levy by the rate of inflation of 2.3 percent<sup>13</sup>, which is the announced national inflation rate as of December 2019; \$20 million generated from the \$609 million in new property that is projected to be included in the 2020 tax bill; \$18 million generated from the \$547 million in projected TIF District Expiries; and \$13 million from the Red-Purple Modernization Phase One Transit Tax Increment Financing (Transit TIF).

FY2021’s increased budget for property taxes reflects the performance of a stable and dependable revenue source. Since 1994, CPS has been one of over 450 school districts in the state whose education levy is not primarily determined by property value, but instead by the total levy from the previous year. Under the Property Tax Extension Limitation Law (PTELL), increases in property tax extensions are limited to the lesser of five percent or to the national increase in inflation in the year preceding the levy year. The money that CPS raises from the education levy for FY2021 is therefore the final extension for FY2020, multiplied by the finalized December 2019 inflation rate of 2.3 percent.<sup>14</sup> This inflation rate is slightly higher than the previous year’s rate of 1.9 percent. Additionally, properties within Chicago city limits are reassessed only every three years. With the last reassessment having happened in Tax Year 2018, tax bills that will go out to property owners in 2021 will reflect an identical property value to 2020’s bill, before any COVID-related adjustment imposed by the Cook County Assessor. PTELL and flat assessments therefore mean that for the property owner of a \$250,000 home, their tax bill paid to the Board of Education will only increase by 2.2 percent from 2020, approximately \$50 more.

However, despite the dependable underpinnings of this foundational funding source, CPS still faces five challenges regarding its property tax revenues because of COVID-19. These challenges will impact

<sup>13</sup> The growth in a taxing district’s aggregate extension base (sum of all extensions for funds subject to the PTELL) is limited to five percent or the rate of inflation, whichever is less. The inflationary increase is equal to the percentage change in the Consumer Price Index (CPI) from the prior year and is called the “limitation.” The CPI used is the national CPI for all urban consumers (CPI-U) for all items as published by the United States Department of Labor, Bureau of Labor Statistics. The December 2019 CPI-U, which impacts FY2021, was 2.1 percent.

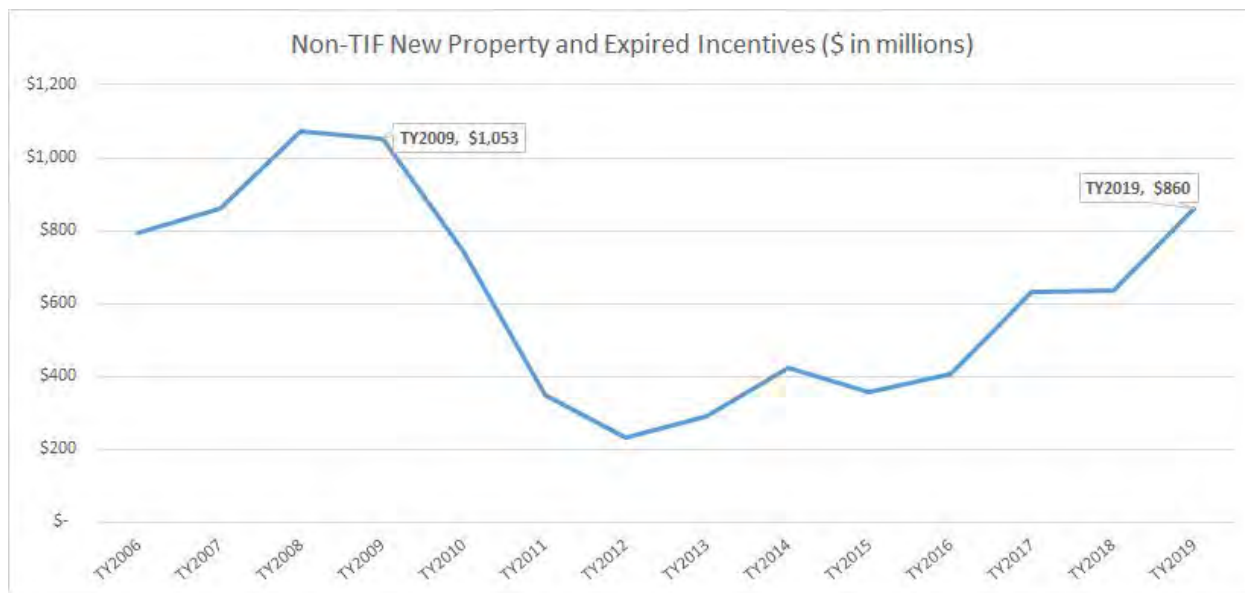
<sup>14</sup> <https://www2.illinois.gov/rev/localgovernments/property/Documents/cpihistory.pdf>

FY2021 revenues to some extent, but could present additional sources of risk in future years if they materialize.

### 1) Slowdown in property value growth

Because of PTELL, total revenues generated from CPS’ Education Levy are tied primarily to the rate of inflation. The exceptions to that rule include what is considered new property by the Cook County Clerk’s Office, which typically consists of the construction of new buildings that were not in the previous year’s tax rolls, and the expiry of the incremental value in TIF districts. In FY2020, there was \$859.9 million of non-TIF new property, the highest value of new construction since 2009 and the continuation of a positive trend since the end of the housing crisis around FY2013. (Chart 1) FY2020 revenues generated from this new construction were approximately \$26 million, and new property is the only way CPS can ever gain Education Levy revenues over the rate of inflation.

**Chart 1: Non-TIF New Property in Chicago, Tax Years 2006-2019**



The number of new permits issued in the first six months of 2020 declined by 21 percent compared to the equivalent time-frame in 2019, per data from the City of Chicago Department of Buildings.<sup>15</sup> It is too early to tell if this represents a one-time slowdown reflecting fears around the spread of COVID-19, or whether it is a sign of a COVID-19 economic slowdown that systematically decreases demand for new construction in the real estate market. As a result, the FY2021 CPS Education Levy budget includes a new property assumption of \$609 million, which would be the lowest level since 2017. This assumes a decline in new construction of 29 percent, which matches the single year decline from Tax Year 2009 to Tax Year 2010 in the previous large-scale recession. If new construction in the second half of 2020 recovers sufficiently to match 2019 annual levels, CPS would stand to receive an additional \$9 million in FY2021

<sup>15</sup> <https://data.cityofchicago.org/Buildings/Building-Permits/ydr8-5enu>, filtered only for New Construction permits

over the current budget.

## **2) Slowdown of inflation impacting Education Levy revenues in FY2022 and onwards**

In FY2021, the rate of inflation of 2.3 percent is projected to make up 63 percent of revenue growth in the Education Levy. Per PTELL, the inflation rate used for FY2021 will match the national Consumer Price Index for All Urban Consumers (CPI-U) as of December 2019, released by the Bureau of Labor Statistics (BLS).<sup>16</sup> A 2.3 percent annual growth in inflation was in line with the long-term trend of approximately two percent per year, but that is likely to be much lower in December 2020 because of the economic downturn associated with COVID-19.

As of the June 2020 CPI-U report, the annualized rate of inflation was only 0.6 percent<sup>17</sup>, a decrease from the long-term average of two percent that is driven primarily by sharp national declines in the prices for energy (13 percent decline, six percent of CPI-U total), apparel (seven percent decline, three percent of CPI-U total), and transportation (seven percent decline, five percent of CPI-U total). These declines offset increases in the price of food at home, which in May 2020 was at its highest level since January 2012.<sup>18</sup>

Because of the outsized role that inflation plays in increasing Education Levy revenues, this low level of inflation will have a profound impact on future revenues if it continues through December 2020 and beyond. Any decline in inflation in December 2020 will only be felt in FY2022 revenues because of the way that PTELL is implemented in Illinois. A 0.6 percent increase in CPI-U will drive FY2022 property tax revenues down by approximately \$44 million.

## **3) COVID-19 adjustments from the Cook County Assessor**

Chicago is not due for a reassessment of all properties within city limits until 2021, which will impact FY2022 revenues. Per the Property Tax Code (35 ILCS 200/9-155), the Cook County Assessor shall determine the value of a taxable property as of January 1 of that tax year. On January 1, 2020, the economic effects of COVID-19 were yet to be felt in Illinois.

Nevertheless, the Cook County Assessor's Office announced in April 2020 that it would apply a COVID-19-related adjustment to properties throughout the county, including Chicago, without the need for property owners to appeal directly to the Assessor's Office.<sup>19</sup> Per the Assessor's office, this downward adjustment in assessments is necessary because of the negative effect that increased unemployment and downturns in commercial and rental income have on real property values.<sup>20</sup>

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<sup>16</sup> <https://www2.illinois.gov/rev/localgovernments/property/Documents/cpihistory.pdf>

<sup>17</sup> <https://www.bls.gov/news.release/cpi.t01.htm>

<sup>18</sup> <https://www.bls.gov/opub/ted/2020/consumer-prices-for-food-at-home-increased-4-point-8-percent-for-year-ended-may-2020.htm>

<sup>19</sup> <https://www.cookcountyassessor.com/news/changes-assessments-and-appeals-due-covid-19>

<sup>20</sup> <https://prodassets.cookcountyassessor.com/s3fs-public/reports/COVID19/COVIDAdjustmentsSouthTriPropertyValues.pdf>



As of the time of writing, the Assessor's Office has not yet published the magnitude of the adjustment to Chicago properties. The only indication of how large this adjustment might be comes in the completed initial assessments for the South and West suburbs, which were up to be reassessed in 2020. On average, the Assessor's Office announced that he was decreasing the assessments of these suburban single family homes by 10.3 percent, and multi-family homes by 13.1 percent, with the impact on non-commercial properties yet to be determined.

Assessor Fritz Kaegi has publicly committed to a platform of fairness, transparency, and ethics in assessments since his election in 2018<sup>21</sup>, a laudable system of values that is good for the city as a whole. However, COVID-19 adjustments to properties do not meaningfully ease the property tax burden on individual Chicago residents, and they decrease the amount of money CPS is able to generate in pension levy revenues. The COVID-19 adjustments will only be reflected on tax bills that are received by taxpayers in June 2021, long after they will most urgently need the relief that a lowered tax bill can bring. Additionally, CPS' pension levy, which is discussed at greater length in the Pensions chapter of the Budget Book, is the only major levy among all overlapping governmental units in the City of Chicago that is directly tied to the value of all properties within the city. Other large property tax levies are either subject to PTELL (e.g., CPS' Education Levy) or are entirely at the discretion of the governmental body as a home rule unit, and are therefore not tied to changes in property value. Both the City of Chicago and Cook County have demonstrated a strong preference for keeping their property levy mostly constant from year to year.

If taxpayers saw a 10 percent COVID-19 downward adjustment, the relief it would bring to taxpayers in the summer of 2021 would be limited. The pension levy is a flat rate tax of 0.567 percent applied to the prior year's base value and the current year's new property value. Because of property growth from year to year, the pension levy had an effective rate of 0.565 percent in 2020.

If a 10 percent downward adjustment were applied to a homeowner of what would otherwise be a \$250,000 home, they would see their tax bill go down by only \$41, if all other taxing bodies held their total levies constant. The impact of a 10 percent decrease in assessments across the board would significantly impact CPS, with property tax revenues going down by \$39 million in FY2022 alone. This decrease in revenue would require CPS to divert operating spending that could be used to directly support classrooms in order to meet our required employer contribution to the CTPF.

#### **4) City and state government extensions of expiring TIF districts**

The expiration of TIF districts provides the most unpredictable variation in CPS property tax revenues from the education levy each year. When a TIF district expires, any incremental value over the frozen value when the TIF district was first created counts as 'new property,' indistinguishable in its effects on CPS from other construction that happened in the current tax year. This effectively collects all new property value that was created within the TIF district over the span of the previous 23 years (the initial lifespan of all TIF districts, per state law) and releases it to CPS to access in a single year.

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<sup>21</sup> <https://www.cookcountyassessor.com/cook-county-assessors-office-values>

At the start of FY2020, there was approximately more than \$1.4 billion of TIF districts that were projected to expire in FY2021. However, due to a mixture of several TIF district extensions passed in the Chicago City Council in April 2020<sup>22</sup>, the extension of a large Near North Side TIF by the Illinois General Assembly in June 2020 in Public Act 101-0647<sup>23</sup>, and the early retirements of portions of some districts, that amount of projected new property in the form of TIF expiries has significantly shrunk to a projected \$547 million.

While the extension of TIF districts is a normal function of city and state government, and they are able to pass legislation that does so at their discretion, it is important for these sister governments to recognize the short-term harm that these extensions cause to PTELL-restricted governments like CPS. If CPS could count on additional \$500 million in expiring TIFs in FY2021, it would be able to raise another \$14 million in property tax revenue in FY2021.

### **5) Late payments of property taxes**

In May 2020, the Cook County Board of Commissioners passed Ordinance 20-2479, which waives penalties for any second installment property Tax Year 2019 tax bill that is paid sixty days after the official deadline of August 2, 2020. This ordinance recognizes the financial harm that job losses, decreases in income, and increased medical costs, among other COVID-19-related effects, has on individual taxpayers, and gives them more time to pay the second installment of their property tax bills. This represents immediate financial relief for many Chicagoans who are currently struggling economically.

It is too early to determine how many taxpayers will take advantage of this county ordinance to pay their property tax bills after the current revenue recognition period of August 29, 2020. There is currently no indication that a similar policy will be put in place for Tax Year 2020, impacting the timing of FY2021 property tax revenues. Any taxpayers that default on their property tax payments will not deprive CPS of money in the long-term, given that these delinquent properties will thus be subject to the usual tax sale process conducted by the Cook County Treasurer.

### ***Other Property Tax Considerations***

A growing proportion of all CPS operating revenues is generated by the TIF district created for the Red-Purple Modernization Program (Transit TIF) on the North side of Chicago to modernize Chicago Transit Authority (CTA) tracks from North Avenue to Devon Avenue. By statute, CPS is due approximately 52 percent of all incremental value produced in the Transit TIF<sup>24</sup>, and per projections produced by the Cook County Clerk in 2020<sup>25</sup>, CPS should generate approximately \$140 million in Transit

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<sup>22</sup> City Ordinances O2020-894, O2020-896, O2020-901, O2020-902, O2020-903, O2020-904, O2020-907

<sup>23</sup> <https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=101-0647>

<sup>24</sup> Specifically, CPS' proportionate share of Transit TIF revenue is equal to its tax rate divided by the total composite tax rate faced by taxpayers. In Tax Year 2019, CPS' tax rate is 3.62 percent, 52.3 percent of the composite tax rate of 6.915 percent. Currently, this is the only TIF district which produces dedicated revenues for CPS, rather than being subject to the TIF surplus mechanism common to all other districts.

<sup>25</sup> <https://www.cookcountyclerk.com/sites/default/files/pdfs/2019%20Transit%20TIF%20Fact%20Sheet.pdf>, page 3

TIF by 2030. CPS will benefit if property growth within the boundaries of the Transit TIF continues in future assessment years. In FY2021, CPS projects that Transit TIF revenues will be \$79 million, \$13 million more than FY2020. This is the consequence of a projected 4 percent increase in assessed values within the Transit TIF, higher than the citywide projection of 0 percent.

### ***Personal Property Replacement Taxes (PPRT)***

PPRT revenue underperformed its budgeted projection in FY2020, with actual revenues of \$202 million falling short of the \$215 million budgeted. This shortfall was entirely due to the economic effects related to COVID-19. Disbursements from August 2019 to April 2020 were \$27 million above budget. However, those gains were erased by May disbursements which covered corporate income tax revenues earned by the state in April, with CPS recording a single month \$35 million PPRT revenue shortfall.

PPRT revenue is budgeted to decrease from \$215 million in FY2020 to \$195 million in FY2020. This is driven by the state's projections that anticipate a decline in the amount of corporate income tax revenue which they will collect. This economically-sensitive revenue source dropped by 14.2 percent in FY2020 compared to FY2019 actuals, per the state's June estimates. There is a vast amount which is unknown about how COVID-19 will affect corporate income, including how quickly commercial and industrial activity will return to pre-pandemic levels, how quickly job losses are reversed, and whether there is robust federal intervention to prevent the economy from suffering a prolonged economic slowdown.

With those caveats, the state budget that was passed in May 2020 does not foresee corporate income tax revenue to continue falling at the same pace. Instead, it sees net corporate income taxes declining by 3.1 percent in FY2021. This forms the basis of CPS' FY2021 PPRT budget of \$195 million. This figure includes \$39.4 million set aside for debt service and leaves \$155.5 million for operating purposes, which is \$4.5 million higher than FY2020. Debt service costs backed by PPRT are lower in FY2021 compared to FY2020 by \$25 million.

Replacement taxes "replace" money that was lost by local governments when their powers to impose personal property taxes on corporations, partnerships, and other business entities were taken away by state legislation in the 1970s. The tax is currently imposed at a rate of 2.5 percent of federal taxable income for corporations, and 1.5 percent of federal taxable income for partnerships, trusts, and Subchapter S corporations.

The state collects and distributes PPRT to local taxing districts. Taxing districts in Cook County receive 51.7 percent of collections, which is divided among the county's taxing bodies based on each district's share of personal property collections in 1976. CPS receives 27.1 percent of the total Cook County share, which is equivalent to 14.0 percent of the statewide total.

The PPRT includes an additional state income tax on corporations and partnerships, a tax on businesses that sell gas or water, a 0.5 percent fee on all gross charges for telecommunications services excluding wireless services, and a per-kilowatt tax on electricity distributors. The primary driver of PPRT is corporate income tax receipts, which are closely tied to corporate profits.

A portion of the state's total corporate income taxes are first deposited into a Refund Fund to pay business income tax refunds. The size of that portion is determined by the Illinois Department of

Revenue (IDOR), based on the size of revenues and business demand for refunds. In FY2020, that refund rate was estimated at 14.25 percent of all corporate income tax collections, leaving the remaining 85.75 percent to be largely disbursed to local governments.<sup>26</sup> This refund rate would be the lowest it has been in several years. The CPS FY2021 budget assumes that the refund rate is flat to FY2020's estimate.

Though a relatively small portion of CPS' total revenues, PPRT will continue to be a highly volatile revenue source that will be responsive to economic conditions within the state of Illinois.

### ***TIF Surplus and Other Local Resources***

CPS expects to receive \$96.9 million in TIF surplus funding in FY2021, which is lower than the \$163.1 million that CPS budgeted for in FY2020. The FY2020 TIF surplus was the most that CPS has ever received and is a product of the \$300 million overall TIF surplus declared by Mayor Lori E. Lightfoot—the largest in Chicago history. This large citywide TIF surplus declaration was part of the Amended Budget that CPS passed in November 2019 following the successful conclusion of contract negotiations with the Chicago Teachers' Union and the Service Employees International Union Local 73. This was a single year action, and FY2021 TIF surplus revenues are likely to revert to the FY2019 level of \$96.9 million.

TIF surpluses are one-time actions that, when declared, allow for accumulated reserves to be distributed to local governments on a proportional basis. Per Executive Order 2013-3, which is still active, the City of Chicago is committed to declaring a TIF surplus in districts that are older than three years, were not created for a single redevelopment project, do not support debt service costs on Modern Schools Across Chicago (MSAC) bonds, and have a balance of at least \$1 million.

"All other local" revenue includes the pension payment made by the City of Chicago on behalf of CPS for their employer contribution to the Municipal Employees' Annuity and Benefit Fund (MEABF), which is estimated to be \$124 million in FY2021. This is a non-cash revenue. FY2021 marks the second year that CPS is absorbing some of the pension costs of its non-teaching staff. Prior to FY2020, the City of Chicago paid CPS' entire MEABF employer contribution, but CPS now bears \$60 million of that cost to offset the city's contribution on behalf of CPS employees. More discussion of this revenue stream is found in the Pensions chapter of the Budget Book.

### ***Local Contributions to Capital***

FY2021 local capital revenue of \$47.4 million includes \$38.7 million in TIF-related project reimbursements and \$8.8 million from other local funding sources such as aldermanic menu funds and the water reclamation district.

### **State Revenue**

In FY2021, \$1.85 billion in state funding will comprise 26.8 percent of CPS' total operating budget. The majority of that figure comes from the statewide EBF model which, beginning in FY2018, has been used to disburse money based on need to each school district in the state of Illinois.

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<https://www2.illinois.gov/sites/budget/Documents/Budget%20Book/FY2021-Budget-Book/Fiscal-Year-2021-Operating-Budget-Book.pdf>, page 145

FY2021's state operating budget is \$22 million lower than FY2020. \$8 million of this decline is attributable to EBF being both held flat to FY2020 levels for all districts statewide and CPS slightly underperforming its budget in FY2020. The majority of the remainder is because there is more debt being backed by EBF funds. Overall, state funding being held flat from FY2020 is detrimental to outcomes at CPS because EBF was designed to allocate an additional \$60 to \$65 million to CPS each year to shrink the historic state underfunding of school districts in Illinois. The 'adequacy gap' which measures the extent of that inadequate funding is therefore likely to be higher than the FY2020 figure of \$1,924 million.

This failure to increase K–12 funding is a symptom of the wider fiscal crisis that Illinois currently confronts, being the first state to pass a state budget by borrowing from the Federal Reserve's Municipal Liquidity Facility. In some senses, however, a statewide K–12 budget being held flat to FY2020 levels is the best case scenario. FY2021 education budgets for states around the country were cut, ranging from a \$300 million cut concentrated on wealthier districts in Ohio to a \$716.9 million cut in New York that was equally applied to all districts.<sup>27</sup> Though short of what was previously expected, CPS lauds the state for maintaining the level of EBF disbursement despite its own fiscal hardship.

There is no state government in the United States that does not currently confront historic declines in income and corporate tax revenue because of COVID-19, and increases to state funding of any appropriation in Illinois would have been difficult given the huge structural deficits the state is grappling with in the midst of the global pandemic. Yet, if the state is to fulfill its commitment at the outset of EBF's enactment to fully fund K–12 funding by FY2028, it will be critically important that increased funding be restored to EBF beginning in the FY2022 budget.

Much of the state's ability to fund future EBF increases is contingent on the successful passage of a popular referendum to ratify a constitutional amendment that allows for a graduated income tax structure in November 2020 (Public Act 101-0008). Currently, income tax in Illinois is governed by a flat rate of 4.95% for individuals, no matter their level of income in that year. The constitutional amendment would raise state tax rates only for individuals and joint filers who earn more than \$250,000, bringing Illinois in line with almost all of its Midwestern neighboring states. The Governor's initial budget proposal in February held back \$150 million in EBF funding contingent on the passage of the graduated income tax referendum. The failure to implement this constitutional amendment would make it much harder for the state to live up to its EBF funding commitments.

The state supplements the EBF disbursement with categorical grants that support specific initiatives within school districts, including transportation and early childhood education. Those categorical grants were also by and large held flat to FY2020 budgets in the FY2021 state budget. The other large component of state funding comes from their funding of the normal cost as part of the annual employer contribution to the CTPF, which is discussed in further detail in the Pensions chapter.

### **Evidence-Based Funding**

The EBF model of state education funding is now in its fourth year of implementation, replacing the old General State Aid (GSA) formula. While the EBF model has contributed to CPS' improved financial standing over the past few years, it still does not sufficiently close the district's deficit, even if CPS were to receive its anticipated increase in funding—which will now not materialize in FY2021.

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<sup>27</sup> <https://www.chalkbeat.org/2020/5/26/21271188/ohio-new-york-schools-budget-cuts>

In FY2021, CPS projects that it will receive a total of \$1,649 million in EBF money from the state, \$8 million lower than FY2020. There is no increase in tier money from the state budget in FY2020, and diversions from state funding to fund seven charter schools authorized by ISBE are projected to increase by \$8 million.<sup>28</sup> This \$8 million decline in revenue adjusts EBF funding to match the actual level of diversion in FY2020 and was the sole cause of EBF actual revenues in FY2020 being \$8 million lower than what was budgeted.

Of the \$1,649 million, \$446 million will be used to back debt service issuances, \$64 million higher than FY2020. CPS also projects to receive \$16.3 million in adjustments to prior year EBF and GSA revenues. This annual surplus is due to the loss in state aid revenues that CPS suffered in prior years because of an under-estimation of prior year property values.

CPS will receive only the FY2020 EBF allocation as the current year Base Funding Minimum (BFM). Any money appropriated over the BFM is referred to as tier money, as it is distributed according to a district's standing in one of four tiers. CPS will remain a Tier 1 district, the neediest in the state, and would typically receive funding that is equal to half of all new funding. In FY2021, it will receive no tier funding.

Since the implementation of EBF in FY2018, CPS has remained a Tier 1 district. These four tiers are determined based on the percentage of an Adequacy Target that a school district is able to fulfill with local resources in a given fiscal year. Adequacy Targets are determined by the cost of providing each student with core investments such as teachers, guidance counselors, nurses, and librarians, and account for additional support for limited-income students, English Learners, and diverse learners. CPS had a FY2020 Adequacy Target of \$5.586 billion, equivalent to \$15,531 of spending per student.

However, with current levels of resources, which combine the BFM, operating revenue from property taxes, and PPRT revenue, CPS only met \$3.663 billion of that \$5.586 billion target—or 65.6 percent adequacy. CPS remained a Tier 1 district in FY2020 because its adequacy percentage was lower than the 67.4 percent threshold delineating Tier 1 and Tier 2 districts.

The \$1,649 million that CPS will receive in EBF in FY2021 is insufficient to fully fund CPS' activity to the level the state recommends. CPS required an additional \$1.924 billion annually from the state to fully fund the investments that Chicago's children deserve, equivalent to \$5,348 per student. CPS supports any future efforts from the Governor and state legislative leaders to accelerate investments to fully fund the EBF model as quickly as possible.

### ***Categorical Grants***

CPS will receive approximately 20 categorical grants from the state in FY2021, totaling approximately \$359 million in operating funds, \$40 million more than FY2020. The majority of this revenue is earmarked for early childhood education, which will be worth \$238.4 million, \$37 million higher than FY2020 levels, and which constitutes the vast majority of the increase in categorical grant funding compared to FY2020. This represents only a carryover of unspent FY2020 funds, as spending on early childhood education was lowered due to COVID-19. The actual early childhood state appropriation for FY2021 is flat to FY2020. The remainder, totaling \$120.4 million, will pay for diverse learner tuition

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<sup>28</sup> Prior to July 1, 2020, these schools were governed and authorized by the Illinois State Charter School Commission (SCSC). These powers were transferred to ISBE by Public Act 101-0543.

costs, transportation, after-school programming, and nutrition, among other activities.

These other grant revenues will slightly increase largely because of increased state appropriations to pay for special education costs for children in orphanages and foster care facilities as per 105 ILCS 5/14-7.03, the only categorical revenue stream that saw an increase from FY2020 levels. All other categorical state revenue streams were held flat from the FY2020 state budget, and all other variations are attributable to FY2020 actual revenues diverging from FY2020 budgeted levels.

### ***State Contribution for Capital***

The state revenue total of \$47.3 million comprises \$13.3 million in gaming revenue for new construction projects, and \$34 million in other potential state grants.

### **Federal Revenues**

Most federal grants require the Chicago Board of Education to provide supplemental educational services for children from low-income households, children from non-English speaking families, and for neglected and delinquent children from preschool through twelfth grade. These grants are dedicated to specific purposes and cannot supplant local programs. Medicaid reimbursement and Impact Aid are the only federal funding that is without any restriction.

### ***Every Student Succeeds Act (ESSA) (previously known as No Child Left Behind)***

- **Title I-A—Low Income:** Allocated based on a district's poverty levels, this is the largest grant received under the ESSA. The grant allows the district to provide supplemental programs to improve the academic achievement of low-income students. CPS estimates that the district will receive \$222.5 million in Title I funding in FY2021. This includes an anticipated reduction of \$5.7 million in the formula-based Title I grant from FY2020 to FY2021. The anticipated total grant award for FY2021 is \$252.5 million, which includes allowable carryover of \$30 million from the previous year.
- **Title I-A—IL Empower:** This grant is a state-wide system of differentiated support and accountability to improve student learning, purposely designed to develop capacity to meet student needs. CPS anticipates a grant award of \$26.1 million in FY2021, which includes a carryover of \$11.7 million from the previous year.
- **Title I-D—Neglected/Delinquent:** This grant targets the educational services for neglected or delinquent children and youth in local and state institutions to assist them in attaining state academic achievement standards. Programs include academic tutoring, counseling, and other curricular activities. The anticipated total grant award for FY2021 is \$2.1 million, which includes allowable carryover of \$789,000 from the previous year.
- **Title II-A—Improving Teacher Quality:** This grant funds class size reduction, recruitment and training, mentoring, and other support services to improve teacher quality. CPS anticipates a total of \$25.9 million to be awarded for the FY2021 Title II-A grant, which includes a current award of \$17.7 million and an estimated \$8 million in carryover from the previous year.
- **Title III-A—Language Acquisition:** These funds support students with limited English proficiency who meet eligibility requirements. The total funding available is estimated at \$8 million for FY2021, which does not include carryover from the previous year.
- **Title IV-A—Student Support and Academic Enrichment Grants:** These grants support states, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improved student learning conditions in schools, and increased

technology in order to improve the academic achievement and digital literacy of all students. CPS anticipates a total of \$28.3 million to be awarded for the FY2021 Title IV-A grant, which includes a carryover of \$10.8 million from the previous year.

- **Title IV-B—21st Century Community Learning Centers:** These grants provide opportunities for communities to establish schools as community learning centers and provide activities during after-school and evening hours. CPS estimates level grant funding of \$9.4 million in FY2021.
- **Title VII-A—Indian Education:** Funds from this grant are used to meet the educational and cultural needs of American Indian and Alaska Native students. The grant award is expected to stay level at \$229,367 for FY2021.

### ***Individuals with Disabilities Education Act (IDEA)***

IDEA grants are allocated based on a state-established formula to provide supplemental funds for special education and related services to all children with disabilities from ages three through 21.

The IDEA grants include a number of programs:

- **IDEA Part B Flow-Through:** This is the largest IDEA grant, with the estimated award for FY2021 totalling \$103 million, which includes \$13 million in carryover funding from FY2020.
- **IDEA Room and Board:** This grant provides room and board reimbursement for students attending facilities outside of Chicago and is estimated at \$2.5 million in FY2021.
- **Part B Preschool:** This grant offers both formula and competitive grants for special education programs for children ages 3–5 with disabilities. CPS is expected to stay level at \$1.3 million from the formula grant and \$489,250 from a competitive grant for FY2021.

Total FY2021 IDEA funding equals \$107 million, including small competitive grants and carryover from the previous year in the preschool grant.

### ***National School Lunch Program & Child and Adult Care Food Program***

CPS offers free breakfast, lunch, after-school supper, after-school snacks, Saturday breakfast and lunch, and Head Start snacks for afternoon classes during the school year. The district also serves breakfast and lunch during summer school.

In 2012, CPS began participating in the Community Eligibility Provision program. All schools now are part of this program, which provides all students a free lunch regardless of income eligibility. CPS is reimbursed for all lunch meals at the maximum free reimbursement rate under the National School Lunch Program.

CPS' school breakfast programs provide breakfast in the classroom free of charge to all students regardless of income.

In addition, the USDA reimburses CPS for free after-school supper through the Child and Adult Care Food Program. The nutrition department also takes advantage of the donated commodities program.

CPS anticipates \$245 million in federal reimbursements for FY2021. These revenues include:

- \$197 million for school lunches, breakfast, snacks, and donated foods
- \$38 million for summer food service program
- \$9.3 million for child and adult care food program



### ***Medicaid Reimbursement***

Local Education Agencies (LEAs) are required to provide special education and related services as delineated in the Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) at no cost to parents. Medicaid provides reimbursement for the:

- Delivery of covered direct medical services provided to eligible children who have disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), as outlined in the student's IEP; and the
- Cost of specific administrative activities, including outreach activities designed to ensure that students have access to Medicaid-covered programs and services.

Medicaid provides reimbursement for covered direct medical services including audiology, developmental assessments, medical equipment, medical services, medical supplies, medication administration, nursing services, occupational therapy, physical therapy, psychological services, school health aide, social work, speech/language pathology, and transportation. When these services are provided to Medicaid enrolled students with IEPs, the services are eligible for Medicaid reimbursement at the state's reimbursement rate, approximately half of the established cost to provide the service.

Medicaid revenues in FY2021 are projected to be \$29 million, subject to the level of health care services rendered in the upcoming school year. FY2021 Medicaid revenues are strengthened by continued revenue retention initiatives focused on enrolling eligible students in Medicaid, improving service capture, maximizing claiming and billing processes, and ensuring all claimable costs are reimbursed. New initiatives include strengthening operational practices and controls at non-public schools, supporting school administrators to standardize paraprofessional service capture processes and approvals, and intensifying the review of failed and denied claims by ensuring all providers that order, refer, and/or prescribe specific services to be rendered to CPS students have met all Medicaid billing requirements.

### ***Other Federal Grants***

This category includes competitive grants for other specific purposes, including:

- **Carl D. Perkins:** This grant was established to help students in secondary and post-secondary education develop academic and technical skills for career opportunities, specific job training, and occupational retraining. The FY2021 Perkins formula grant is anticipated to be \$6.5 million, which includes an estimated rollover of \$905,826.
- **E-rate:** The Federal Communications Commission provides funding through its E-rate program to discount the cost of telecommunications, internet access, and internal connections for schools and libraries across the country. In FY2021, CPS expects to receive \$4.2 million of federal E-rate money to reimburse IT projects.

### ***Federal Contribution for Capital***

Federal contributions to the capital budget are expected to be \$10.1 million; these contributions are driven by spending on E-rate eligible upgrades to the district's IT infrastructure.

### ***Federal Interest Subsidy under Qualified School Construction Bonds (QSCBs) and Build America Bonds (BABs)***

In FY2021, CPS has budgeted to receive a direct federal subsidy payment of \$25 million for these two types of federally-subsidized bonds. This amount takes into consideration an allowance assumption of 5.9 percent for federal sequestration, down from 6.2 percent in our FY2020 assumptions. See the Debt

Management chapter for more information.

## Pensions

As recently as 2017, pension costs represented CPS' greatest budgetary risk, as growing pension payments, shouldered almost entirely by Chicago taxpayers, diverted more funding each year from classrooms. Education funding reform passed that fall by the state of Illinois represented a significant step toward correcting the historical inequity that—unlike every other district in the state—burdened Chicago with the entirety of its teacher pension obligations. This change set in motion progress that reduced the district's diversion of funds eligible to support classrooms from \$676 million in FY2016 to \$129 million in the FY2021 budget.

Two major changes at the state level are responsible for this progress, which greatly reduced the budgetary risk of the district's pension obligations and put CPS on a path to pension funding stability. The first change involved the state providing funding for the district's normal cost—the cost of annual increases to the district's total liability—for teacher pensions. In FY2021, the state will provide \$255 million for these costs. The second change was the state's reinstatement into the property tax code, which gives the district the ability to levy a dedicated property tax to assist with the annual pension payments. Though this cost is covered by Chicago taxpayers, it will provide dedicated funding for teacher pensions in the amount of \$490 million in FY2021, putting CPS in a vastly improved position to fund its pension liabilities without impacting funding distributed to schools.

COVID-19, however, represents a potential risk to the district's financial position relative to its pension obligation going forward. While the full effect of COVID-19 on district finances as a whole and on pension costs more specifically, is yet to be determined, later in this chapter we discuss two significant ways in which COVID-19 could affect CPS' pension burden going forward.

FY2021 also marks the second year that CPS will pay the City of Chicago \$60 million annually for the city's coverage of CPS employees participation in the Municipal Employees' Annuity and Benefit Fund (MEABF) of Chicago. Before FY2020, the City assumed the entirety of the payment made on behalf of CPS non-teaching employees covered by the MEABF.

CPS remains the only school district in the state with its own teachers' pension system, which is separate from the statewide Teachers' Retirement System (TRS). CPS full-time salaried teachers and other licensed teaching staff are part of the Chicago Teachers' Pension Fund (CTPF), which historically has been funded entirely by Chicago taxpayers with little support, until recently, from the state. Under this arrangement, Chicago taxpayers have faced the unique burden of having to support both the CTPF and the TRS. Like all other working Illinoisans, their income, corporate, and sales taxes paid to the state fund TRS costs, but Chicagoans alone support the CTPF through property taxes and other local revenue streams.

As part of education funding reform, the state has taken steps to address this long-standing inequity. Beginning in FY2018, the state has contributed funding in the amount of CPS teacher pension normal costs (i.e., the cost of the benefits that are projected to be created in the current year). In addition, the state reinstated a CPS teacher pension property tax levy in FY2017 that is appropriated exclusively for paying CTPF costs. For FY2021 and moving forward, a 0.567% maximum levy on the adjusted Equalized Assessed Value (EAV)<sup>1</sup> of Chicago properties is dedicated to covering CPS' statutory obligations to the

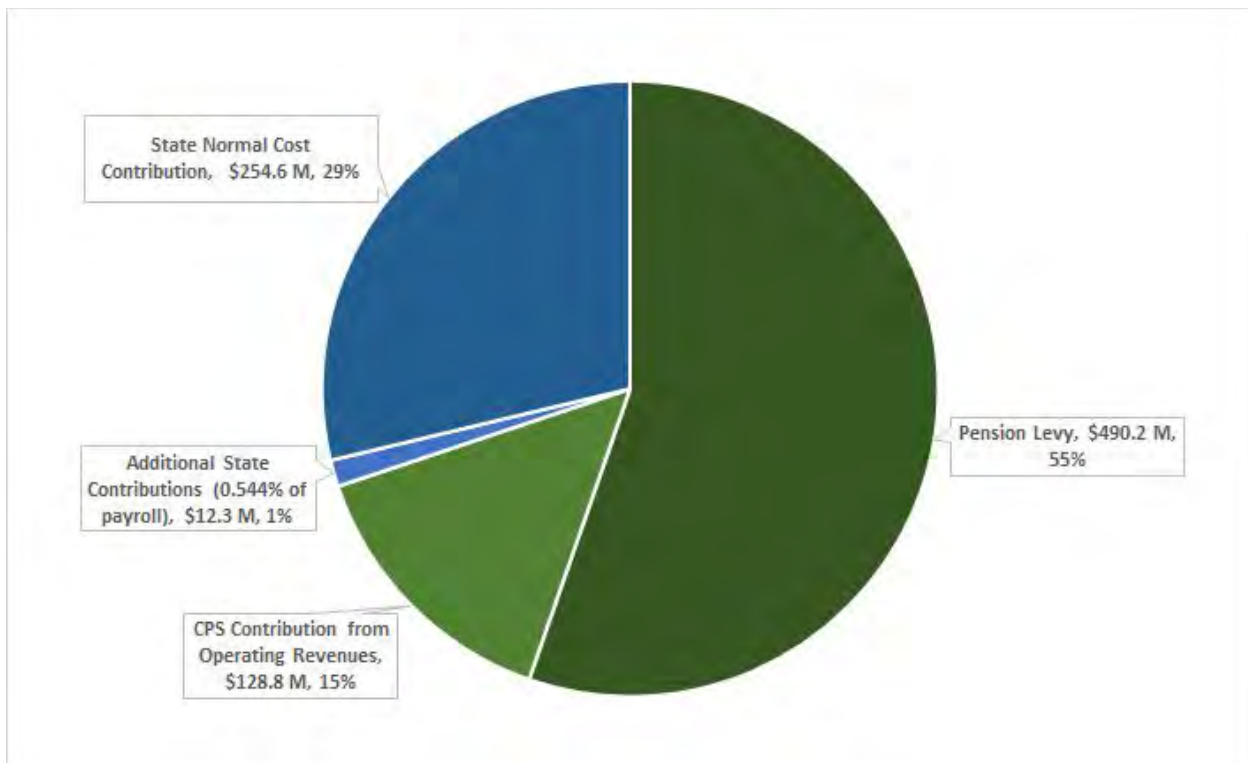
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<sup>1</sup> Per 105 ILCS 5/34-53 and 35 ILCS 200/18-45, CPS has the ability to tax up to a 0.567% levy on the prior year's taxable non-TIF base property, and the current year's taxable non-TIF new property.

CTPF.

In FY2021, per the CTPF's 2019 actuarial report<sup>2</sup>, the total required employer contribution to the CTPF will be \$885,894,000. Of that number, the state will pay \$266.9 million (comprising the projected normal cost and 0.544% of the CTPF's total payroll, pursuant to Public Act 90-0655) and the reinstated pension property tax levy is projected to raise \$490.2 million, assuming property tax payments are paid by August 29, 2021 at historical rates. Other operating revenues will contribute toward the remaining \$128.8 million, as shown in Chart 1.

**Chart 1: Projected FY2021 Funding for Required CTPF Employer Contributions**



Compared to FY2020, the district will divert an additional \$8.8 million from operating funds to cover the increase in pension costs. This increase in diversions is necessary because in FY2021, CPS will not benefit from a boost in total property value in Chicago, as properties are not subject to the triennial reassessment in that taxable year. More details on the breakdown of FY2021 employer costs can be found in the footnoted CTPF actuarial report.

With these FY2021 payments, the funded ratio of the CTPF based on the actuarial value of assets declined to 47.40% in 2019, down from 47.85% from 2018. This decline is attributable to an unfavorable investment experience, with fund assets earning only 5.92% in 2019 compared to the investment return assumption of 7%. The unfunded actuarial accrued liability (UAAL) grew by \$276 million to \$12.2 billion.

**There Remains a Large Disparity in how the TRS and CTPF are Funded by the State**

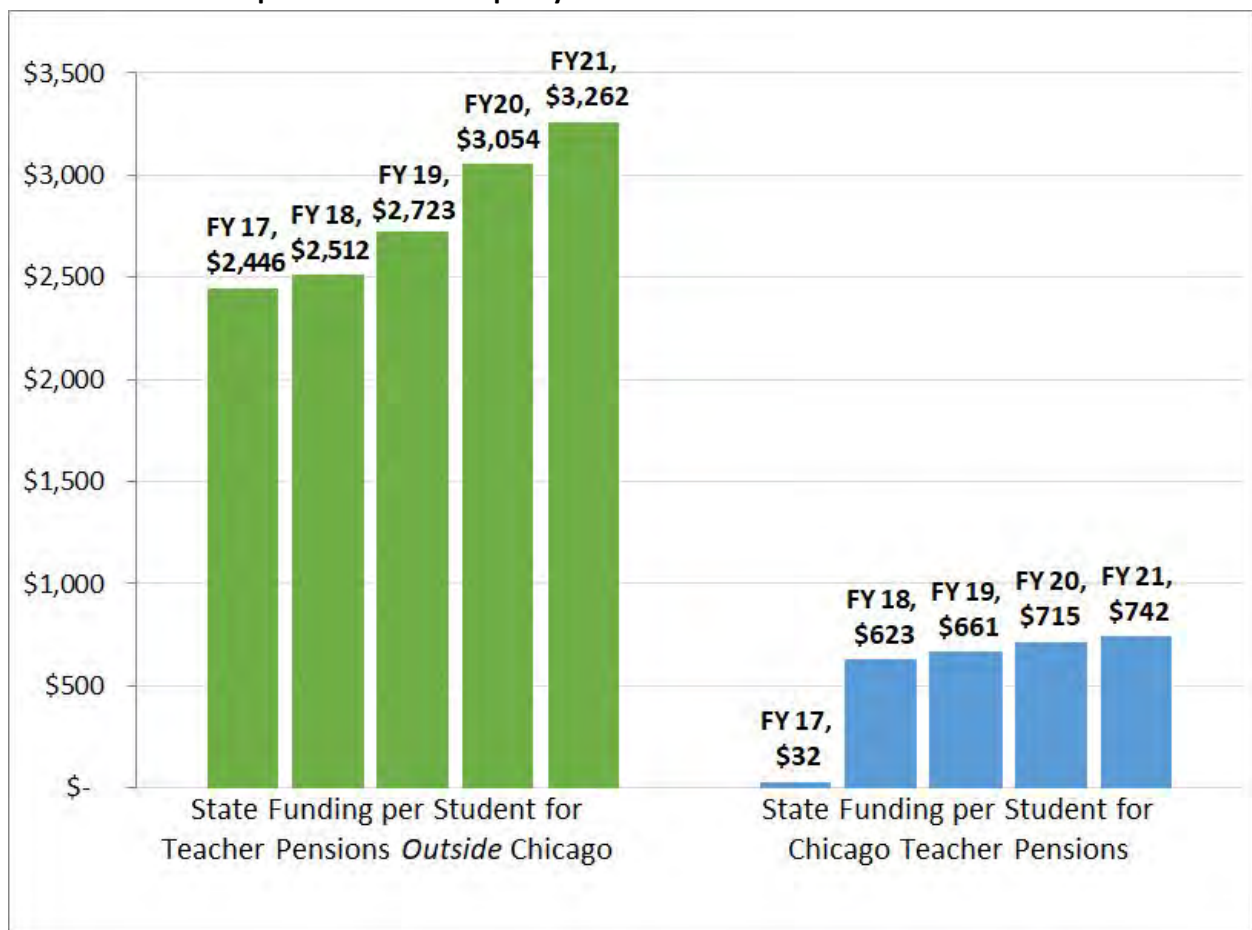
<sup>2</sup> [https://www.ctpf.org/sites/main/files/file-attachments/ctpf\\_val\\_2019\\_final\\_1.pdf](https://www.ctpf.org/sites/main/files/file-attachments/ctpf_val_2019_final_1.pdf)

The passage of state education funding reform in 2017 began to address a pension system that unfairly penalized Chicagoans.

Even though both the CTPF and TRS are governed by state statute, there has been a vast difference in the source of funding for both pension systems. The state of Illinois is projected to pay \$266.9 million in FY2021 for CTPF teacher pension costs, which represents 30 percent of the total employer contribution. On the other hand, the state is projected to contribute \$5,141 million toward the employer contribution to the TRS, which is 97 percent of the total employer contribution.<sup>3</sup>

In FY2021, the state’s estimated contribution to TRS amounts to a pension contribution for downstate and suburban school districts of \$3,262 per student, while CPS only received \$742 per student (Chart 2). Before the state began to pick up the normal cost in FY2018, the disparity between Chicago and all other school districts in Illinois was significantly larger.

**Chart 2: State Per-Pupil Contribution Disparity for Teacher Pension Funds**



<sup>3</sup> [https://www.trsil.org/sites/default/files/documents/TRS\\_Annual-Actuarial-Valuation\\_Final.pdf](https://www.trsil.org/sites/default/files/documents/TRS_Annual-Actuarial-Valuation_Final.pdf), page 31

## **COVID-19 and the Future of CPS Pension Costs**

COVID-19 could negatively impact CPS' future pension costs in two primary ways. First, the wider economic fallout from the pandemic means that CTPF investments in equities, real estate, and other areas could fail to meet the seven percent investment return assumption in the year ending June 30, 2020. Fifty-nine percent of the CTPF's investments as of June 30, 2019 were placed in U.S. and foreign equities, which were significantly impacted at the outset of COVID-19 but have since recovered to pre-COVID levels at the time of writing in August 2020. A further 8 percent were invested in Real Estate Investment Trusts (REITs) and other real estate holdings, and the magnitude of the impact that COVID-19 will have on these investments is yet to be determined.<sup>4</sup> Any significant failure to meet the 7 percent investment return assumption could increase CPS' pension obligation beginning in FY2022 and onwards.

A second way in which COVID-19 could negatively impact the amount of money that CPS has to divert from other operating costs comes with the decline in overall assessed value in Chicago. The pension levy is a flat 0.567% of all assessed value within the city, which means that any decline in assessed value will decrease the total revenue that flows to CPS. This is a revenue source that is responsive to property values, in contrast to the education property tax levy, which is capped to the rate of inflation. In the spring of 2020, the Cook County Assessor's Office (CCAO) announced that all properties within the city would have "their property values [for Tax Year 2020] reviewed for estimated effects of COVID-19 following the appeal process."<sup>5</sup> The impact of any across-the-board adjustments to property values will only be reflected in property tax revenues collected in FY2022, and not in FY2021. The initial report for South Suburban properties, which underwent a reassessment process in FY2020, stated that the CCAO would decrease the assessments of single family homes by 10.3% and multi-family homes by 13.1% on average. This does not reflect the magnitude of the decline that might happen for Chicago reassessments, and the CCAO plans to release a supplemental report on COVID-19 and Chicago properties soon.

## **CPS' Pension Contribution Requirements as an Employer**

In FY2021, CPS is projected to contribute \$619.0 million for Chicago pensions out of its own resources (\$490 million of which comes from the property tax pension levy), with the state picking up the other \$266.9 million. Of the \$266.9 million in state funding, \$254.6 million is for CTPF normal cost, and \$12.3 million is for "additional" state contributions. These "additional" state contributions are statutorily required to offset the portion of the cost of benefit increases enacted under Public Act 90-0582 and are calculated as 0.544% of the Fund's total teacher payroll.

Revenues from the pension levy make up the majority of CPS' contribution to the CTPF, estimated at \$490.2 million in FY2021. The pension levy was reinstated in FY2017 as part of pension reform at an initial flat rate of 0.383% of Equalized Assessed Value (EAV), which increased to the current 0.567% rate in FY2018.

In FY2020, the flat 0.567% rate-limited levy worked out to a lower effective rate of 0.565% because the

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<sup>4</sup> 2019 CTPF Actuarial Valuation, page 34

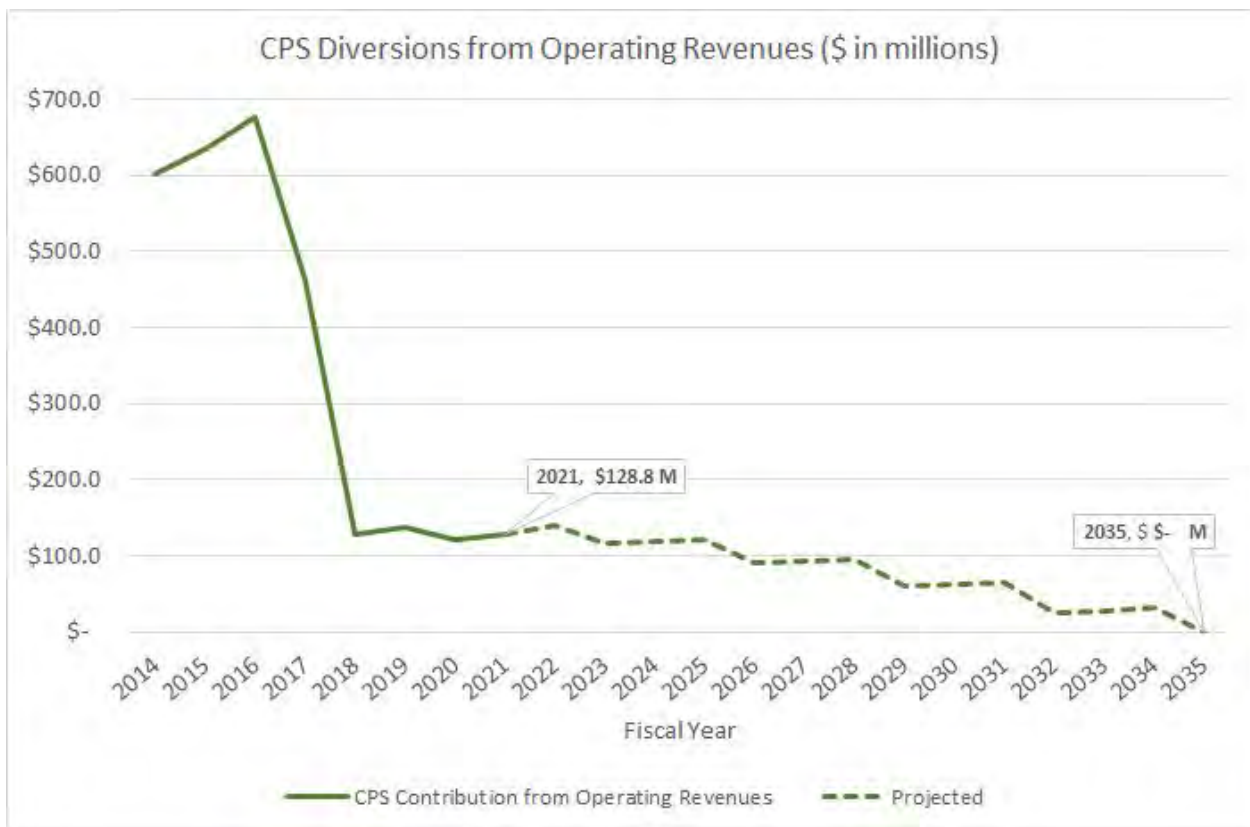
<sup>5</sup> <https://www.cookcountyassessor.com/news/changes-assessments-and-appeals-due-covid-19>

property tax code states that any rate-limited levy be applied to the prior year’s base property value and the current year’s new property value. Because Chicago’s valuations have increased slightly by 0.4% from Tax Year 2018 to 2019, relying on last year’s property values has the effect of driving down the effective tax rate from 0.567% to 0.565% of EAV. This creates a lag for the individual property owner, whereby a single-year increase in property tax value does not immediately translate into higher property tax costs, but instead only takes effect a year later. CPS will not be able to reap any benefits of the converse situation if property values decrease because the rate will be limited to 0.567% if the effective rate is greater than that value.

Chicago property values are projected to experience continued growth in the long-term after the fiscal effects of COVID-19 have abated, and as such the pension levy will generate more revenue in future fiscal years. This will decrease diversions from operating revenues that could otherwise be spent directly on investments in Chicago’s children. In FY2021, diversions from operating revenues are projected to grow slightly from an anticipated \$120.0 million to \$130.2 million.

Based on the CTPF’s 2019 actuarial report, and an assumption of approximately 8% growth in property values in assessment years and 2% growth in non-assessment years, CPS is on track to have no diversions from other operating revenues by FY2035. Although this represents an improvement from recent years, during which diversions from operating revenues peaked at \$676 million in FY2016, the costs associated with paying for CTPF contributions will continue to be significant for the foreseeable future.

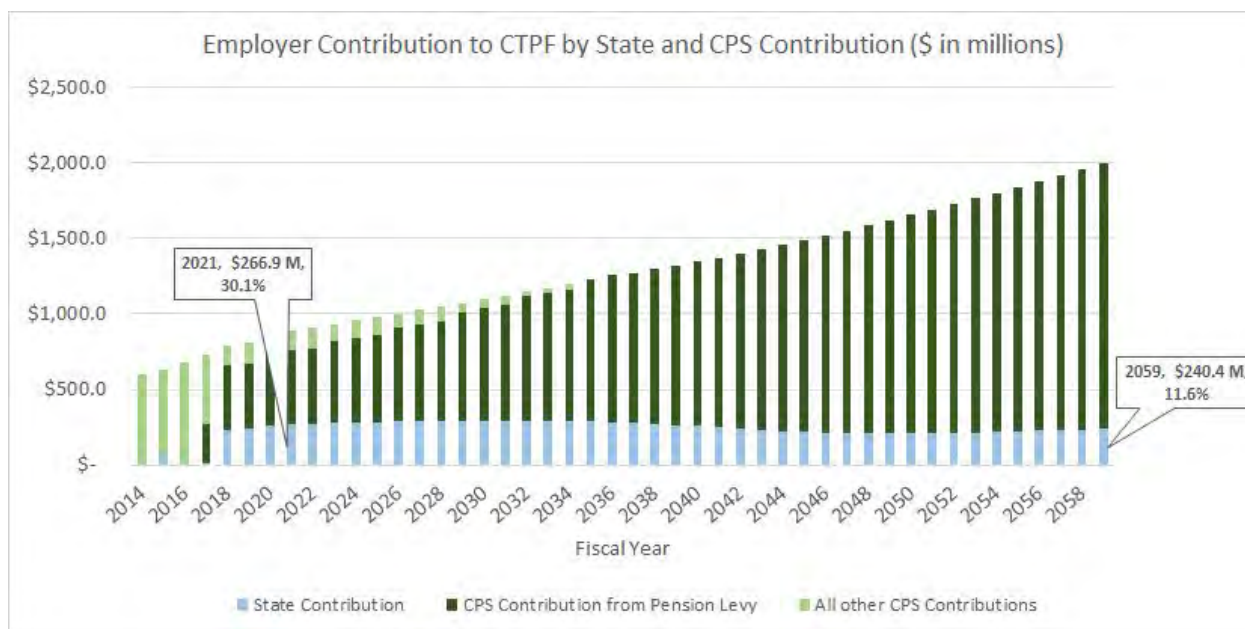
**Chart 3: Diversions from Operating Revenues are Projected to Continue until 2035**



## Pension Contributions by the State and by Individual Employees

As the total employer contribution costs continue to increase in accordance with the actuarially required amount to reach a 90 percent funding ratio of CTPF by 2059, state contributions will shrink as a total share of the overall revenues used to cover this cost, if limited to just the normal cost and the “additional” 0.544 percent of payroll. In FY2021, the state’s contribution is projected to make up 30.1 percent of the total employer contribution, and this is scheduled to decline to 12 percent by 2059 if there is no further expansion of the CTPF’s employer cost assumed by the state. The normal cost borne by the state will gradually decline as a greater share of the workforce covered by CTPF comprises “Tier II” teachers who are entitled to a lower level of benefits. CPS is reliant on the state continuing to add funding to the Evidence Based Funding (EBF) model so that future pension costs do not prohibit us from investing in students and schools.

**Chart 4: The State Share of CTPF Costs will Shrink in Future Years**



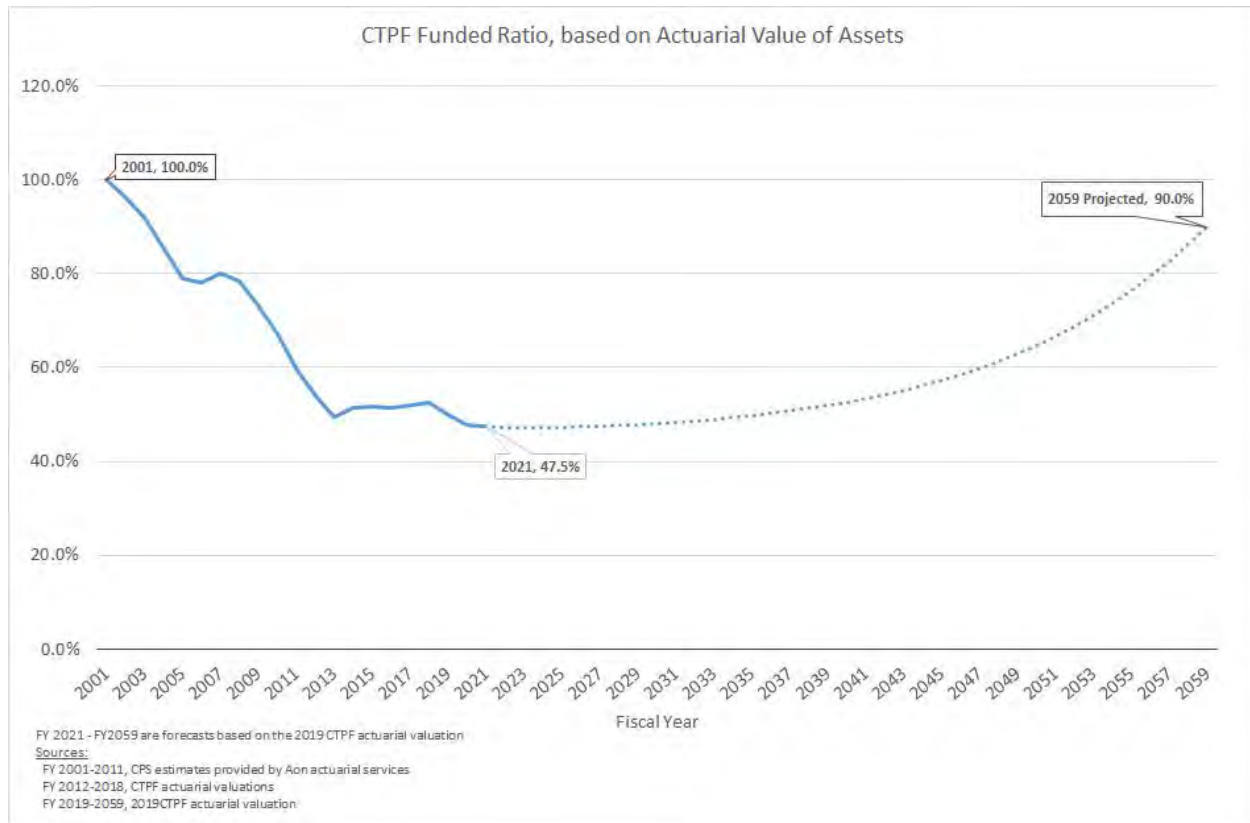
At the individual level, employees covered by CTPF are required by statute to contribute 9% of their salary to pensions. However, from 1981 through 2017, CPS paid the first 7% on the employee’s behalf in addition to its own employer contribution. Under the 2020-24 Collective Bargaining Agreement with the Chicago Teachers Union, CPS no longer pays 7% for “Tier II” employees hired on or after January 1, 2017.

### Decline in Funded Ratio Led to Increased CPS Contributions

Until June 30, 2001, CTPF had a funded ratio of 100%, and according to state law, CPS did not have to make an employer contribution. By June 30, 2004, the funded ratio had dropped to 86%, below a 90% threshold, and therefore CPS was statutorily required to make employer contributions beginning in 2006.



**Chart 5: CTPF Funded Ratio Has Generally Decreased Since Early 2000s (Actuarial Value of Assets)**

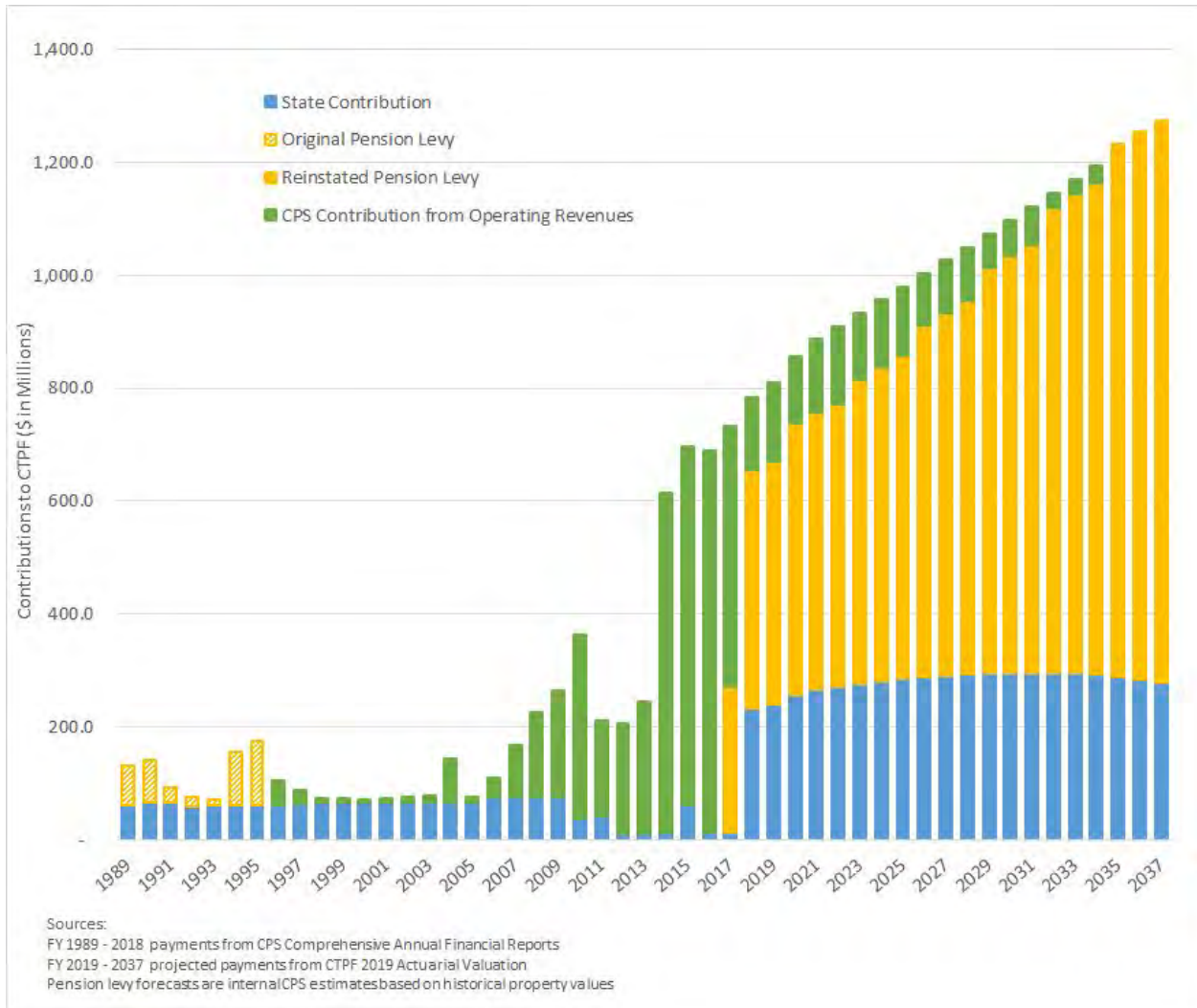


For the FY2019 CTPF valuation, the fund was negatively impacted by an approximate return on actuarial value of assets of 5.92 percent, lower than the assumed rate of return of 7.00%. As such, the certified CPS employer contributions for FY2021 is \$619.0 million, \$4.4 million higher than the prior year’s FY2021 projection of \$614.6 million, reflecting an increase in the actuarial accrued liability of the CTPF by \$329 million.

**CPS’ Pension Contributions Continue to Grow**

Pension contribution costs borne by CPS will continue to grow until 2059, with the majority covered by the pension levy. The state’s assumption of the normal cost since FY2017 will not fully fund the rising total costs of pension contributions because the normal cost is projected to decline as a share of the total employer cost. The pension levy, if assumed to stay flat at 0.567% of a property’s value, should eventually help pay for CPS’ entire share of the pension costs. However, long-term fiscal stability is still predicated upon the state lessening the tax burden placed on Chicagoans by fully funding the EBF model, which will provide additional resources to CPS and other school districts that primarily educate low-income students. More discussion on the state’s EBF formula can be found in the Revenue chapter of the Budget Book.

**Chart 6: CPS Employer Pension Contributions Will Continue to Grow Every Year, With the Majority Covered by the Reinstated Pension Levy**



**MEABF Contributions**

FY2020 was the first year that CPS absorbed some of the costs associated with its non-teaching employees covered by the Municipal Employees’ Annuity and Benefit Fund (MEABF). Prior to FY2020, the City of Chicago absorbed the entire cost of the MEABF employer contribution. As part of an Inter-Governmental Agreement (IGA) with the City of Chicago, the Board of Education paid \$60 million to the city in FY2020, to fund obligations for the 17,146 CPS employees who are active members of the MEABF.

## Schools and Networks

Chicago Public Schools (CPS) is investing in the continued academic success of its students by allocating over \$4.1 billion in school budgets in FY2021. This is an increase from the \$3.8 billion budgeted for FY2020.

FY2021 is the eighth year that CPS has used Student-Based Budgeting (SBB) to fund schools. SBB allocates funds to schools on a per-pupil basis, which helps ensure that funding is fair and equitable, as dollars follow students.

CPS is increasing the SBB rate to align with the teacher salary increase in the CTU contract. The base SBB rate for FY2021 is \$4,665.35 per pupil, compared to \$4,506.93 in FY2020.

For the second consecutive year, CPS is providing school-based equity grants to support high-needs schools and ensure all students are able to access a high-quality education. The FY2021 equity grant provides \$44 million in school-based funding to support 255 elementary and high schools and reflects a \$13 million dollar increase from FY2020. CPS continues to prioritize per-student funding for students from low-income households by increasing Supplemental Aid allocations from \$920 to \$950 per student and maintaining total school-based Title I funding despite declining enrollment across the district.

### ENROLLMENT

CPS school budgets are based on student enrollment and demographics. For more information on student demographics, please see Appendix A.

For the third straight year, budgets for SY2020–21 are based on each school’s 20<sup>th</sup> day enrollment during SY2019–20. Funding schools based on prior year enrollment ensures that schools will not see a budget reduction in the fall, even if enrollment declines. However, if a school’s enrollment in the fall of SY2020-21 exceeds 20th day enrollment from the fall of SY2019–20, schools will receive additional funding. This model allows schools to plan confidently for the year ahead without concern for potential budget reductions and provides school-based staff greater certainty about their positions in the coming year.

**Table 1: FY2020 Enrollment by School Type Used to Set FY2021 School Budgets**

School Type	FY2020 20th Day Enrollment		
	Pre-K	K-12	Total
Traditional District-Run Schools	16,355	275,744	292,099
Charter Schools	-	55,646	55,646
Contract Schools	-	2,495	2,495
District Specialty Schools	1,137	1,144	2,281
District Options Schools	-	446	446
ALOP/SAFE	-	2,189	2,189

<b>Total District Enrollment</b>	<b>17,492</b>	<b>337,664</b>	<b>355,156</b>
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## NUMBER OF SCHOOLS

Per CPS definition, a school:

1. Is officially authorized by the Chicago Board of Education;
2. Is based in one or more buildings inside the geographic boundaries of the City of Chicago;
3. Has or will have one of the following governance structures: a local school council, an appointed local school council, a board of directors, or a board of governors;
4. Employs at least one administrator to lead the school;
5. Employs at least one credentialed person to provide instruction to students;
6. Provides an appropriate curriculum for each grade level served that, at a minimum, meets all requirements of the Illinois State Code;
7. Requires progression toward a terminal grade level within a single school, regardless of physical location;
8. Is not defined under Illinois School Code as something other than a school (e.g., an Alternative Learning Opportunity Program is not a school); and
9. Has or is intended to have at least one actively-enrolled student during the school year.

Based on this definition, there are 638 schools in FY2021. Table 2 provides the school count by type.

**Table 2: FY2021 Number of CPS Schools by School Type**

<b>School Type</b>	<b>Description</b>	<b>FY2020</b>	<b>FY2021</b>
Traditional district schools	District-run schools funded through SBB	500	499
Charter schools	Public schools managed by independent operators and certified under state charter law	118	115
Contract schools	Public schools managed by independent operators under a contract with the district	9	9
District specialty schools	District-run schools that primarily serve students with significant diverse learning needs or early childhood students	10	10
District options schools	District-run high schools for students in restricted environments or students who need educational alternatives to traditional high schools	4	4
SAFE school programs	Schools managed by independent operators for students who have been expelled from other schools due to violence	1	1
<b>Total schools</b>		<b>642</b>	<b>638</b>
ALOP programs	Programs managed by independent operators that provide educational options for students who have dropped out of school and seek to return	8	8

The following table explains the change in school count between FY2020 and FY2021.

**Table 3: School Openings and Closings Between FY2020 and FY2021**

School Short Name	Description	Change
<b>District Run Schools</b>		
Hope High School	Zero students enrolled	-1
	<b>Net Change in District Run Schools</b>	<b>-1</b>
<b>Charter Schools</b>		
Chicago Virtual Charter School	Revocation approved by Board	-1
Frazier Preparatory Academy Charter School	Revocation approved by Board	-1
Foundations College Prep Charter School	Mutual consent by Board and Foundations College Prep	-1
	<b>Net Change in Charter Schools</b>	<b>-3</b>
	<b>Total Net Change in Schools</b>	<b>-4</b>

### SCHOOL BUDGET OVERVIEW

The FY2021 budget contains more than \$4.1 billion budgeted at school units. The following tables show fund and position allocations by school type and funding category:

**Table 4: FY2021 Funding in School Budgets, by School Type and Department (\$ in thousands)**

School Type	SBB	Diverse Learners	Bilingual	Early Childhood	Other Programs	Title I	Supp. Aid	Operations	Total
District Run	\$1,659,569	\$712,263	\$32,866	\$187,583	\$115,219	\$151,458	\$210,160	\$150,780	<b>\$3,219,898</b>
Charter/ Contract	\$359,559	\$93,013	\$3,235	\$0	\$204,312	\$49,604	\$46,835	\$3,406	<b>\$759,964</b>
ALOP	\$14,632	\$4,355	\$131	\$0	\$8,877	\$2,484	\$1,745	\$0	<b>\$32,224</b>
Specialty	\$3,974	\$37,457	\$646	\$9,369	\$5,295	\$600	\$1,211	\$1,368	<b>\$59,920</b>
District Options	\$1,717	\$3,754	\$52	\$0	\$4,795	\$10,960	\$372	\$305	<b>\$21,955</b>
SAFE	\$680	\$136	\$1	\$0	\$409	\$10	\$68	\$0	<b>\$1,304</b>
<b>Total</b>	<b>\$2,040,131</b>	<b>\$850,978</b>	<b>\$36,931</b>	<b>\$196,952</b>	<b>\$338,907</b>	<b>\$215,116</b>	<b>\$260,391</b>	<b>\$155,859</b>	<b>\$4,095,265</b>

**Table 5: FY2021 Positions in School Budgets, by School Type and Department (FTEs)**

School Type	SBB	Diverse Learners	Bilingual	Early Childhood	Other Programs	Title I	Supplemental Aid	Operations	Total
District Run	13,968	8,387	277	2,112	1,031	1,256	1,911	3,324	32,266
Charter/ Contract	0	0	0	0	0	0	0	105*	105
ALOP	0	0	0	0	0	0	0	0	0
Specialty	30	481	6	102	39	1	3	28	690
District Options	12	31	1	0	37	79	1	6	167
SAFE	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>14,010</b>	<b>8,899</b>	<b>284</b>	<b>2,214</b>	<b>1,107</b>	<b>1,336</b>	<b>1,915</b>	<b>3,463</b>	<b>33,228</b>

\*FTE at charter and contract schools include federally funded lunchroom staff and security staff, the latter of which are deducted from tuition payments made to the schools that have them.

The following sections discuss funding for core instruction and additional funding received by schools.

## FUNDING FOR CORE INSTRUCTION (SBB)

### Traditional District Schools

Traditional district schools are funded through SBB. The only district-run schools that do not fall in this category are the ten specialty schools and four district options schools, which are discussed in later sections.

In aggregate, SBB funding for district-run schools is increasing by \$43 million from FY2020. This reflects the SBB rate increase, as well as increases in the equity grant and other SBB funding inputs (see Appendix B).

**Table 6: FY2021 Schools and Enrollment at Traditional District Schools (\$ in millions)**

Traditional District Schools	FY2020 Budget	FY2021 Budget	Change
Number of schools	500	499	(1)
Number of K-12 students	282,771	277,561*	(5,210)
SBB funding, in millions	\$1,622	\$1,665	\$43

\*Although initial school budgets for FY2021 are based on 20th day enrollment from FY2020, a small number of schools received a requested funding increase based on anticipated enrollment growth. Schools that see additional enrollment growth above current numbers will receive additional funds after the start of the school year.

### Charter and Contract Schools

Charter and contract schools are public schools managed by independent operators and offer an alternative to traditional district-managed schools.

SBB is the largest portion of the general funds budget, and it is allocated to charter and contract schools. The general funds budget also includes some funding categories that are considered district-wide shared obligations, such as the unfunded pension liability. Charter and contract schools do not receive tuition funding based on these shared obligations. Funding for operations, security, Central Office expenses, and education support programs are paid to charter and contract schools through non-SBB funding, rather than through citywide spending for district-run schools. This ensures that these schools receive an equitable share of centralized spending and of each categorical funding source, where applicable. For more details on how charter and contract schools will be funded in FY2021, please see Appendix B.

**Table 7: Projected SBB and Non-SBB Tuition Funding at Charter and Contract Schools**

	FY2021 Projections
Number of schools	124
Number of K-12 students (FY20 20th day count)	58,141
SBB funding, in millions	\$359.6
Non-SBB funding, in millions	\$121.4
<b>Total general education tuition payments, in millions</b>	<b>\$486.2</b>

### Alternative Learning Opportunity Programs (ALOP)

Alternative Learning Opportunity Programs provide different educational options for at-risk youth who have not been consistently enrolled in school. Since 2011, CPS has expanded partnerships with providers that specialize in working with off-track youth and has more than doubled the number of available seats in ALOPs.

**Table 8: Projected SBB and Non-SBB Tuition Funding at ALOPs**

	FY2021 Projections
Number of programs	8
Number of K-12 students (FY20 20th day count)	2,176
SBB funding, in millions	\$14.6
Non-SBB funding (operations), in millions	\$5.2
<b>Total general education tuition payments, in millions</b>	<b>\$19.8</b>

### Specialty Schools

Specialty schools primarily serve students with significant diverse learning needs and students in Pre-K. Specialty schools include:

- Three early childhood centers serving only Pre-K students (Vick, Thomas, Stock)

- Three early childhood centers serving Pre-K students and a significant number of diverse learners enrolled in primary grades (Blair, Beard, Rudolph)
- Four high schools serving 100 percent diverse learners (Northside Learning, Southside, Graham, and Vaughn).

In FY2021, specialty schools will receive \$7.7 million in funding for core instruction, which comes through both discretionary dollars and centrally funded positions, in addition to \$1.9 million for Supplemental Aid and Title I allocations. The remainder of specialty schools' budgets is for Pre-K and diverse learner programming specific to each school. This funding is provided by the Department of Early Childhood Education and the Office of Diverse Learner Support Services. To account for the specific needs of the diverse learners they serve, the costs of these schools are significantly higher than traditional schools when compared on a per-pupil basis.

### **District Options Schools**

District options schools serve students in confinement, at risk of dropping out of school, or who have dropped out and wish to return. District options schools include one school located at the Cook County Jail (York), one school located at the Cook County Juvenile Temporary Detention Center (Jefferson), one school that serves pregnant women (Simpson), and one school that serves returning dropouts and students at risk of dropping out (Peace & Education Coalition).

In FY2021, district options schools will receive a core allocation of \$7.8 million for teachers and administrative positions. In addition, the schools will receive \$8.8 million in supplemental Title I positions to help address their unique challenges.

### **SAFE Schools**

SAFE schools provide an educational option to students who have been expelled from another CPS school due to violence. CPS has one SAFE school, which is managed by an independent operator. The SBB and non-SBB tuition cost for this school is \$921K, which is partially offset by a state Regional Safe Schools grant.

### **ADDITIONAL FUNDING RECEIVED BY SCHOOLS**

Although funding for core instruction is typically the largest portion of a school's budget, schools receive additional funding to meet specific student needs, including funding for diverse learners, bilingual students, early childhood students; program costs; and school operations. See Appendix B for information on funding formulas for these allocations.

### **Diverse Learner Funding**

Diverse learner allocations are based on the number of special education teachers and paraprofessionals needed to deliver the supports and services defined in Individualized Education Plans. Initial allocations are determined by each school's special education population as of Spring 2020. Allocations may be updated during the year in response to changes in student support needs.

### **Language and Cultural Education**

Schools receive supplemental bilingual education teachers and per-pupil funds based on their number of English learners (ELs). There are two programs: Transitional Bilingual Education (TBE) for schools that have 20 or more ELs of the same language background and Transitional Program of Instruction (TPI) for schools that have fewer than 20 ELs of the same language background. The Office of Language and



Cultural Education (OLCE) tracks ELs and allocates supplemental bilingual teachers and funds to schools.

The FY2021 budget contains \$36.9 million in supplemental funding to schools, which includes hiring 250 supplemental bilingual education teachers. Bilingual education is supported by local funding and dedicated state and federal funding.

**Early Childhood**

To better meet family needs and ensure children are receiving services that will set the foundation for long-term success, CPS has expanded its investment in early childhood education in FY2021 and will provide an additional 43 full-day preschool classrooms in high-need communities. The expansion of full-day Pre-K continues the district’s four-year plan to provide all four-year-olds in Chicago with access to high-quality, full-day early childhood education.

The FY2021 budget contains \$294 million in funding for early childhood education, both in CPS and in community-based programs managed by the City of Chicago. This includes \$188 million allocated at 369 elementary schools for early childhood programs, including universal Pre-K, child parent centers, and tuition-based programs. \$80.2 million is allocated to the Department of Family and Support Services (DFSS) for Preschool for All (PFA) and the Prevention Initiative (PI) programs that are implemented at various community-based organizations.

Additional funds are budgeted centrally for items such as:

- Professional development for teachers and administrators;
- Curriculum and instructional materials, furniture, and technology;
- Student and teacher assessments; and
- Nutritious snacks for full-day programs.

Early childhood programs serve Pre-K students, ages 3 and 4, and are funded primarily from the state Early Childhood Block Grant and local funds. CPS also provides state grant funding to community-based providers for early childhood programs up to age 5, as noted above and described more fully in the Early Childhood department narrative, but this funding is not reflected in school budgets.

**Other Programs**

Schools that offer board-funded educational programming receive additional teaching positions or funding. All programs except for STEM are funded from general funds. Details on these programs are found in their respective departmental narratives. Significant programs are included in Table 9.

**Table 9: Board Funded Programs**

	Positions (FTE)			Budget (\$ in millions)		
	FY20 Budget	FY21 Budget	Change	FY20 Budget	FY21 Budget	Change
<b>Academic Centers</b>	<b>1.0</b>	<b>1.0</b>	<b>0.0</b>	<b>\$ 0.10</b>	<b>\$ 0.11</b>	<b>\$ 0.00</b>
<b>Classical Schools</b>	<b>17.2</b>	<b>18.0</b>	<b>0.8</b>	<b>\$ 1.80</b>	<b>\$ 1.94</b>	<b>\$ 0.14</b>
<b>Critical Language Initiative</b>	<b>30.0</b>	<b>30.0</b>	<b>0.0</b>	<b>\$ 3.14</b>	<b>\$ 3.23</b>	<b>\$ 0.09</b>

Dual Language	0.0	1.0	1.0	\$ -	\$ 0.11	\$ 0.11
International Baccalaureate	133.5	137.0	3.5	\$ 13.96	\$ 14.75	\$ 0.79
International Gifted	2.0	0.0	-2.0	\$ 0.21	\$ -	-\$ 0.21
JROTC	148.0	146.0	-2.0	\$ 15.47	\$ 15.72	\$ 0.25
Magnet - Fine & Performing Arts	0.0	4.0	4.0	\$ -	\$ 0.43	\$ 0.43
Magnet Cluster Programs	106.0	108.0	2.0	\$ 11.08	\$ 11.63	\$ 0.55
Magnet Schools	156.4	157.4	1.0	\$ 16.35	\$ 16.95	\$ 0.60
Montessori Programs	46.0	49.0	3.0	\$ 3.06	\$ 3.36	\$ 0.30
Regional Gifted Centers	24.1	23.0	-1.1	\$ 2.52	\$ 2.48	-\$ 0.04
Regional Gifted Centers ELL	7.0	7.0	0.0	\$ 0.73	\$ 0.75	\$ 0.02
Selective Enrollment HS	35.0	35.0	0.0	\$ 3.66	\$ 3.77	\$ 0.11
STEM* and STEAM Programs	57.0	92.0	35.0	\$ 5.96	\$ 9.91	\$ 3.95
World Language	0.0	1.0	1.0	\$ -	\$ 0.11	\$ 0.11
<b>Totals</b>	<b>763.2</b>	<b>809.4</b>	<b>46.2</b>	<b>\$78.04</b>	<b>\$ 85.25</b>	<b>\$ 7.21</b>

\*Includes grant funding

### Discretionary Funds

CPS schools receive two discretionary funding sources that provide targeted support to low-income students: Supplemental Aid and Title I.

Supplemental Aid (SA) funds are distributed to schools based on the number of students who are eligible to receive free or reduced-price meals under the federal Child Nutrition Act of 1966 and the National School Lunch Act, as of the 20th day of the school year. For FY2021, CPS increased the rate from \$920 per student to \$950, providing over \$260 million in total funding. SA follows the same spending rules as local funds, allowing greater flexibility in how funds are used.

Title I of the federal Every Student Succeeds Act (ESSA) provides funds to schools with high concentrations of low-income, educationally disadvantaged students who require supplementary services. Approximately 89 percent of CPS schools qualify for Title I discretionary funding. Even though the district's enrollment has decreased, CPS is maintaining the aggregate school-based Title I allocation in 2020-21, which is raising the average per-student Title I allocation from \$887 to \$908.

Research has shown that students from low-income households generally require additional resources to be successful, and the increase in SA and Title I per-student funding will help ensure all of our students have the support they need to reach their potential.

### Operational Expenses

Schools receive additional positions, services, and funding for various operational expenses. In FY2021, the following operational funding appears in schools budgets:

- **Security:** School security officers and security aides are assigned to schools by the Office of Safety and Security. Security positions are budgeted at schools.
- **Food Service:** This includes the labor costs of the lunchroom staff; the food costs required to provide lunch and breakfast are budgeted centrally.

Other operational expenses are managed by the Central Office to ensure district-wide efficiency and savings. Among the positions managed centrally are bus aides, engineers, and custodians. Please refer to the department narratives for more details about each of these operational areas.

### Private Schools

Students, teachers, and parents of private/nonpublic schools are entitled to federal support through Every Student Succeeds Act (ESSA) (Title I, Title II, Title III, Title IV) and the Individuals with Disabilities Education Act (IDEA). As a result of Coronavirus Aid, Relief, and Economic Security (CARES) Act, private/nonpublic schools will also be entitled to a proportionate share of the CARES Elementary and Secondary School Emergency Relief Fund (ESSER) for the FY2020–21 school year. CPS must set aside a share of the federal funds it receives to make services available to eligible private/nonpublic school students, teachers, and parents. However, these funds are not paid directly to the private schools; instead, CPS operates these programs on behalf of eligible students, teachers, and parents.

Each year, CPS oversees and manages services for approximately 61,000 students in 250 private schools, totaling almost \$31 million under ESSA and additional \$19 to \$28 million under ESSER. In addition, CPS oversees services for children who attend seven residential sites that specialize in serving children under the guardianship of the Illinois Department of Children and Family Services.

The following table shows the allocations for each of the federal programs. Funding is proportionate to the number of eligible students in each private school compared to the student’s designated CPS neighborhood school. FY2020 ESSER and FY2021 ESSA amounts are projections; the final amounts will be determined after the district’s applications are approved by the Illinois State Board of Education.

**Table 10: FY2021 Budget for Private School Programs**

Federal Program	ESSA FY2020 Budget	ESSA FY2021 Budget	ESSER FY2020 Budget	ESSER FY2021 Budget
Title I (improving academic achievement of disadvantaged students)	\$18,999,805	\$22,229,507	\$22,229,507	NA
Title IIA (teacher and principal training and recruiting)	\$2,942,957	\$2,880,291	\$2,880,291	NA
Title III (Language instruction for ELs)	\$351,658	\$417,260	\$417,260	NA
Title IVA (Student support and academic enrichment)	\$519,658	\$2,456,634	\$2,456,634	NA
Individuals with Disabilities Education Act	\$2,171,830	\$2,739,323	\$2,739,323	NA

(IDEA)				
Title I, Part D (Neglected)	\$507,839	\$648,630	\$648,630	NA
Uses of Funds as indicated in ESSER Grant	NA	NA	NA	\$19M - \$28M
<b>Total</b>	<b>\$25,493,747</b>	<b>\$31,371,645</b>	<b>\$31,371,645</b>	<b>\$19M - \$28M</b>

## NETWORKS

District-run schools are organized into networks, which provide administrative support, strategic direction, and leadership development to the schools within the network. In FY2019, CPS moved from a 13-network structure to a 17-network structure to better support the unique needs of both elementary and high schools. Under the revised structure, elementary schools remained in their current networks, and high schools were placed into four new networks.

Networks are led by network chiefs who are responsible for building effective schools with strong leaders. Network chiefs play an integral role in developing professional development plans, collecting and assessing data to drive interventions, supporting schools in developing and implementing their Continuous Improvement Work Plan, collaborating on best practices with other networks, and fostering community and parental involvement. Networks are supported by deputy chiefs, data strategists, instructional support leaders, and administrative personnel. High school networks have a designated network operations manager, data strategist, and shared executive assistant.

Each network also has a social emotional learning specialist and a specialized services administrator, which appear in the budgets for the Office of College and Career Success and the Office of Diverse Learner Support and Services. All network staff report to the Office of Network Support.

There are instances where schools are exempt from network oversight. High-performing principals who are a part of the Independent School Principals (ISP) program have the autonomy to operate their schools with reduced oversight from Central Office. Academy for Urban School Leadership (AUSL) schools are also not included in the 17-network structure.

**Table 11: FY2021 Network Structure**

<b>Network</b>	<b>City Planning Zones</b>
1	Sauganash, Reed-Dunning, Albany, Irving
2	Ravenswood
3	Austin, Belmont-Cragin
4	Logan, Lincoln Park
5	Humboldt Park, Garfield, West Humboldt, North Lawndale
6	Near North, Near West, Loop, Bridgeport, Chinatown
7	Pilsen, Little Village
8	McKinley Park

9	Bronzeville, Hyde Park, Woodlawn
10	Beverly, Midway, Chicago Lawn, Ashburn
11	Englewood, Auburn-Gresham
12	Chatham, South Shore
13	Far South, Far East
14	High School Network 1 (shares planning zones with elementary networks 1, 2, and 4)
15	High School Network 2 (shares planning zones with elementary networks 3, 5, 6, 7, and 8)
16	High School Network 3 (shares planning zones with elementary networks 7, 8, 9, 10, and 11)
17	High School Network 4 (shares planning zones with elementary networks 9, 12, and 13)
AUSL	Citywide - Academy for Urban School Leadership schools
ISP	Citywide - Independent Schools not assigned to networks

In FY2021, each network will receive a \$110,000 non-personnel budget for administrative expenses and professional development. This represents a 100 percent increase from FY2020. The increase in non-personnel will be used for leadership coaching and strategic teacher support. In addition to non-personnel budgets, each network receives a foundation allocation of personnel, and additional positions may be allocated based on a variety of factors including number, types, and needs of schools served. Non-personnel costs are funded through general education funds, while positions are funded through general education, Title I, and Title II funds.

**Table 12: FY2021 Network Budgets**

Network	Personnel	Non-Personnel	FY2021 Budget
1	\$ 1,424,065	\$ 110,000	\$ 1,534,065
2	\$ 1,165,078	\$ 110,000	\$ 1,275,078
3	\$ 1,534,134	\$ 110,000	\$ 1,644,134
4	\$ 1,385,486	\$ 110,000	\$ 1,495,486
5	\$ 1,512,172	\$ 110,000	\$ 1,622,172
6	\$ 1,318,865	\$ 110,000	\$ 1,428,865
7	\$ 1,302,602	\$ 110,000	\$ 1,412,602
8	\$ 1,327,483	\$ 110,000	\$ 1,437,483
9	\$ 1,349,201	\$ 110,000	\$ 1,459,201
10	\$ 1,385,784	\$ 110,000	\$ 1,495,784
11	\$ 1,742,385	\$ 110,000	\$ 1,852,385
12	\$ 1,249,146	\$ 110,000	\$ 1,359,146

13	\$ 1,644,200	\$ 110,000	\$ 1,754,200
14	\$ 494,515	\$ 110,000	\$ 604,515
15	\$ 413,787	\$ 110,000	\$ 523,787
16	\$ 365,780	\$ 110,000	\$ 475,780
17	\$ 396,598	\$ 110,000	\$ 506,598
Total	\$ 20,011,282	\$ 1,870,000	\$ 21,881,282

## 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. The 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

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 418,747	\$ 1,280,258	\$ 1,279,698	\$ 1,108,900	\$ 1,375,835
Title Funds	\$ 22,401	\$ 25,363	\$ 25,363	\$ 25,363	\$ 26,913
<b>Total Department</b>	<b>\$ 441,148</b>	<b>\$ 1,305,621</b>	<b>\$ 1,305,061</b>	<b>\$ 1,134,263</b>	<b>\$ 1,402,748</b>

**2019 Actual Expenses** are categorized by funding source (as are all other columns) to inform readers of the amount spent by the department during FY2019.

**The 2020 Approved Budget** reflects the original budget for each department at the beginning of FY2020. 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 2020 Ending Budget** reflects those changes.

In addition to reporting the final department budget, **2020 Projected Expenditures** reflect OBG’s estimate of the year-end spending for each department at the time of budget preparation.

The **2021 Proposed Budget** represents the amount allocated to the department for the fiscal year starting July 1, 2020 and ending June 30, 2021.

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

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

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	7.0	6.0	6.0
<b>Total Department</b>	<b>7.0</b>	<b>6.0</b>	<b>6.0</b>

**2020 Budgeted Positions** reflects the original number of full-time equivalent (FTE) positions for each department at the beginning of FY2020.

**2020 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.

**2021 Proposed Positions** represents the number of FTE positions allocated to the department for the fiscal year starting July 1, 2020 and ending June 30, 2021.

For more detail on the various funding sources, please refer to the Revenue chapter included in this budget book.



## Office of 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

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 4,330,639	\$ 6,419,615	\$ 6,425,304	\$ 6,115,985	\$ 7,146,973
School Generated Funds	\$ -	\$ -	\$ 8,225	\$ 6,997	\$ -
<b>Total Department</b>	<b>\$ 4,330,639</b>	<b>\$ 6,419,615</b>	<b>\$ 6,433,529</b>	<b>\$ 6,122,982</b>	<b>\$ 7,146,973</b>

*\*Budget variance from FY20 to FY21 is due to increased vendor spend supporting online application procedures. Marketing budget increase to support district initiatives.*

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	18.0	25.0	21.0
<b>Total Department</b>	<b>18.0</b>	<b>25.0</b>	<b>21.0</b>

### MAJOR ACCOMPLISHMENTS in FY2020

- 94 percent of eighth graders and their families used GoCPS to apply to high school by

the December deadline.

- Created marketing materials in Spanish to increase outreach to Spanish-speaking families.
- Continued community outreach through events including the 2019 Bud Billiken Parade and back-to-school bashes to ensure CPS families understand the application and enrollment process.
- Provided timely and accurate information about the application process to stakeholders through a call center every weekday.
- Managed testing for the GoCPS application process for elementary and high schools, including the administration of the NWEA MAP to non-CPS students and admissions exams for all CPS selective enrollment schools and programs.

#### **KEY BUDGET INITIATIVES for FY2021**

- 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.
  - continuous application and enrollment.
  - creating a student data management system to better maintain application data and run the selections process.
  - creating selections, offers, and waitlist management modules.
  - enable a rapid identity management system.
- Re-build and integrate GoCPS and GoCPS Training informational sites into the new CPS.edu district site and content management system. This effort will include:
  - designing new page layouts and creating additional content.
  - updating the user interface and functionality of school search and school profiles.
  - creating new training and instructional content.
- Introduce a year-round professional call center staffed with full-time employees who can answer questions and provide guidance to families on elementary and high school admissions processes.
- Provide increased training and support for community events to ensure families understand the application and admissions process.

## Office of Internal Audit and Compliance

### MISSION

The Office of Internal Audit and Compliance (IAC) performs independent and objective financial reviews to enforce accountability across the district and promote high-quality public education opportunities for every child. IAC 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 the school’s financial processes, operations, and student safety to ensure the school is complying with applicable Board rules, administrative policies and procedures, and codes of conduct.
- **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.
- **Enterprise-Wide Risk Assessment:** Conduct ongoing risk-based discussions with departments and subsequent timely follow-ups to respond to audit findings.
- **Special Projects:** Provide Central Office management with advice on best practices in areas where there are opportunities for improvement and administrative action may be required.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Fund	\$ 1,453,212	\$ 2,543,724	\$ 2,543,724	\$ 1,718,378	\$ 2,374,162
<b>Total Department</b>	<b>\$ 1,453,212</b>	<b>\$ 2,543,724</b>	<b>\$ 2,543,724</b>	<b>\$ 1,718,378</b>	<b>\$ 2,374,162</b>

## POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Fund	15.0	16.0	13.0
<b>Total Department</b>	<b>15.0</b>	<b>16.0</b>	<b>13.0</b>

## MAJOR ACCOMPLISHMENTS in FY2020

- Performed 24 principal transition reviews and 34 full scope audits with expanded focus on student safety, volunteer policy, and anti-bullying policy by the third quarter in SY19–20.
- Reported results of school audit findings and data collection to key CPS departments, including Safety and Security, Facilities, Student Health and Wellness, Sports Administration, Physical Education, Law, Social and Emotional Learning, and Family and Community Engagement in Education.
- Enhanced internal data analytics to automate audit selection processes.
- Developed school audit risk assessment to identify higher risk schools based on procedures.
- Developed trainings and webinars for clerks and school support personnel via the Knowledge Center to provide needed guidance in response to school audit findings.
- Finalized audit on student safety in sports and physical education to assess CPS compliance with federal, state, and local guidelines and policies in sports, aquatics, and physical education programming.
- Established action plan follow-up and tracking processes for Central Office management.
- Expanded risk committee to monitor district risk management activities; enhanced analytic indicators to identify high risk areas on misconduct and anti-bullying.
- Refreshed FY20 risk assessment data to identify new and changing risks and begin to monitor key risk indicators.

## KEY BUDGET INITIATIVES for FY2021

- Expand school audit coverage to over 100 schools a year alongside automated continuous monitoring of high-risk areas; follow up with schools to address exceptions identified through automated monitoring.
- Formalize a process to inform schools on improvements after implementing recommendations in the audit report.
- Record data on attendance and *Learn.Plan.Succeed.* implementation within Alternative Learning Opportunities Programs.
- Continue auditing Central Office departments and district programs such as charter school governance, the Community Schools Initiative, and student safety.
- Develop the risk committee's management of claims data and worker's compensation.
- Further implement district oversight of high-risk areas identified by the risk committee.
- Monitor key risk indicators identified through risk assessments and track the effectiveness of risk mitigation strategies.

## 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:

- Support and increase the capacity of Board members to govern CPS.
- Increase public access and engagement with Board members.
- Strengthen transparency of CPS policies, operations, and initiatives.
- Execute 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 supports to key stakeholders through the Board website at [cpsboe.org](http://cpsboe.org) and the office phone line at (773) 553-1600.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 1,106,516	\$ 1,191,237	\$ 1,396,861	\$ 1,389,200	\$ 1,318,635
<b>Total Department</b>	<b>\$ 1,106,516</b>	<b>\$ 1,191,237</b>	<b>\$ 1,396,861</b>	<b>\$ 1,389,200</b>	<b>\$ 1,318,635</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	8.0	9.0	9.0
<b>Total Department</b>	<b>8.0</b>	<b>9.0</b>	<b>9.0</b>

**MAJOR ACCOMPLISHMENTS in FY2020**

- Established three new Board Committees to increase engagement with parents, educators, and community members around the whole child, early childhood education, and workforce development and equity.
- Adopted a new document storage system that will reduce annual maintenance costs.

**KEY BUDGET INITIATIVES for FY2021**

- Adopt a new project management tool to capture key reporting milestones and improve the Board's public communication.
- Collaborate with the Finance and Audit Committee to increase the transparency of the annual budget process for all key stakeholders.

## 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 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

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 1,063,110	\$ 1,107,515	\$ 1,055,593	\$ 995,000	\$ 1,107,515
School Generated Funds	\$ -	\$ 15,000	\$ 15,000	\$ 13,000	\$ 15,000
<b>Total Department</b>	<b>\$ 1,063,110</b>	<b>\$ 1,122,515</b>	<b>\$ 1,070,593</b>	<b>\$ 1,008,000</b>	<b>\$ 1,122,515</b>

## POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 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 FY2020

- Supported academic program expansion and increased access to specialty programs, including those that yield college and career credentials. Students across the city gained access to high-quality programming in 33 schools, 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 100 new early childhood classrooms in 28 high-needs communities in 2020 to move toward the district's goal of providing free, full-day Pre-K for every four-year-old in Chicago.
- Formed the Curriculum Collaborative—an educator cohort—to review newly-developed instructional resources as part of the Curriculum Equity Initiative (CEI). The goal of the CEI is to ensure every CPS teacher has access to a high-quality, culturally responsive curriculum to supplement or serve as a basis for instruction.
- Launched the Chicago Roadmap, a partnership between CPS and City Colleges of Chicago that provides students with a seamless education pathway from Pre-K through college.
- 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 FY2021**

- Manage and oversee the design, development, review process, and gradual release of CEI resources.
- Support the incubation of approved new programming at 32 schools across the city.
- Launch and execute the second year of the Academic Program Request for Proposal, a program in which schools request the specific academic programming expansions that would best meet the needs of their students.
- Provide support to new and growing school communities including Sor Juana, Bronzeville Classical, and Englewood STEM.
- Implement Chicago Roadmap with the goal of ensuring all students, regardless of their socioeconomic status, have the opportunity to get to and through college.

## College and Career Success

### MISSION

The Office of College and Career Success (OCCS) promotes social and economic mobility among CPS students by working with internal and external partners to increase the number of CPS graduates who earn postsecondary credentials and enter careers that offer family-sustaining wages. OCCS builds educational infrastructure to help every CPS student develop critical postsecondary competencies, including academic and financial readiness for life after graduation; career awareness and alignment; foundational skills.

### MAJOR PROGRAMS

- Align, manage, and lead the five major departments within OCCS:
  - Computer Science
  - Early College and Career Education
  - School Counseling and Postsecondary Advising
  - Social and Emotional Learning (SEL)
  - Student Support and Engagement
- **Learn.Plan.Succeed.:** Ensure every CPS student graduates with the information, resources, and supports they need to implement a concrete postsecondary plan.
- **Competency-Based Education (CBE):** As part of Illinois’s Postsecondary and Workforce Readiness Act, CPS’ CBE program is entering its third year of implementation. In this program, students advance once they have demonstrated mastery and receive more time and personalized instruction if needed. Ten high schools are included in the pilot program: Gwendolyn Brooks College Preparatory Academy High School, Southside Occupational Academy High School, Robert Lindblom Math and Science Academy High School, Consuella B. York Alternative High School, Benito Juarez Community Academy High School, Walter Payton College Preparatory High School, Disney II Magnet High School, Northside College Preparatory High School, Marie Sklodowska Curie Metropolitan High School, and Phoenix Military Academy High School. The CBE team also supports Hyde Park Academy with its CBE implementation.
- **Chicago Roadmap:** Support the partnership between CPS and the City Colleges of Chicago (CCC) to increase the number of CPS students earning early college credit, experiencing high-quality work-based learning, enrolling in CCC, graduating or successfully transferring from CCC, and achieving career success.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 509,428	\$ 909,480	\$ 914,547	\$ 690,174	\$ 1,090,819
Other Grant Funds	\$ 62, 310	\$ 343,504	\$ 419,966	\$ 319,945	\$ 120,197
<b>Total Department</b>	<b>\$ 571,738</b>	<b>\$ 1,252,984</b>	<b>\$ 1,334,513</b>	<b>\$ 1,010,119</b>	<b>\$ 1,211,016</b>

## POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	4.7	4.7	4
Other Grant Funds	0.3	1.3	1
<b>Total Department</b>	<b>5</b>	<b>6</b>	<b>5</b>

## MAJOR ACCOMPLISHMENTS in FY2020

- **OCCS Overall**
  - **Learn.Plan.Succeed (LPS).** In OCCS' signature initiative to date, 99 percent of high school seniors graduating from CPS-managed high schools completed a concrete postsecondary plan in 2019-2020, the first year that LPS counted as a graduation requirement.
  - **Computer Science for All (CS4All).** After years of building educator capacity, developing curriculum, and working closely with schools to provide coursework enabling all CPS students to experience computer science, SY20 was the first year in which every student was required to have taken a qualifying computer science course in order to graduate from high school. In its inaugural year, *99 percent* of CPS seniors graduating from district-managed high schools completed the computer science graduation requirement.
  - **Strategic Innovation & Convergence**
    - *Chicago Roadmap.* Completed formal Memorandum of Understanding with CCC in March 2020; Achieved formal external launch of Chicago Roadmap in June 2020 and conducted internal "roadshow" with Chiefs, principals, other stakeholders prior thereto; Implemented key components of the Chicago Roadmap (e.g. completion of strategic dual credit course mapping in Health Sciences, expansion of Transitional Math and English, launch of Career Launch Chicago to develop pre-apprenticeship pathway) throughout SY21 school year.
    - *High School Postsecondary Strategy.* Collaborated with other Academic Chiefs and led cross-departmental workgroup and vision collaborative to develop a clear, evidence-based, outcomes-oriented districtwide-postsecondary strategy for integration into broader CPS High School Strategy.
    - *Strategic Planning and Continuous Improvement Enhancements.* For the first time in SY20, every OCCS departments had clear, graphical theories of action and clear milestones, implementation measures, and student impact measures attached to these theories of action; all offices implemented the full continuous improvement cycle (BOY, MOY, EOY) with clear connections to initial plans.
- **Competency-Based Education (Pilot)**
  - Provided SEL-integration training to ten teachers from five pilot schools through a partnership with Thrive Chicago and Communities in Schools in order to provide students with engaging SEL-development opportunities both inside and outside the

- classroom.
- Created key SEL related/adaptive competencies (agency, adaptability and flexibility, collaboration, and leadership) to better support CBE SEL Integration.
  - Offered 17 learning opportunities to 57 school leaders, including professional development, CBE webinars, conferences, and school visits.
  - Provided Summer Extended Learning opportunities to over 700 students across three schools to allow students additional time to meet proficiency, enrichment, and acceleration goals. This additional instructional time was instrumental in raising Freshmen On-Track rates at Juarez and Brooks from June to July 2020.
  - School leaders in the CBE Steering Committee met twice to support each other in improving CBE implementation and identify emerging best practices.

#### **KEY BUDGET INITIATIVES for FY2021**

- **Competency-Based Education (Pilot)**

- Expand SEL integration to all pilot schools and one additional district high school implementing CBE.
- Support SEL integration by providing 22 teachers with stipends to be coached and trained as SEL leads.
- Allocate resources to evaluate how the SEL integration model is working.
- Provide students Summer Extended Learning instruction through (1) mastery courses for up to four weeks for students who do not reach proficiency during the school year and (2) acceleration courses for at least four weeks for students taking new credit-bearing courses.
- Pilot professional development program on performance assessment tasks for 22 teachers. Partner with a CBE consultant to help build the capacity of the district and school leaders to support implementation.

## Communications

### MISSION

The Office of Communications promotes the district’s vision, mission, activities, and priorities, as well as aid 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 all stakeholders about initiatives and activities of the district. The department provides proactive communication support to all departments, networks, and schools in situations involving media, digital information, and stakeholder communications.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Fund	\$ 1,084,909	\$ 1,593,221	\$ 1,593,221	\$ 1,208,421	\$ 1,625,846
<b>Total Department</b>	<b>\$ 1,084,909</b>	<b>\$ 1,593,221</b>	<b>\$ 1,593,221</b>	<b>\$ 1,208,421</b>	<b>\$ 1,625,846</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Fund	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 FY2020

- Utilized all communication channels and digital platforms to provide district staff, families, and partners with daily updates throughout an 11-day work stoppage in October 2019, including information on supporting students who continued to report to school while classes were suspended.
- Delivered critical information to families, staff, and partners on the district’s response to the COVID-19 pandemic, including:
  - Information on how students and families could continue to access free, daily meals while in-person instruction was suspended.
  - Details on the deep cleaning of more than 51,000 classrooms
  - Guidelines for students and families on how to access and implement remote learning plans and information on the distribution of 125,000 devices to help children access digital learning.

- Detailed guidelines for district staff on roles and responsibilities while working remotely during the public health emergency.
- Used all social media platforms to highlight the virtual citywide graduation and accomplishments of the district's 2020 graduates through Better Make Room Chicago campaign.
- 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 all stakeholders.
  - Redesigned the district blog to provide more timely information and better highlight the accomplishments of CPS schools.
  - CPS' social media accounts have grown to over 189,424 followers, which represents a 40 percent increase since the start of FY20.
  - Increased the Chief Executive Officer's (CEO) Twitter following by 2,566 percent since April 2017.
  - Grew CEO's Instagram following to 2,538 in the account's first year.
  - Furthered investment in video and graphical content, including an emphasis on video live streaming.
  - Facebook video views totaled nearly 2,955 hours.
  - Twitter video views totaled more than 1,480 hours.
- Emails delivered to parent list garnered a 38.2 percent open rate, higher than the industry average of 23.4 percent.
- Performed critical media relations functions in 2019, including:
  - Wrote and distributed more than 100 press releases and news advisories.
  - Arranged more than 75 interviews with district leaders.
  - Responded to more than 600 unique inquiries from media.
  - Highlighted positive achievements in school communities, resulting in more than 600 news clips.

**KEY BUDGET INITIATIVES for FY2021**

- 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.

## Computer Science

### MISSION

Building on the foundation of the groundbreaking CS4All initiative, the Office of Computer Science (OCS) provides access to rigorous, relevant computer science courses and supports high-quality CS learning environments that incubate innovative thinkers, creativity, and collaboration. The goal of OCS is to increase student preparedness for the 21st century by expanding access to CS in the district and implementing the CS graduation policy.

### MAJOR PROGRAMS

- **High School CS Graduation Requirement:** Starting with the class of 2020, all CPS high school students must complete one full CS credit. OCS facilitates this requirement and ensures schools and educators have the proper support to implement the requirement for all grade levels.
- **Elementary School CS Curriculum and Teacher Development:** In an effort to increase access to quality CS Pre-K–8 education, OCS has identified key curricula and professional development opportunities that will support teaching, learning, and the development of sustainable CS integration and experiences at district elementary schools.
- **High School CS Teacher Training:** OCS coordinates CS curricula training for over 100 high school teachers every year through professional development and tuition support for in-service teachers pursuing a CS endorsement. OCS also runs an extensive coaching program for novice CS teachers.
- **Center for Excellence in CS Education:** The Center for Excellence in CS Education (the Center) is a partnership between Apple, CPS, and Northwestern University. The Center, which is rooted at Lane Tech High School but serves the whole district, is an innovation hub for coding and computer science learning for both students and teachers. The Center supports Apple’s Everyone Can Code initiative, which provides CPS students a pipeline to postsecondary CS opportunities and careers in coding and app development through coding clubs, summer internship opportunities for high school students, summer enrichment via One Summer Chicago, and mentoring from industry professionals.
- **1Million Project:** This program provides free internet-accessible devices to students who have insufficient access at home, with the goal of increasing their ability to complete homework and prepare for the SAT via learning platforms like Khan Academy. To date, OCS has successfully distributed over 15,000 devices to low-income CPS students.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 417,549	\$ 665,087	\$ 664,396	\$ 328,894	\$ 1,298,828
Title Funds	\$ 241,487	\$ 256,995	\$ 160,213	\$ 182,557	\$ 316,675
Other Grant Funds	\$ 1,599,202	\$ 2,212,098	\$ 3,799,575	\$ 1,695,998	\$ 1,594,011

<b>Total Department</b>	<b>\$ 2,258,238</b>	<b>\$ 3,134,180</b>	<b>\$ 4,624,184</b>	<b>\$ 2,207,449</b>	<b>\$ 3,209,513</b>
Budgeted at Schools	\$ 40,580	\$ 0	\$ 18,599	\$ 18,808	\$ 0
<b>Grand Total</b>	<b>\$ 2,298,818</b>	<b>\$ 3,134,180</b>	<b>\$ 4,642,783</b>	<b>\$ 2,226,257</b>	<b>\$ 3,209,513</b>

*The 2020 Ending Budget is higher than the Approved Budget due to grants on different fiscal cycles that overlap in CPS' fiscal year, leaving two grant fiscal years within one CPS fiscal year.*

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	4.0	4.0	4.0
Title Funds	2.0	2.0	2.0
Other Grant Funds	14.0	12.2	12.0
<b>Total Department</b>	<b>20.0</b>	<b>18.2</b>	<b>18.0</b>
Budgeted at Schools	0.0	0.2	0.0
<b>Grand Total</b>	<b>20.0</b>	<b>18.4</b>	<b>18.0</b>

**MAJOR ACCOMPLISHMENTS in FY20**

- 92 percent of the CPS class of 2020 fulfilled the CS credit graduation requirement; nearly 99 percent of graduates met this requirement in district-run schools where data is most reliable. The class of 2021 is already at 80 percent completion, far exceeding the pace (49 percent) that the class of 2020 was at this time last year.
- The New Chance Fund Grant was awarded to Vaughn Occupational High School, which will provide \$100,000 over three years to expand CS programming and help support a model for CS in a 100-percent diverse learner environment.
- Distributed 5,540 free WiFi devices to high school students who did not have reliable internet access, including tablets, cell phones, and mobile hotspots.
- Provided professional CS development to 383 elementary school educators and 192 high school educators.
- Partnered with the Center to implement the App Development with Swift curriculum and provide an additional 16 educators and community partner instructors with a 10-week training in preparation for implementation over the summer and fall.
- Supported approximately 220 elementary schools to implement CS education.
- Trained educators from 17 middle schools to implement the Scratch Encore introductory coding coursework, which is a curriculum that was developed, in part, by teachers and OCS staff.
- Expanded CS after-school programming at 17 elementary schools where there was previously little to no CS learning available.
- Supported more than fifty teacher-leaders through the CS Teacher Advisory Council who have taken leadership roles in their school or community as an advocate for CS education. Many of these teacher-leaders have also become lead facilitators for CS professional development throughout the district.



## KEY BUDGET INITIATIVES for FY21

- Equitably scale CS integration across all grade levels in the district.
  - Expand intermediate and advanced CS course offerings.
  - Begin curriculum development projects focused on specific CS content areas.
  - Align CS curriculum development projects to early college and career opportunities.
  - Expand professional development, professional learning communities (PLCs), and instructional coaching in support of specific CS content areas.
  - Increase enrollment of African-American students in Advanced Placement (AP) CS courses.
  - Develop an online CS course that fulfills the CS graduation requirement.
  - Expand curricular and PLC support for teachers who serve specialized populations, like English Learners and students with diverse learning needs.
  - Develop and standardize online CS credit recovery options. Expand the current hybrid credit recovery option and identify existing online platforms to provide applicable coursework.
- Increase the number of CS AP, dual credit, and dual enrollment opportunities across the district so that more students can earn early college credit.
- Provide more out-of-school time CS programming opportunities for K–12 students across the district:
  - Create CS internship and apprenticeship models.
  - Recruit postsecondary and corporate CS partners.
  - Increase work-based CS learning opportunities.
- Provide at least 3,100 additional free WiFi devices to low-income students across the district.

## Diverse Learner Supports and Services

### MISSION

The Office of Diverse Learner Supports and Services (ODLSS) provides high-quality, specially-designed instructional support and services for all diverse learners within their least restrictive environments. ODLSS works collaboratively with schools, networks, students, families, and other external stakeholders to prepare students for success in college, career, and life. This team provides the tools, guidance, support, and services necessary to ensure that every diverse learner receives meaningful, rigorous, and relevant access to grade-level core instruction within their neighborhood school, school of choice, or the school closest to their residence.

### MAJOR PROGRAMS

- **Service Delivery:** Provide 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 the 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:** Provide 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 over 1,700 related services providers (RSPs) in the areas of nursing, psychology, social work, speech-language pathology, occupational therapy, audiology, physical therapy, and the city-wide assessment teams (CATs). The CATs are responsible for completing 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). This includes preschool-age eligible children who are aging into CPS, as well as students who are parentally placed in private Chicago schools, or who reside in Chicago, or both. The CATs also consist of city-wide teachers and RSPs who conduct child find activities and developmental screenings. 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.

- **Quality Instruction:** 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:** Ensure 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 and pursuant to state and federal laws as well as adhering to ODLSS internal procedures for the district. 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:** Provide 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:** Design, coordinate, and implement 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.

**BUDGET SUMMARY**

	<b>2019 Actual Expenses</b>	<b>2020 Amended Budget</b>	<b>2020 Ending Budget</b>	<b>2020 Projected Expenditures</b>	<b>2021 Proposed Budget</b>
General Funds	\$ 215,096,747	\$ 261,989,330	\$ 260,815,204	\$ 226,739,412	\$ 290,509,940
Other Grant Funds	\$ 17,009,284	\$ 18,005,155	\$ 20,576,693	\$ 16,880,469	\$ 18,937,449
<b>Total Department</b>	<b>\$ 232,106,031</b>	<b>\$ 279,994,485</b>	<b>\$ 281,391,897</b>	<b>\$ 243,619,881</b>	<b>\$ 309,447,389</b>
Budgeted at Schools	\$ 614,141,831	\$ 718,963,112	\$ 742,763,112	\$ 717,727,139	\$ 850,978,720
<b>Grand Total</b>	<b>\$ 846,247,862</b>	<b>\$ 998,957,597</b>	<b>\$ 1,024,155,009</b>	<b>\$ 961,347,020</b>	<b>\$ 1,160,426,109</b>

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	1,803.4	1,817.4	1,911.4
Other Grant Funds	129.1	133.1	133.1
<b>Total Department</b>	<b>1,932.5</b>	<b>1,950.5</b>	<b>2,044.5</b>
Budgeted at Schools	7,850.9	8,909.4	8,900.4
<b>Grand Total</b>	<b>9,783.4</b>	<b>10,859.9</b>	<b>10,944.9</b>

*Note: Nurses and social workers are centrally budgeted positions; special education case managers are budgeted at the school-level.*

**MAJOR ACCOMPLISHMENTS in FY20**

- Expanded positions and supports to bolster academic and social-emotional support for diverse learners in high-need schools, including 95 additional nurses, social worker, and case manager positions.
- Increased related service providers by 27 FTE, including speech pathologists, occupational therapists, and school psychologists
- Provided over 180 professional development opportunities across the district for teachers and staff related to special education topics including curriculum and instruction, co-teaching, behavior and instructional strategies, IEP writing and goal setting, and progress monitoring.
- Increased attendance in the online professional development sessions provided during the remote learning period at a rate of 6.8 times higher than in-person sessions.
- Continued collaboration with ISBE through weekly meetings to ensure the district is providing the strongest possible education to students.

**KEY BUDGET INITIATIVES for FY21**

- Increase staffing levels in key student support positions, such as social workers, special education case managers, and nurses:
  - Hire an additional 44 social workers during SY20–21
  - Hire an additional 55 nurses during SY20–21
  - Hire an additional 40 FTE special education case managers
    - 15 - 1.0 FTE

- 50 - 0.5 FTE
- Provide Special Education Classroom Assistant Professional Development in:
  - CPR (Including for Bus Aides)
  - Personal Care Supports
  - Online modules focused on instructional strategies, characteristics of students with disabilities, behavioral supports, etc.
- Provide support for new cluster classrooms in the form of technology, furniture, and instructional supplies.
- Provide supplemental instructional materials for all cluster programs.
- Continue Student Specific Corrective Action (SSCA)
  - The Universal Enrichment Remedy (UER) is the automatic remedy options to students identified as potentially adversely impacted during the 2016–17 and/or 2017–18 SYs in areas identified by public inquiry.
    - Services offered in the areas of academic tutoring, social emotional learning, arts, cultural enrichment, and physical fitness/activity
    - Student technology (Chromebooks)
  - SSCA Team members will support by making UER phone calls to parents and conducting SSCA IEP meetings.
- Use and effectively manage \$2,000,000 (per the CTU/BOE contract) to support workload reduction for Special Education staff.

## Office of Early Childhood Education

### MISSION

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

### MAJOR PROGRAMS

#### School-Based Early Childhood Preschool Programs

- Chicago Early Learning Preschool:** Provide high-quality full- and half-day preschool programs for primarily at-risk children ages three through five in CPS buildings. Students are taught by appropriately licensed teachers and teacher assistants.
- Child Parent Centers (CPCs):** Provide comprehensive child and family support services in 19 locations across the city, focused in high-need community areas.
- Tuition-Based Preschool (TBP):** The TBP model was developed in an effort to provide preschool programs for families looking for quality early childhood education and care programs for the entire workday. The program is offered in 12 classrooms at eight 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)	4,360
Full-day (FD) GenEd CEL	14,162
FD Montessori	340
FD Tuition Based	200
HD Special Education	1,648
FD Special Education	618
CPCs* (Represents a combination of HD and FD GenEd and Special Education above)	1,980

#### Community Partnership Programs

- Community-Based Preschool for All and Prevention Initiative (birth–five years old):** In SY20–21, 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 preschool, prevention initiative, and home-visiting services to 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;
  - Provide a coherent vision of quality services focused on children and families for community-based early childhood providers;
  - Create a funding structure that allows the city to adequately fund programs;
  - 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 on the unified technology platform.
- **Intergovernmental Agreement for the Early Learning Investment Program:** The City of Chicago and CPS have an agreement to invest in high-quality early childhood education for students most in need by supporting pre-K programs in the highest-need communities. As part of this agreement, a total of 480 full-day seats are located in the following communities: Auburn Gresham, Austin, Douglas, East Garfield Park, Englewood, Grand Boulevard, Greater Grand Crossing, Lower West Side, Near West Side, North Lawndale, Rogers Park, Roseland, West Englewood, and Woodlawn.

#### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$37,367	\$ 580,241	\$1,085,964	\$878,440	\$376,317
Title Funds	\$ 30,815	\$ 32,083	\$31,711	\$ 28,083	\$ 30,784
Other Grant Funds	\$ 90,060,044	\$ 103,778,188	\$ 100,243,872	\$ 71,421,888	\$ 98,328,891
School Generated Funds	\$ -	\$ -	\$ 15,000	\$ 3,739	\$ 17,513
<b>Total Department</b>	<b>\$90,128,226</b>	<b>\$104,390,512</b>	<b>\$101,376, 547</b>	<b>\$72,332,150</b>	<b>\$ 98,753,505</b>
Budgeted at Schools	\$ 147,152,578	\$ 179,808,332	\$ 170,502,971	\$175,467,869	\$ 200,102,439
<b>Grand Total</b>	<b>\$ 237,280,884</b>	<b>\$ 284,198,844</b>	<b>\$ 271,879,518</b>	<b>\$247,795,019,</b>	<b>\$ 298,855,944</b>

*In FY19, to account for the underspend in the ISBE block grant, OECE moved local expenditures into the block grant. In FY20, OECE received special education local funds that were not received in FY21.*

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	3.5	2.5	2.5
Title Funds	0.3	0.3	0.3
Other Grant Funds	26.3	29.3	29.3
<b>Total Department</b>	<b>30.1</b>	<b>32.1</b>	<b>32.1</b>
Budgeted at Schools	2141.2	2089.4	2199.9
<b>Grand Total</b>	<b>2171.3</b>	<b>2121.5</b>	<b>2322.0</b>

**MAJOR ACCOMPLISHMENTS in FY2020**

- Standardized quality across CPS preschool programs by supporting the implementation of the Chicago Early Learning Preschool Program Standards, ensuring all programs across the district are high quality regardless of funding source.
- Implemented a school leader coaching model focused on supporting quality program implementation across instruction, comprehensive services, and family engagement. School leadership teams and staff at 65 schools met biweekly for coaching sessions aligned towards collaboratively created goals.
- Supported 112 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.
- Supported the transition to remote learning due to the COVID-19 pandemic by creating guidance documents, providing office hours to school stakeholders, providing coaching to school teams, and purchasing materials for student home use.
- Allocated costs of preschool programs based on students’ program and funding source eligibility; student-level funding has allowed us to ensure each grant is paying its fair share of expenses.

**KEY BUDGET INITIATIVES for FY2021**

- Add an additional 43 classrooms in high-need communities as part of the Universal Pre-K initiative.
- Increase the number of full-day blended classrooms by 54 percent, from 67 in FY20 to 103 in FY21.
- Provide professional development opportunities for school-based staff to support implementation of universal preschool.
- 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.



## Early College and Career Education

### MISSION

The mission of the Office of Early College and Career Education (ECCE) is to provide access and support for rigorous, college-level, hands-on, and career-focused courses; facilitate the design and implementation of high-quality STEM learning environments; and establish secondary to employment pipelines that accelerate CPS students towards post-secondary success by offering college credit, professional credentials, and the soft skills needed to succeed in college, civic life, and the 21st century labor market.

### MAJOR PROGRAMS

- **Career and Technical Education (CTE):** Engage students in the 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.
- **STEM Supports:** Implement a number of goals in nine Early College STEM Schools (ECSS), including increasing the number of students that graduate with early college credit, increasing the number of students who graduate college-ready in math and science, and increasing the number of students that graduate with an associates degree in information technology.
- **Early College Support:** Provide educational options for students to gain college credits, experiences, and rigor while in high school. This work includes ECSS, dual credit, dual enrollment, and CTE Articulation Agreements.
- **City-Wide Programs:** Support city-wide training programs such as Chicago Builds, Chicago Police and Firefighter Training Academy, and Cooperative Education, which provide CPS students with expertise and career pathways after graduation.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 1,205,628	\$ 2,001,540	\$ 1,684,180	\$ 1,134,131	\$ 2,556,774
Title Funds	\$ 14,676	\$ 65,000	\$ 65,000	\$ 16,320	\$ 0
Other Grant Funds	\$ 6,516,388	\$ 10,891,260	\$ 9,222,253	\$ 6,968,606	\$ 11,285,060
<b>Total Department</b>	<b>\$ 7,736,692</b>	<b>\$ 12,957,800</b>	<b>\$ 10,971,433</b>	<b>\$ 8,199,057</b>	<b>\$ 13,841,834</b>
Budgeted at Schools	\$ 3,447,580	\$ 164,226	\$ 2,384,222	\$ 2,169,107	\$ 132,606
<b>Grand Total</b>	<b>\$ 11,184,272</b>	<b>\$ 13,122,026</b>	<b>\$ 13,355,655</b>	<b>\$ 10,288,164</b>	<b>\$ 13,974,440</b>

## POSITION SUMMARY

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	4.0	5.0	5.0
Other Grant Funds	46.0	48.0	48.0
<b>Total Department</b>	<b>50.0</b>	<b>53.0</b>	<b>53.0</b>
Budgeted at Schools	1.2	1.0	1.0
<b>Grand Total</b>	<b>51.2</b>	<b>54.0</b>	<b>54.0</b>

## MAJOR ACCOMPLISHMENTS in FY2020

- Increased the number of students served by the Early College STEM program to over 6,200 by incubating two new schools: Englewood STEM HS and Chicago Military Academy, the first-ever recipient of ECSS through the Programmatic RFP process.
- Conducted the CTE New Program Application cycle that received 30 program requests from 24 high schools.
- Oversaw the expansion of CTE programming into three charter schools, the first expansion to charter and options schools in almost a decade.
- In collaboration with the Office of Incubation and Innovation, increased dual credit enrollment at charter and options schools by 12 percent and approved 11 new charter and options schools to offer dual credit in SY21.

## KEY BUDGET INITIATIVES for FY2021

- Increase high skill, high wage, and in-demand work-based learning student opportunities.
- Collaborate with high schools and City Colleges of Chicago to strategically increase dual credit opportunities for students.
- Support the expansion of Early College STEM High Schools through the program application process.

## Equity Office

### MISSION

The Equity Office develops, supports, implements, and reports district efforts to eliminate the opportunity gaps in education quality, policies, and supports for students and adults.

### MAJOR PROGRAMS

- **CPS Equity Change Management Documents:** Produce the CPS Equity Framework and Tools, CPS Equity Framework Companion Guide: High Impact Change Ideas, and CPS District Equity Report.
- **Great Expectations Mentoring (GEM) Program:** Coordinate and support a leadership pipeline for African American male and Latinx leaders.
- **Equity Integration:** Collaborate across departments to ensure key functions (school budgets, capital improvements, and School Board Policy Revisions) are completed through an equity lens.
- **School and District Leadership Training:** Lead racial equity professional learning spaces for school leaders and district leaders to expand the use of liberatory thinking practices at school, network, and central levels.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 418,747	\$ 1,280,258	\$ 1,279,698	\$ 1,108,900	\$ 1,375,835
Title Funds	\$ 22,401	\$ 25,363	\$ 25,363	\$ 25,363	\$ 26,913
<b>Total Department</b>	<b>\$ 441,148</b>	<b>\$ 1,305,621</b>	<b>\$ 1,305,061</b>	<b>\$ 1,134,263</b>	<b>\$ 1,402,748</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	7.0	6.0	6.0
<b>Total Department</b>	<b>7.0</b>	<b>6.0</b>	<b>6.0</b>

### MAJOR ACCOMPLISHMENTS in FY2020

- Launched and trained over 600 school and over 150 district leaders on the CPS Equity Framework through in-person professional learning before March 2020.
- Instituted the second cohort of the GEM Program to further the equity leadership, facilitation, mentorship, and innovation of 37 leaders of color to support achievement for all students.
- In the six months following its first program year, one-third (11 out of 32) of the cohort was promoted into roles such as AP, principal, and network chief. Five (17%) of the 30 Year 2 fellows

have been promoted during the fellowship year, which has been extended until October 2020. Over a quarter of all fellows who have participated in the GEM fellowship have been promoted.

- Co-led equity analyses with CPS offices and departments to ensure processes and products are completed through an equity lens (namely the FY2021 school budgets, FY2021 capital improvement budget, and School Board Policy Review).
- Collaborated with the Chief Operating Officer to ensure FY2021 budget was reviewed through an equity lens.

#### **KEY BUDGET INITIATIVES for FY2021**

- Strengthen the GEM alumni network through quarterly alumni sessions on equity leadership.
- Partner with GEM alumni and racial equity leadership advisors and mentors to review and revise the GEM curriculum for Year 3.
- Launch the third cohort of the GEM Program to support the leadership pipeline for African-American male and Latinx leaders and contribute to the Vision Goal of 150 equity leaders as part of the CPS diverse leadership pipeline.
- Implement district-wide equity training for school and district leaders through the Pacific Education Group and the Office of Equity Department of Professional Learning.
- Collaborate with district offices to ensure policies and procedures are examined through an equity lens.
- Inclusively partner with students, families, educators, and community members through empathy interviews, community meetings, and focus groups to document and apply best practices across CPS to inform and update the CPS Equity Framework.

## 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

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 1,409,214	\$ 1,329,399	\$ 1,329,049	\$ 1,362,200	\$ 1,329,399
<b>Total Department</b>	<b>\$ 1,409,214</b>	<b>\$ 1,329,399</b>	<b>\$ 1,329,049</b>	<b>\$ 1,362,200</b>	<b>\$ 1,329,399</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 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 FY2021

- 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.
- Provide all students the opportunities they deserve and the resources they need to realize their full potential. Treat every student as an individual by tailoring resources to support their unique learning needs.
- 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
- Prioritize the health, safety, and social emotional needs of CPS students and staff during the COVID-19 pandemic.

## External Affairs

### MISSION

The mission of the Office of External Affairs and the Children First Fund (CFF) is to promote the growth and success of Chicago Public Schools (CPS) through philanthropy and partnerships by aligning the generosity of Chicago community members to the advancement of the CPS Five-Year Vision.

### MAJOR PROGRAMS

- **Fundraising:** Proactively pursue funding from external donors and partners that align to the CPS Five-Year Vision and facilitate unsolicited awards. The distribution of awards varies; generally, awards from the philanthropic and corporate community go directly to the CFF and federal grants go directly to CPS.
- **Competitive and Federal Grants:** Work with CPS to provide grant development and management support, including analyzing RFPs and writing, reviewing, revising, finalizing, and submitting federal and private grant applications and reports.
- **Communications:** Share stories about partnerships between the CFF and the philanthropic and business communities on the CFF website, social media, and newsletter.
- **Partnerships:** Serve as a knowledge hub and liaison between CPS and its community of partners including businesses, foundations, hospitals, higher education, and cultural institutions.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$764,0494	\$ 1,352,082	\$ 1,352,082	\$ 974,868	\$ 1,284,314
Other Funds	\$4,412	\$ 234,409	\$ 194,223	\$ -	\$781,820 -
<b>Total Department</b>	<b>\$ 768,461</b>	<b>\$ 1,586,491</b>	<b>\$ 1,546,305</b>	<b>\$ 974,868</b>	<b>\$ 2,066,134</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	10.5	12.5	8.0
Other Funds	1.5	1.5	0.0
<b>Total Department</b>	<b>12.0</b>	<b>14.0</b>	<b>8.0</b>

### MAJOR ACCOMPLISHMENTS in FY2020

- Secured approximately \$19 million in federal, state, city, and philanthropic grants.
- Conducted internal training for over 200 CPS employees on philanthropy fundamentals and ways to collaborate with the re-launched CFF.

- Implemented a formal process to identify and communicate with external partners the priority, high-impact initiatives they could support to best assist the district in reaching its Five-Year Vision.
- Organized a series of deep-dive presentations titled Visionary Voices that proactively elevated CPS' priorities while also outlining a clear call-to-action for specific in-kind and financial partnership opportunities.

#### **KEY BUDGET INITIATIVES for FY2021**

- **Direct-to-School:** Direct philanthropy to a pilot class of 19 schools; CFF will closely engage with this concentrated group of schools over the course of two years and learn what infrastructure CFF needs to be able to support more schools in the future.
- **Chicago Roadmap:** Launch a five-year, \$37.5 million fundraising campaign to support the Chicago Roadmap, a partnership between City Colleges of Chicago and CPS created to successfully advance more students on an educational path to meaningful career options and economic mobility.



## Facility Operations and Maintenance

### MISSION

Facilities Management’s mission is to provide high-quality and equitable learning environments by providing CPS students with a building campus that is safe, warm, and dry. The department assists schools in the day-to-day physical operation of their building and strives to reduce the energy use of each school while providing a more comfortable classroom.

### MAJOR PROGRAMS

- **Capital Planning:** Manages the district’s complex capital program, conducts cost estimations, processes invoices, and conducts long-term facility needs assessments.
- **Integrated Facilities Management (IFM):** Under the IFM model, schools receive engineering and custodial services, interior repair work through various trade vendors, landscaping, pest control, energy management, and snow removal services.
  - Engineer Services provide preventative maintenance services to schools to keep critical building infrastructure and mechanical systems operational, ensuring maximum building safety, functionality, and long-term durability.
  - Custodial Services are provided to schools to keep facilities clean and habitable for students and staff.
- **Warehouse and Distribution Services:** Facilitates the collection and recycling of unused equipment, furniture, educational materials, and other assets for district schools and administrative offices.
- **Real Estate:** Manages the district’s property sales, purchases, and occupancy.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures*	2021 Proposed Budget**
General Funds	\$ 382,595,279	\$ 367,243,777	\$ 424,554,928	\$ 422,277,776	\$ 384,529,084
Lunchroom Funds	\$ 14,171	\$ -	\$ -	\$ -	\$ -
Other Grant Funds	\$ 1,659,663	\$ 1,784,143	\$ 1,784,143	\$ 1,590,468	\$ 1,657,561
School Generated Funds	\$ 222,311	\$ 689,224	\$ 1,043,724	\$ 135,000	\$ 598,428
<b>Total Department</b>	<b>\$ 384,491,424</b>	<b>\$ 369,717,145</b>	<b>\$ 427,382,796</b>	<b>\$ 424,003,244</b>	<b>\$ 386,785,074</b>

\*Includes almost \$20M due to COVID-19 impact.

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions*	2021 Proposed Positions
General Funds	914.0	914.0	914.0
Other Grant Funds	8.0	9.0	8.0

<b>Total Department</b>	<b>922.0</b>	<b>923.0</b>	<b>922.0</b>
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*\*one senior manager position approved in FY20.*

## **MAJOR ACCOMPLISHMENTS in FY2020**

### **Capital Planning**

- Worked in close collaboration with the Equity Office to develop the FY20 capital budget totaling \$821M.
- The Capital department, the Equity Office, and Office of Family and Community Engagement (FACE) conducted community participation sessions for FY21 capital budget planning. These 5 outreach events received great participation. Results of the feedback will be used to prioritize capital budget categories and to finalize equity index factors.
- Established processes and protocols to safely and seamlessly continue to deliver construction projects during the current COVID-19 crisis.
- Designed, bid, and awarded approximately \$275 million in FY20 capital budget projects to date. Over \$150M of these projects were bid out and awarded in the last three months during the COVID-19 crisis utilizing electronic bidding that was authorized per the Governor’s executive order.
- Continued with Phase III of the district-wide masonry stabilization program which included targeted masonry repair projects at 85 CPS campuses.
- Coordinated with the City of Chicago to expedite permits for the three universal pre-k projects at Stevenson, Durkin Park, and Dever.
- Supported the inaugural Academic Program Expansion initiative by identifying, designing, and constructing program-focused improvements for STEM, STEAM, IB, fine and performing arts, personalized learning, gifted, world language, and dual language for more than 25 schools across the district.
- Resumed the biennial facility assessments and evaluated the current condition of 289 building systems for all CPS owned and leased facilities.
- Conducted ADA accessibility surveys at 359 schools across the district that have been designated as polling stations in order to identify ADA barriers and develop plans for removal/remediation of these barriers.
- Several new annex buildings are expected to be ready for occupancy during the 2020–21 school year: Rogers, Waters, Palmer, Mcdade, Poe, Decatur, Dirksen.

### **Asset Management**

- Identified and remediated peeling paint at 75 schools across the district.
- Purchased and installed 1,024 AED units for every school, and will provide training to ensure the district has two certified CPR/AED users in schools.
- Invested in 38 building automation system (BAS) projects to help centralize building heating, cooling, and lighting controls.
- Completed 267 fire system repairs at 67 schools across the district, 49 elevator upgrades to meet city compliance, conducted a three-year asbestos containing material (ACM) assessment, and captured a list of all friable items in the district.

- Continued the water quality testing program and collected and tested 11,063 samples from 150 schools across the district.
- Hosted first annual School Kickoff Training for 3,000 facilities field employees. Training included how to properly identify potential environmental hazards.
- Assisted schools to easily identify one facilities point-of-contact by incorporating facilities information in the school directory website.
- First complete year of structured APPA audits.

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

- Established 10 new corporate partnerships to obtain donated furniture and COVID-19 PPE.
- Developed and implemented on-site warehouse pickups for metal recycling services.
- Assisted 145 school and department sites to upgrade their learning environments with repurposed furniture.
- Removed surplus furniture from 66 schools.

#### **Real Estate**

- Processed over 400 special event contracts including temporary use, license agreements, and other contracts.
- Reconciled, prepared, and submitted the 2020 Board of Education Annual Affidavit to the Assessor's Office 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 FY2021**

#### **Capital Planning**

- CPS has committed to a \$100M accessibility investment strategy over the next five years. The FY2021 capital plan includes a \$20 million investment. This commitment will support CPS' long-range initiative in coordination with Mayor's Office by providing each campus with investment with:
  - an accessible parking lot with a route to the main building;
  - an accessible entrance to the main building;
  - an accessible route from the entrance to the main interior floor (usually first floor);
  - an accessible main office;
  - an accessible set of public restrooms.
- Continue the next phase of the universal pre-k initiative and the final phase of the science lab initiative.
- Complete the biennial facility assessment effort to assist CPS in providing more transparency in the capital planning process.
- Initiate additional roofing technical inspections that will provide additional information for prioritization of critical needs.

#### **Asset Management**

- Implement a computerized maintenance management system (CMMS) to track the performance and cost of servicing assets, ensuring all rebates are being captured by CPS for applicable work.
- Use results from a three-year ACM to address critical friable items in the district.

- Restructure the Facility Management System (FMS) program to replace contracts that are ending at the end of the year.
- Utilize GIS Mapping to monitor utilities usage, spending, and aspects of maintenance programs geographically to inform equitable decisions.

#### **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 standards and safety deficiency by placing signages where appropriate and loading dock decals.
- Support 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) to meet the needs of the warehouse and reduce cost of repairing existing equipment.

#### **Real Estate**

- Work to reduce lease expenditures by \$200,000.

## Family and Community Engagement

### MISSION

The Office of Family and Community Engagement in Education (FACE<sup>2</sup>) works to empower students, teachers, and parents to ensure families and communities have an active voice in their child's educational experience. FACE<sup>2</sup> works to empower families through outreach, events, whole-family educational opportunities, and community and faith-based partnerships.

### MAJOR PROGRAMS

- **Back-to-School Campaign:** An aggressive grassroots approach to building awareness and preparing families for the first day of school. Back to School Bashes have proven to provide an increase in communicating the importance of attending school on the first day.
- **Parent University Programs:** Sites that provide parents and community members with experiences intended to support a new outlook on education and the learning process that will transfer into positive outcomes for students. Services include GED classes, technology, and 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 our 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 leadership and social-emotional programming in targeted communities at no cost 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 & Community Relations:** Facilitate meetings and workshops through Community Action Councils (CACs) and other department units that aid the development of community-specific educational plans involving school actions, the use of the information found in the Annual Regional Analysis, and supporting specific community initiatives where each CAC is represented. The relationships between CBO's and community stakeholders are developed through the collaboration of the CAC's. The CAC's work in tandem with the Portfolio Office around school and community actions. Each of the CAC's have developed their own strategic plan that details their work in the community they serve. CAC membership includes CBO's, LSC members, principals, teachers, parents, and community members.
- **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.
- **Volunteer Management Support:** Administers the district's volunteer program in schools. Individuals, such as parents and community members, serve as the principal liaisons between volunteers and the school 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**

	<b>2019 Actual Expenses</b>	<b>2020 Approved Budget</b>	<b>2020 Ending Budget</b>	<b>2020 Projected Expenditures</b>	<b>2021 Proposed Budget</b>
General Funds	\$ 2,844,527	\$ 4,133,664	\$ 4,116,503	\$ 3,802,111	\$ 3,580,242
Title Funds	\$ 897,852	\$ 1,304,242	\$ 1,303,646	\$ 1,172,884	\$ 1,347,730
Other Funds	\$ 465,241	\$ 400,000	\$ 419,693	\$419,693 -	\$ 1,000,000
<b>Total Department</b>	<b>\$ 4,207,620</b>	<b>\$ 5,837,906</b>	<b>\$ 5,839,842</b>	<b>\$ 5,394,688</b>	<b>\$ 5,927,972</b>

Note: The FY2020 budget included six months of city based revenue to support the Safe Haven program while the FY2021 budget includes twelve months of revenue

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	24.4	22.2	22.2
Title Funds	11.6	13.8	13.8
<b>Total Department</b>	<b>36.0</b>	<b>36.0</b>	<b>36.0</b>

**MAJOR ACCOMPLISHMENTS in FY2020**

- Redesigned the Office of Family and Community Engagement in Education to support more equitable 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, 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.
- Implemented centralized system to track engagement with families. This has allowed us to increase our engagement over time, thus building a larger base of informed parents and stakeholders. To date, we have engaged over 48,000 individuals across 850 events, up four-fold from FY2019’s end-of-year figures.
- Introduced a new engagement framework to FACE2 that streamlined our standardized operating procedures. This has resulted in a deeper understanding of how the district engages with stakeholders and allows for FACE to support cross functional teams in applying the 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.
- Revised metrics of evaluation to provide better clarity on expectations and accountability for staff.

- Invested in technology to better communicate with families via text-based apps.

#### **KEY BUDGET INITIATIVES for FY2021**

- Improve service delivery that boosts the promotion of the Parent University Virtual Classroom programs, the activity of the Parent Advisory Councils, 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) tools, 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 the Chicago Public Schools 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.
- Adjust staff roles and responsibilities to better meet family needs and staff high impact roles and long held vacancies.
- 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 CAC's 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 through television, radio, and news outlets to ensure families have increased awareness of schools reopening through our marketing outreach campaign. The plan will include television, radio, and news outlets.

## Finance

### MISSION

The Finance Office oversees Accounting, Grant Funded Programs, Office of Budget and Grants Management (OBGM), Payroll Services, Risk Management, and Treasury. Finance develops and manages CPS' annual operating and capital budgets, prepares long-term financial projections, secures short-term and long-term resources to provide adequate liquidity, exercises overall fiscal responsibility, and is responsible for maintaining adequate internal controls. Finance provides business advice and financial guidance to the CPS executive team to support educational priorities and student achievement, and leads diversity and outreach programs.

### MAJOR PROGRAMS

- **Corporate Accounting, Accounts Payable, and School Internal Accounts:** Supports the instructional and administrative needs of CPS by utilizing and developing efficient financial systems, implementing cost-effective operating processes, providing timely and accurate financial reporting, and ensuring adequate internal control over financial reporting.
  - **Corporate Accounting:** Includes the timely processing of grant reimbursement and general aid claims; maintenance of the district's general ledger and monthly and annual financial closing processes; management of the district's External Financial Audit and Federal Single Audit; issuance of the internal and external financial statements and other regulatory reporting; tracking, recording, and reporting for all public and private grants and donations; issuance of CPS diplomas and transcript requests; as well as asset and inventory management and all disbursements to vendors and employee-related reimbursements.
  - **Accounts Payable (AP):** Processes 300,000 vendor invoices annually, ensuring payment to all CPS vendors.
  - **School Internal Accounts:** Serves as the custodian for all school-based bank accounts with direct oversight regarding policies, procedures, and business management practices.
- **Payroll Services**
  - **Compliance:** Manages all voluntary and non-voluntary payroll deductions, administers manual checks and debit cards, and ensures proper withholding and remittance of various employer/employee payroll taxes. The team also manages and audits contributions to pension funds and oversees garnishment processing and W-2 processing.
  - **Payroll Systems Administration Group (PSAG):** Processes payroll for the entire district. This includes regular earnings as well as supplemental pay (summer school, sports programs, retro payments, extended day programming, and student pay). PSAG is responsible for ensuring all benefit days are granted correctly each fiscal year and paying out spring/winter vacation for all non-52 week employees of the district. In addition, PSAG has defined responsibilities to Kronos including maintenance, upgrade testing, scheduling updates, and updates/testing for special processing that may occur (cold/snow closures, work stoppages, and public health emergencies). PSAG is the



testing arm for other CPS system changes that interact with and directly impact the PeopleSoft payroll system as a whole.

- **Treasury & Risk Management**
  - **Rating upgrades:** Secures rating upgrades from Fitch, S&P, and Moody's for general obligation bonds. Secure outlook upgrades from Moody's for general obligation bonds. All outlooks are now stable or positive.
  - **Improve ratings:** Utilizes Environmental, Social, and Governance (ESG) ratings for 100 percent of investment decisions for commercial paper to improve financial returns and reduce the overall risk profile of the portfolio while aligning investments with the broader public interest.
  - **Collaboration:** Collaborates across multiple CPS departments to strengthen and improve CPS vendor insurance requirements and the tracking of CPS vendor insurance certification.
  - **Continued efforts:** Partners with the CPS Law Department and our Third Party Claims Administrator (TPA) on the constructing of ground-up historical claim data, which is best practice and aids in the Board's insurance coverage renewal process.
- **OBSM**
  - **Data analysis:** Provides fiscal support for the district by ensuring that the budget is balanced and expenditures remain within budget, and that budget decisions are based on solid analytical information.
  - **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:** Ensures that the district accesses the full federal and state funding allocations available and that users of these funds meet reporting and compliance requirements.
- **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.
- **School Support Center (SSC)**
  - **Internal Accounts Management:** Performs transactional duties in Oracle such as book transfers, monthly internal accounts reconciliation, journal entries, escheats, etc.
  - **Human Resources:** Serves as the first point of contact on HR issues.
  - **Kronos Timekeeping Support:** Provides timekeeping adjustment functions in Kronos, manages manual entry of payroll corrections, such as swipe errors and time-off exceptions, and provides support to principals and delegates on reporting and managing timekeeping for school-based staff.

**BUDGET SUMMARY**

	<b>2019 Actual Expenses</b>	<b>2020 Approved Budget</b>	<b>2020 Ending Budget</b>	<b>2020 Projected Expenditures</b>	<b>2021 Proposed Budget*</b>
General Fund	\$ 33,494,860	\$ 37,136,628	\$ 37,395,507	\$ 33,382,393	\$ 37,583,696
Title I Grant Funds	\$ 29,595,121	\$ 29,115,393	\$ 10,704,561	\$ 24,956,690	\$ 30,733,602
Other Grant Funds	\$ 0	\$ 3,904,641	\$ 1,184,915	\$ 3,636,502	\$ 17,416,342
<b>Total Department</b>	<b>\$ 63,089,981</b>	<b>\$ 70,156,662</b>	<b>\$ 49,284,983</b>	<b>\$ 61,975,585</b>	<b>\$ 85,733,640</b>

*\*Reflects contingency for school allocations under IL EMPOWER grant funding*

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Fund	195.0	193.0	196.0
Title I Grant Funds	26.0	26.0	24.0
Other Grant Funds	3.0	3.0	4.0
<b>Total Department</b>	<b>224.0</b>	<b>222.0</b>	<b>224.0</b>

**MAJOR ACCOMPLISHMENTS in FY20**

**Corporate Accounting, Accounts Payable and Internal Accounts**

- Completed the FY2020 Annual Financial Audit with no material weaknesses for the third consecutive year.
- Received Government Finance Officers Association (GFOA) Certificate of Achievement for Excellence in Financial Reporting for the district’s Comprehensive Annual Financial Report (CAFR).
- Received the Association of School Business Officials (ASBO) Certificate for Excellence in Financial Reporting for the district’s CAFR.
- Timely issuance of the Illinois State Board of Education Annual Financial Report.
- Processed, compiled, and filed over \$2 billion in Federal and State grant claims.
- Completed district-wide asset and instructional materials inventory with over 90 percent compliance.
- Established procedures and processes to comply with the Illinois State Board of Education’s new site-based expenditure reporting requirements and Consolidated Year End Financial Reporting (CYEFR).
- Developed new reporting to comply with GASB 84.
- Streamlined the invoice entry process, which now allows for the team to work from a single queue.
- Implemented two new Oracle system changes to eliminate potential insufficient funds in budget lines for employee and school reimbursement requests in progress.
- Since the centralization of employee and school reimbursement requests for school-based staff, there was a decrease of \$2.6M between FY16 to FY19 in Non-CTU transactions. This is due to the

shift from schools purchasing items through reimbursements to the preferred procurement process (POs), using CPS vendors.

## **KEY BUDGET INITIATIVES for FY21**

### **Corporate Accounting, Accounts Payable, and School Internal Accounts**

- Procure CAFR automation software to streamline CAFR production, saving time and reducing potential errors.
- Implement updates to the Oracle Grants, Gifts, and Donations module to provide a more thorough system of record keeping for acceptance.
- 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.
- Implement Accounts Payable forensics software which will perform proprietary algorithms to identify duplicate, suspicious, and fraudulent AP transactions prior to issuing payment.
- Develop business intelligence dashboards to track and evaluate finance metrics.
- Streamline the journal entry workflow for notifications and approvals while decreasing paper waste and time.
- Work with IT and Procurement in an effort to implement invoice automation that works in conjunction with CPS' current workflow.
- Onboard three to four high-volume vendors for electronic data interchange invoicing submission.
- Promote and support compliance across the district by reviewing, updating, and sharing best practices, policies, and procedures with Central Office staff and school-based staff.
- Review financial and payroll school data, trends, and feedback to drive process improvement.
- Create, improve, and expand training offerings to support all areas of school operations (Reimbursements, Procurement, Internal Accounts, and Payroll).

### **Treasury and Risk Management**

- Discuss the district's financial situation with key stakeholders including the rating agencies and work towards achieving additional ratings upgrades and lower borrowing costs as a result of an improved financial situation.
- Generate additional budgetary relief for FY22 by borrowing more efficiently and monitoring debt service savings opportunities.
- 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.
- Implement the renewal of all of the lines of insurance coverage for FY21.

**Payroll**

- Implement Accounts Payable forensics software which will perform proprietary algorithms to identify duplicate, suspicious, and fraudulent AP transactions prior to issuing payment.
- Develop business intelligence dashboards to track and evaluate finance metrics.
- Streamline the journal entry workflow for notifications and approvals while decreasing paper waste and time.

**OBGM**

- Partner with various Central Office departments to align FY21 budget monitoring with continuous improvement planning district-wide.
- Further improve the transparency of the budgetary process.
- 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.

**School Support Center**

- Streamline the journal entry workflow for notifications and approvals while decreasing paper waste and time.
- Implement AP forensics software which will perform proprietary algorithms to identify duplicate, suspicious, and fraudulent AP transactions prior to issuing payment.
- Develop business intelligence dashboards to track and evaluate finance metrics.
- Streamline the journal entry workflow for notifications and approvals while decreasing paper waste and time.

## Information and Technology Services

### MISSION

The Department of Information & Technology Services (ITS) provides innovative technology solutions that improve the quality of education for our students, reduce the administrative burden on our educators, facilitate parent interaction, increase community engagement, and support the district's mission of transparency by focusing on the ease and equity of access to information. The department:

- Supports 450,000+ devices (desktops, laptops, Chromebooks, iPads) across the district, including 120,000+ units in the hands of students for remote learning.
- Runs and maintains core district systems, such as Student Information, Finance, and Human Resources that are used by over 30,000 staff every day.
- Provides a robust data and telephone network across 591+ locations, with 33,000 desks, 2,350 mobile phones, and 12,000+ hotspots.
- Responds to over 150,000 requests for support annually.
- Manages and supports 2,500 servers and 20,000 pieces of network equipment (e.g., network switches and wireless access points).

### MAJOR PROGRAMS

- **Student Records and School Performance:** Maintain and run Aspen, the student records system for daily school operations, and provide maintenance and access to performance analytics, the data warehouse, and CPS Dashboard.
- **Operating and Supporting Systems:** Provide technical support for Finance, Human Resources, Payroll, the Learning Hub, CPS.edu, and other supporting ITS functions, such as training and communications.
- **Infrastructure Backbone:** Manage data center, telephones, and the data network, including school wireless networks and internet connections.
- **Enterprise Transformation:** Establish a consistent and repeatable practice to facilitate the smooth migration to new systems, tools, and processes.
- **Cyber Security:** Improve information security posture by protecting the confidentiality of sensitive data, preserving the integrity of IT assets, and ensuring the availability of IT services to fulfill the department's mission.
- **Client Computing Support:** Offer computer engineering and support, including the help desk, field service support vendors, software licensing, and device acquisitions.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures *	2021 Proposed Budget
General Funds	\$ 83,429,826	\$ 73,075,721	\$ 100,158,133	\$ 93,295,640	\$ 73,234,024
Title Funds	\$ 532,931	\$ -	\$ 391,825	\$ 240,000	\$ -
Lunchroom Funds	\$ 194,190	\$ -	\$ 209,550	\$ 205,000	\$ -

Other Grant Funds	\$ 42,313	\$ -	\$ 16,300	\$ -	\$ -
School Generated Funds	\$ 3,366	\$ -	\$ 384,609	\$ 140,549	\$ -
<b>Total Department</b>	<b>\$ 84,202,626</b>	<b>\$ 73,075,721</b>	<b>\$ 101,160,417</b>	<b>\$ 93,881,189</b>	<b>\$ 73,234,024</b>

\*includes COVID-19 emergency-related expenses.

#### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
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 FY2020

- Brokered the procurement and distribution of computing devices in support of remote learning. ITS helped to distribute over 100,000 devices from the CPS fleet. Additionally, ITS supported the distribution of close to 6,000 MiFi devices for students in temporary living situations with another 6,000 in process.
- Implemented a district-wide information security awareness campaign and training for staff. Information Security training is now compulsory upon staff hiring.
- Delivered, and will now sustain, a Parent Help Desk to support questions around devices during remote learning and to be a valued resource for parents eligible for the Chicago Connected Program.
- Led the technical implementation of complex labor agreements with CTU and SEIU.
- Launched the Charter Transparency website and updated the Parent Portal.

#### KEY BUDGET INITIATIVES for FY2021

##### Transformation of Classroom Technologies to Foster Remote Learning [Academic Progress]

- **Re-Opening Strategy for Devices/Bandwidth:** Support a scenario where current equipment loan out is extended and additional devices are distributed to address remaining gaps related to socioeconomics or necessitated by a different learning model. In addition, ITS will support the transition to operations for the Chicago Connected Project, expanding fully sponsored internet access for 100,000 students.
- **Google Classroom/Aspen Integration and support of the Curriculum Equity Initiative (CEI):** Continue to work towards the transformation of the digital ecosystem in the student information space by integrating Google Classroom with Aspen and deploying the CEI. ITS is brokering a critical part of the CEI framework as we move to RapidID single sign-on.

##### Student Health and Wellness and Program Efficacy [Integrity]

- **Visitor Management - Contract Tracing:** Facilitate the implementation of campus and student protections to ensure continued health and wellness. This includes technologies to support COVID-19 screening and contact tracing.
- **Student Engagement Reporting:** Leverage the analytic reporting developed to support remote learning as the catalyst to transform how we think about and report engagement for other

potential closings and position the district to make more informed platform investments moving forward.

#### **Continuing Improvement Objectives [Integrity]**

- **Strengthen the CPS information security posture:** Continue improving our security posture at the policy, practice, and technology levels. Key deliverables in FY21 include the continuance of the recently adopted InfoSec training module, Student Online Personal Protection Act preparations, and further implementation of data encryption and disaster recovery for enterprise systems.
- **Implement technology supports that reflect customer's voice and increased cost efficiencies:** Implement two new contracts that provide greater choice for school leaders. A new managed print contract will not only allow for greater school choice, but it will also allow us to implement the MPS model more broadly and afford the continuance of relationships that have become most valued. The new field support services agreement allows for greater choice in partners and also eliminates 'risky' spend with vendors outside of the strategic sourcing agreement and therefore not under contract.
- **Provide stability and greater ease of access to the parent community:**  
Deliver a new CPS.edu inclusive of a new underlying content management platform and website. The change is rooted in transitioning the tool from a largely internally focused paradigm to one that is wholly designed for the parent/student experience.  
Seek to adopt a virtual customer service agent that provides answers to questions that customers that do not have time to wait for an agent on the phone or are calling outside of the normal hours of support.

## Innovation and Incubation

### MISSION

As the designee for the Chicago Board of Education (BOE), the Office of Innovation and Incubation (I&I) manages a portfolio of approximately 115 charter schools, nine contract schools, eight Alternative Learning Opportunity Programs (ALOP), 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 expectations, I&I provides direct support to a diverse set of schools, serves as a liaison with other district departments, evaluates new school proposals, and makes recommendations to the BOE. This office 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 there is a rigorous process that leads to effective decision making for the opening of new schools, renewal of existing schools, and incubation of new programs at existing schools. To accomplish this, members of the team focus on the design, development, and readiness of all new, innovative school models and programs. This work includes ensuring that the district adheres to provisions of the Illinois State Board of Education (ISBE) and the Illinois School Code regarding charter, contract, and ALOP schools. This team is responsible for engaging with key internal and external stakeholders (parents, community and faith-based organizations, new school operators, business leaders, education advocacy groups, high-performing authorizers, etc.) 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, designed to increase access to high-quality programming at neighborhood schools. In response to a critical need to be more transparent with school stakeholders citywide, the Academic Focus RFP was launched in order to (1) increase equitable access to high-quality programming; (2) improve transparency and decision-making integrity in how programs are awarded; and (3) ensure school communities are a driver in shaping the programming at their schools. I&I has developed, iterated, and led each aspect of the Academic Focus RFP, including its phases related to (i) community outreach and support, (ii) developing the application and evaluation criteria, and (iii) managing the application, evaluation, award, and incubation processes for the district schools awarded programming, with support and partnership from the Office of Teaching & Learning and the Office of Language and Cultural Education (OLCE).
- **School Academic, Operational, and Fiscal Oversight and Accountability:** Provides oversight for charter, contract, and ALOP schools, ensuring all schools in the portfolio 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. The team is responsible for ensuring that school performance is both transparent and available to inform data-driven decisions at the district and school levels.



- **Training, Support, and Communication:** Ensures that charter boards, leadership, families, and communities have access to academic, financial, and operational information as requested. Throughout a school’s contract term, members of the I&I team communicate and meet with charter boards, provide data updates as necessary, and facilitate training on compliance-related issues to ensure that boards have the resources and information needed to make high-quality decisions for schools in their charge. In addition, the I&I team responds to all parent inquiries and concerns that come to Central Office and supports continuous improvement at all ALOP and contract schools.
- **District and Charter Schools Sharing Facilities:** Develops processes and establishes systems of support for all schools that coshare a campus. To enhance positive relationships and promote school environments that are conducive to student learning, I&I explores opportunities for collaboration between school communities. Further, as outlined in the annual Memorandum of Understanding (MOU) for each campus, I&I facilitates conversations with school leaders to assist in the resolution of complex operational issues that cannot be addressed at the campus level.

**BUDGET SUMMARY**

	<b>2019 Actual Expenses</b>	<b>2020 Approved Budget</b>	<b>2020 Ending Budget</b>	<b>2020 Projected Expenditures</b>	<b>2021 Proposed Budget</b>
General Funds	\$ 1,955,347	\$ 3,365,908	\$ 3,550,824	\$ 2,029,809	\$ 3,222,287
Title Funds	\$ -	\$ -	\$ -	\$ -	\$ 31,160
Other Grant Funds	\$ 78,321	\$ 68,088	\$ 68,088	\$ 68,088	\$ 67,623
School Generated Funds	\$ -	\$ -	\$ 784,816	\$ 702,780	\$ 534,106
<b>Total Department</b>	<b>\$ 2,033,668</b>	<b>\$ 3,433,996</b>	<b>\$ 4,403,728</b>	<b>\$ 2,800,677</b>	<b>\$ 3,855,176</b>

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	17.4	18.1	17.1
Title Funds	0.0	0.3	0.3
Other Grant Funds	0.6	0.6	0.6
School Generated Funds	0.0	6.0	6.0
<b>Total Department</b>	<b>18.0</b>	<b>25.0</b>	<b>24.0</b>

Note: Additional FTE(s) is for the CSSI project, which is funded by the University of Chicago/AbbVie grant.

**MAJOR ACCOMPLISHMENTS in FY20**

- For the second year, I&I launched the district’s Academic Focus Program RFP, allowing all district-managed schools to apply for a variety of academic program investment opportunities. The RFP resulted in an \$18 million multi-year investment to expand high-quality academic programs for nearly 10,000 CPS students at 22 elementary and high schools across the city.

- As part of CPS' commitment to transparency, I&I created a charter transparency portal to provide members of the public access to legal and fiscal documentation requested from charter, contract, and options schools, as well as district-issued documents reporting on individual school performance.
- By June 20, 63 percent of Options students had completed concrete postsecondary plans, which represents an increase of 13 percent from SY19. Additionally, in SY20, there were 13 Options schools who received a rating of Established or Exemplary in Supportive Schools Certification.
- Chicago Student Success Initiative (CSSI) is a commitment from Chicago Public Schools, in conjunction with the University of Chicago EdLabs, through a gift from AbbVie, to deepen support for students who are facing significant barriers toward high school graduation and to reconsider the systems and portfolio of schools (35/39 which currently sit in I&I) where many of these students are concentrated. The foundational year of CSSI was intended to learn more about the services and supports Options students need and provide immediate support and services to students. As a result of these efforts, 450 students received consistent post-secondary, academic engagement, mental health, and/or mentoring support via CSSI in SY19-20.
- CSSI, in partnership with I&I and the Office of Student Support and Engagement, implemented a newly created process to ensure 14 and 15 year old students are only enrolled in an ALOP when the evidence demonstrated that it was in the student's best interest.

#### **KEY BUDGET INITIATIVES for FY21**

- Increase access to high-quality schools through the development of best practices for the incubation of new schools and equity-informed investments in academic programming.
- Align resources to the District Vision Collaborative for post-secondary success by strengthening program access for I&I schools and increasing the number of students enrolled in dual credit and dual enrollment courses with the goal of preparing students for post-secondary opportunities and increasing the completion rate for the Learn.Plan.Succeed initiative.
- Strengthen early warning identification systems and protocols to identify I&I schools that could fall into financial, academic, or operational remediation and provide the appropriate interventions to prevent further decline and improve school-based outcomes for students.
- Institute the first Operational Performance Scorecard, which will capture and communicate the operational performance of schools within the I&I portfolio across a variety of domains.
- Work with CSSI in identifying methods to better serve our students in Options schools. During SY21, CSSI will pilot and evaluate promising literacy and math interventions, post-secondary supports, and intensive mental health supports with the aim of scaling effective interventions in future years.
- Optimize existing Options Schools, in collaboration with CSSI, through the development of policies, systems, and infrastructure. During SY21 this will include 1) creating and operationalizing a districtwide policy for students transferring into Options Schools and 2) piloting a Student Support Team data protocol designed to ensure students are receiving the highest leverage interventions.

## Office of Inspector General

### MISSION

The Office of Inspector General (OIG) strives to ensure integrity in the operations of Chicago Public Schools (CPS) by conducting meaningful, accurate, and thorough investigations into allegations of waste; fraud; financial mismanagement; and misconduct by employees, vendors, and volunteers. The OIG also reviews CPS systems, practices, and procedures to determine their efficacy in preventing waste, fraud, and financial mismanagement.

### MAJOR PROGRAMS

- **General Investigations:** Investigates waste, fraud, financial mismanagement, and employee misconduct.
- **Performance Analysis:** Identifies and addresses policy deficiencies and systemic problems through independent and objective evaluations and reviews.
- **Sexual Allegations Investigations:** Investigates cases of sexual misconduct by employees, vendors, and volunteers in which a CPS student may be the victim, as well as reviewing prior CPS sexual misconduct cases dating back to at least 2000.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 3,131,246	\$ 5,949,405	\$ 5,949,405	\$ 4,380,335	\$ 5,949,397
<b>Total Department</b>	<b>\$ 3,131,246</b>	<b>\$ 5,949,405</b>	<b>\$ 5,949,405</b>	<b>\$ 4,380,335</b>	<b>\$ 5,949,397</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	49.0	50.0	50.0
<b>Total Department</b>	<b>49.0</b>	<b>50.0</b>	<b>50.0</b>

### MAJOR ACCOMPLISHMENTS in FY2020

- Significantly increased the efficiency and output of the Sexual Allegations Unit (SAU). In 2020, the OIG completed 270 SAU investigations—twice as many as the year before—and also completed preliminary investigations in an additional 39 cases that were subsequently referred to CPS. The rate in which the OIG closed SAU cases in 2020 was significantly improved as compared to 2019. Whereas, in 2019, the OIG opened 458 SAU cases and closed 136, in 2020 the OIG opened 435 and closed 309. The SAU work is particularly demanding due to the high volume of these cases, their sensitive nature, and the urgency required when handling them.

The OIG maintains regular communication with the Board regarding these cases and provides public quarterly reports.

- Continued a systematic review of all prior CPS sexual misconduct cases, dating back to the year 2000. Of these cases, 496 have already been reviewed for adequacy and for the potential need for additional investigative steps and/or corrective action.
- Determined that CPS failed to collect up to \$2 million in pre-k payments due to a variety of factors, including mismanagement, lax debt collection, poor oversight of the district's tuition-collection arrangement with a vendor, and pre-K application fraud.
- Found that a high school swim coach misappropriated \$30,000 by renting out the school pool and pocketing rental payments he collected.
- Found that a nursing-services vendor's franchise president used her vacation home to influence the CPS procurement process while her company was considered for a \$30 million contract.
- Found numerous instances of CPS employees who underreported their income to obtain free pre-K for their children.
- Found that several staff members received a specific free pre-K perk that was not publically available and that the employees were not entitled to.
- Completed investigations, involving, among other things, improper contracting schemes, abuse of CPS benefits and paid leaves of absence, and the improper disclosure of student information.

#### **KEY BUDGET INITIATIVES for FY2021**

- Ensure that CPS employs honest personnel, receives contracted deliverables from vendors, and manages its programs with limited risk of fraud.
- Investigate instances of waste, fraud, and mismanagement and continue to identify and address systemic problems within the district.
- Further develop the Sexual Allegations Unit to meet the increasing investigatory needs of the district while adjusting to ensure compliance with new Title IX regulations.
- Review all prior CPS sexual abuse cases over the last two decades to ensure that prior investigations were conducted properly, victims received proper support, and misconduct by staff was properly and comprehensively addressed.

## 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. IGA advances the CPS agenda before the Chicago City Council, in Springfield, and in Washington, and partners with 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 external resources for CPS students.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 918,052	\$ 1,212,455	\$ 1,190,383	\$ 789,165	\$ 1,195,503
School Generated Funds	\$ 8,283	\$ 2,588	\$ -	\$ -	\$ -
<b>Total Department</b>	<b>\$ 926,334</b>	<b>\$ 1,215,043</b>	<b>\$ 1,190,383</b>	<b>\$ 789,165</b>	<b>\$ 1,195,503</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	7.0	7.0	7.0
<b>Total Department</b>	<b>7.0</b>	<b>7.0</b>	<b>7.0</b>

### MAJOR ACCOMPLISHMENTS in FY2020

- Collaborated with the U.S. House of Representatives Education and Workforce Committee on a subject matter hearing where Dr. Jackson testified on the impact of trauma on our students and teachers. Dr. Jackson was able to share best practices including SEL supports, Safe Passage, Summer for Change, and staff training.
- Collaborated with the Illinois delegation and House leadership to increase education funding.
- Worked with our federal delegation and national leadership to ensure K–12 education was included in the CARES Act. The bill included **\$13 billion** for K–12 education stabilization for states and school districts (based on Title I allocation).

- Helped highlight the need for federal infrastructure investment in schools through meeting with our congressional leaders, GAO interview, and tours of schools with electeds. Dr. Jackson was interviewed by US News because of her activism and leadership on the issue.
- Developed and executed a Census engagement plan across the district.
- Participated in anti-vaping events with our national leaders and helped spread anti-vaping facts to students in conjunction with the Office of Health and Wellness.
- Worked with Senator Durbin and FDA to ensure CPS maintained current supply of EpiPens.
- Secured additional capital funds through Tax Increment Financing, Open Space Impact Fees, and other sources for school-based projects.
- Continued the fifth consecutive year of the Space to Grow initiative, a public-private partnership transforming schoolyards, to five additional schools. In total, the initiative has transformed 25 schoolyards.
- Secured state capital funding earmarked for CPS schools in [Rebuild Illinois Capital Plan](#).
- Passed [Public Act 101-0531](#), Protecting Chicago's Children legislation.
- Passed language to allow for blended remote learning at CPS schools in SY 20-21.
- Passed language supporting Local School Council elections during COVID-19.
- Supported [Public Act 101-0543](#), legislation that abolished the Illinois Charter School Commission.

#### **KEY BUDGET INITIATIVES for FY2021**

- Advocate for additional COVID-19 stabilization funding, including an additional investment in flexible E-Rate funds to help further bridge the digital divide.
- Advocate for additional increases in federal education formula funding including Title I, Title II, English language learners, IDEA, 21st Century Community Learning Centers, and social emotional learning.
- Continue to work with Congress to pass a federal infrastructure bill for schools.
- Continue to collaborate with school communities, local officials, and agencies to secure additional capital funding for school-based projects.
- Increase state investment on a trajectory to fully fund the Evidence-Based Funding formula (targeting an additional \$350M+, annually).
- Secure supplemental state funding for necessary capital projects at CPS schools.
- Secure COVID-19-related funding from ISBE.

## 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 as key contributors to success in school, career, and life. In order to achieve this mission, OLCE establishes collaborative partnerships and develops tools and resources to ensure the implementation of quality instruction across the district. The office supports students, teachers, and parents by:

- Establishing language policies and standards-based models of instruction.
- Building the capacity of general education and bilingual/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 supports 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 to the Seal of Biliteracy recognition at the elementary and middle school level 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**

	<b>2019 Actual Expenses</b>	<b>2020 Approved Budget</b>	<b>2020 Ending Budget</b>	<b>2020 Projected Expenditures</b>	<b>2021 Proposed Budget</b>
General Funds	\$ 4,190,857	\$ 5,483,703	\$ 5,159,746	\$ 4,512,634	\$ 2,691,182
Title Funds	\$ 229,599	\$ 233,565	\$ 242,369	\$ 250,581	\$ 240,832
Other Grant Funds	\$ 2,330,167	\$ 4,016,994	\$ 2,402,713	\$ 1,578,778	\$ 4,070,666
School Generated Funds	\$ 185,018	\$ 1,192,042	\$ 1,188,756	\$ 130,906	\$ 379,259
<b>Total Department</b>	<b>\$ 6,935,641</b>	<b>\$ 10,926,304</b>	<b>\$ 8,993,584</b>	<b>\$ 6,472,899</b>	<b>\$ 7,381,938</b>
Budgeted at Schools	\$ 35,248,825	\$ 33,772,184	\$ 37,063,071	\$ 36,741,941	\$ 38,615,044
<b>Grand Total</b>	<b>\$ 42,184,466</b>	<b>\$ 44,698,488</b>	<b>\$ 46,056,655</b>	<b>\$ 43,214,840</b>	<b>\$ 45,996,982</b>

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	24.0	26.0	26.0
Title Funds	2.0	2.0	2.0
Other Grant Funds	13.0	10.0	10.0
<b>Total Department</b>	<b>39.0</b>	<b>38.0</b>	<b>38.0</b>
Budgeted at Schools	297.0	292.5	281.5
<b>Grand Total</b>	<b>336.0</b>	<b>330.5</b>	<b>319.5</b>

**MAJOR ACCOMPLISHMENTS in FY2020**

- 1,600 high school seniors received the State Seal of Biliteracy and 556 students received the State Commendation in 12 different languages with 84 high schools participating.
- Provided summer support programs to English learners in grades 1–7 and high school credit attainment courses for ELs in grades 9–11.
- Offered professional development sessions for 8,420 teachers, counselors, and administrators focusing on 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).
- Expanded EL supplemental supports, with 173 schools now participating in the EL After-School Tutoring program.
- Two additional schools accepted as Dual Language schools for a total of 42, with 40 schools



implementing Dual Language in SY2020–21 and two planning to implement in SY2021–22.

- Held multiple Citywide Multilingual Parent Committee meetings that were attended by an average of 400 parents.
- Held multiple Bilingual Advisory Committee meetings that were attended by an average of 150 parents.
- Offered August Summer Institute and Saturday with OLCE professional development events attended by an average of 300 teachers.
- Added two more elementary schools offering world language for a total of 128 elementary schools.

#### **KEY BUDGET INITIATIVES for FY2021**

- 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 FY2021. Also, all schools enrolling 1–19 ELs will receive a \$450 per pupil allocation for supplemental bilingual program investments.
- Increase funding for Bilingual Advisory Councils from \$500 to \$1,000 in FY2021. Continue to fund bilingual parent engagement activities through Academic Networks and the Chicago Multilingual Parent Council.
- Provide \$10,000 to support schools who are implementing Dual Language and EL Regional Gifted Programs.
- Continue providing up to 50 percent 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.
- 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 20 or more ELs in FY21.
- Provide 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

### MISSION

The Law Department provides legal services to the Chicago Board of Education, schools, and the departments and divisions of CPS. Board attorneys represent and counsel clients on litigation, labor and employment, school law, school finance, student discipline, and commercial transactions.

### MAJOR PROGRAMS

- **Litigation Defense:**
  - **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.
- **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 and issues related to Local School Councils (LSCs).
- **Employee Discipline:** Prosecutes employee discipline matters before administrative agencies, including the Illinois State Board of Education (ISBE).
- **Labor Relations:** Leads all collective bargaining with six bargaining units; conducts administrative hearings on disciplinary charges and contractual grievances; represents the Board in wage claims filed with the Illinois Department of Labor; and represents the Board in unfair labor practice charges and arbitration demands filed by labor organizations.
- **School Law:** Advises 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.
- **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.
- **Public Records:** Manages the district's compliance with the Public Records Act, including the maintenance, storage, retention, and destruction of records.
- **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.

**BUDGET SUMMARY**

	<b>2019 Actual Expenses</b>	<b>2020 Approved Budget</b>	<b>2020 Ending Budget</b>	<b>2020 Projected Expenditures</b>	<b>2021 Proposed Budget</b>
General Funds	\$ 13,707,979	\$ 16,598,841	\$ 16,373,715	\$ 12,782,024	\$ 16,066,369
School Generated Funds	\$ 44,406	\$ 63,112	\$ 85,943	\$ 39,570	\$ 73,659
<b>Total Department</b>	<b>\$ 13,752,385</b>	<b>\$ 16,661,953</b>	<b>\$ 16,459,658</b>	<b>\$ 12,821,594</b>	<b>\$ 16,140,028</b>

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	90.0	93.0	93.0
School Generated Funds	0.0	1.0	0.0
<b>Total Department</b>	<b>90.0</b>	<b>94.0</b>	<b>93.0</b>

**MAJOR ACCOMPLISHMENTS in FY2020**

- Developed and assisted the Board in implementing new protocols for Board members' compliance with ethics statutes and rules
- Addressed 1,463 requests for advice under the Board's Code of Ethics.
- Negotiated and drafted over 1,300 new and amended contracts and other transactional documents.
- Represented the Board and individual employees in 380 lawsuits in state and federal court, with claims covering a wide range of subjects including breach of contract, personal injury or death, and federal anti-discrimination claims.
- Represented the Board in approximately 295 workers' compensation cases that were litigated to resolution.
- Saved the Board approximately \$3.8 million by terminating 50 cases in which permanent disability claims were previously adjudicated.
- Initiated litigation against manufacturers of opioids to recover insurance-related expenses and higher special education costs caused by opioid addiction.
- Engaged in collective bargaining with the Chicago Teachers Union (CTU) and Service Employees International Union (SEIU) Local 73 to reach new collective bargaining agreements covering more than 25,000 CTU members and more than 6,000 SEIU members.
- Represented the Board in approximately 170 labor cases.
- Conducted employee administrative hearings and meetings through the Office of Employee Engagement for approximately 900 employee discipline and grievance matters.
- Managed, advised, and prosecuted approximately 1,000 employee discipline cases.

- Partnered with the Talent Department to transfer school-based counseling of employee discipline matters from Law to Talent to offer schools greater customer service and enhanced day-to-day support.
- Negotiated Title IX Resolution Agreement with the U.S. Department of Education's Office of Civil Rights to correct systemic concerns with the handling of student and staff sexual discrimination complaints. Assisted the Office of Student Protections and Title IX (OSP) in delivering evidence of the Board's compliance efforts under the Title IX Resolution Agreement.
- Advised OSP in the creation and implementation of the OSP Procedure Manual.
- Assisted the Office of Innovation and Incubation in defending two charter school appeals before ISBE.
- Worked in collaboration with the U.S. Department of Justice to plan for district-wide polling place accessibility by 2022, including making permanent Americans with Disabilities Act (ADA) upgrades for some school buildings.
- Advised Central Office departments in policy development—including the Accelerated Placement Policy—and policy revisions—including the Information Security Policy, the Interim Physical Restraint and Isolated Timeouts Policy, and the Student Code of Conduct.
- Assisted the CEO's office, Office of Diverse Learner Supports and Services (ODLSS), and Department of Information and Technology Services with responding to an ISBE Inquiry regarding special education practices in CPS by revising the ODLSS Procedural Manual and supporting guidelines, assisting in the revision of the SSM electronic Individualized Education Program (IEP) system, and engaging with the ISBE monitor, CTU representatives, and advocate groups regarding student corrective action plans.
- Organized and led a seven-day conference for over 1,000 administrations on various legal topics.
- Provided student discipline training to Parent Support Center administrators to better prepare them in responding to parent concerns and assisting school administrators in working toward resolutions.
- Responded to 1,232 FOIA requests.

#### **KEY BUDGET INITIATIVES for FY2021**

- Partner with the Procurement Department 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 OSP and the Office of the Inspector General (OIG) to reduce time in which employees are pulled out pending investigation and thereby mitigate the adverse impact on the employee, students, and school community.
- Partner with Talent and the Budget and Management Office to improve outcomes for injured workers by reducing long-standing and high-exposure cases while allowing the district to address a number of high-cost cases.
- Partner with the Internal Audit Department in ongoing risk management and risk mitigation efforts.

## Local School Council Relations

### MISSION

The mission of the Office of Local School Council Relations (OLSCR) is to assist each of the district's 509 Local School Councils (LSCs) in developing, approving, and monitoring their school's budget and school improvement plan. 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.

### MAJOR PROGRAMS

- **LSC Training:** Offers nine live and online 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:** Provides technical assistance to LSC members on the management and use of the LSC Dashboard database, Principal Evaluation Online Tool database, Online LSC Training Portal, OLSCR website, and other technical tools.
- **LSCAB Management:** Manages the Local School Council Advisory Board (LSCAB), a group of fifteen 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 and organizes monthly meetings to review Board and district policies, procedures, programs, and activities.
- **Support Materials:** Develops, maintains, publishes, and distributes approximately 500,000 pages of written materials annually that are used to guide, train, and conduct elections and communicate with stakeholders.
- **Dashboard Database Management:** Maintains an LSC dashboard database with approximately 100 information 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

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$1,200,128	\$ 1,763,382	\$ 1,763,862	\$ 1,235,048	\$ 1,651,329
Title Funds	\$115,112	\$ 106,388	\$ 106,388	\$ 67,394	\$ 105,661
<b>Total Department</b>	<b>\$ 1,315,240</b>	<b>\$ 1,869,770</b>	<b>\$ 1,870,250</b>	<b>\$ 1,302,442</b>	<b>\$ 1,756,990</b>

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	12.0	11.0	11.0
Title Funds	0.0	1.0	1.0
<b>Total Department</b>	<b>12.0</b>	<b>12.0</b>	<b>12.0</b>

**MAJOR ACCOMPLISHMENTS in FY2020**

- 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 FY2021**

- Continue to provide training, support, and technical assistance to 509 LSCs.
- Revise, update, publish, and distribute 5,000 pages of written materials in order to conduct the 2020 LSC fall elections.
- Train 509 LSC election coordinators to manage the 2020 fall LSC elections.
- Recruit, train, and place 1,567 election judges to conduct the 2020 LSC elections.

## 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):** Maintains and updates the CIWP process and provides training and support that facilitates school CIWP team engagement.
- **Data Management:** Provides timely and actionable data reports and dashboards for schools and networks to make instructional decisions.
- **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. It also oversees the Independent School Principals (ISP) program, which is designed for high-performing principals who can ensure continued strong performance with minimal oversight from the district, and who would benefit from additional independence to lead their schools.

### BUDGET SUMMARY

#### Office of Network Support

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 2,510,148	\$ 2,829,223	\$ 2,710,699	\$ 2,439,629	\$ 3,381,245
Title Funds	\$ 995,860	\$ 1,440,821	\$1,034,948	\$ 931,453	\$ 884,353
Other Grant Funds	\$ 112,655	\$ -	\$ 364,855	\$ 328,369	\$ -
<b>Total Department</b>	<b>\$ 3,618,663</b>	<b>\$ 4,270,044</b>	<b>\$ 4,110,502</b>	<b>\$ 3,699,451</b>	<b>\$ 4,265,598</b>

### Geographic Networks

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 8,489,350	\$ 9,024,614	\$ 9,048,400	\$ 7,872,108	\$ 9,313,045
Title Funds	\$ 7,062,275	\$ 8,699,841	\$ 8,699,841	\$ 7,568,861	\$ 8,714,839
Other Grant Funds	\$ 3,556,151	\$ 3,537,851	\$ 3,594,473	\$ 3,127,192	\$ 3,853,398
<b>Total Department</b>	<b>\$ 19,107,776</b>	<b>\$ 21,262,306</b>	<b>\$ 21,342,714</b>	<b>\$ 18,568,161</b>	<b>\$ 21,881,282</b>

### Principal Quality

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 1,866,237	\$ 1,838,660	\$ 1,871,872	\$ 1,936,802	\$ 1,689,313
Title Funds	\$ 3,543,805	\$ 5,043,649	\$ 4,950,917	\$ 3,190,830	\$ 4,982,293
Other Grant Funds	\$ 719,573	\$ 733,986	\$ 764,099	\$ 517,465	\$ 736,369
School Generated Funds	\$ 22,821	\$ 90,000	\$ 90,000	\$ 85,000	\$ 105,000
<b>Total Department</b>	<b>\$ 6,152,436</b>	<b>\$ 7,706,295</b>	<b>\$ 7,676,888</b>	<b>\$ 5,730,097</b>	<b>\$ 7,512,975</b>

### Service Leadership Academies

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 1,979,842	\$ 1,740,960	\$ 1,530,772	\$ 1,301,156	\$ 1,402,320
School Generated Funds	\$ 179,483	\$ 19,010	\$ 151,800	\$ 129,030	\$ 151,500
Other Grant Funds	\$ 190,755	\$ 932,001	\$ 628,531	\$ 534,251	\$ 703,250
<b>Total Department</b>	<b>\$ 2,350,080</b>	<b>\$ 2,691,971</b>	<b>\$ 2,311,103</b>	<b>\$ 1,964,438</b>	<b>\$ 2,257,070</b>
Budgeted at Schools	\$ 12,664,376	\$ 15,684,859	\$ 16,253,344	\$ 13,815,342	\$ 16,414,232
<b>Grand Total</b>	<b>\$ 15,014,456</b>	<b>\$ 18,376,830</b>	<b>\$ 18,564,447</b>	<b>\$ 15,779,780</b>	<b>\$ 18,671,302</b>

### Academy for Urban School Leadership

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
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>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	20.0	20.0	22.0
Title Funds	7.0	7.0	6.0
<b>Total Department</b>	<b>27.0</b>	<b>27.0</b>	<b>28.0</b>

**Geographic Networks**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	51.0	51.0	49.0
Title Funds	63.0	63.0	63.0
Other Grant Funds	39.0	39.0	39.0
<b>Total Department</b>	<b>153.0</b>	<b>153.0</b>	<b>151.0</b>

**Principal Quality**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	5.0	5.0	5.0
Title Funds	43.0	43.0	43.0
<b>Total Department</b>	<b>48.0</b>	<b>48.0</b>	<b>48.0</b>

**Service Leadership Academies**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	12.0	12.0	12.0
Other Grant Funds	1.0	0.0	0.0
<b>Total Department</b>	<b>13.0</b>	<b>12.0</b>	<b>12.0</b>
Budgeted at Schools	149.0	150.4	148.4
<b>Grand Total</b>	<b>162.0</b>	<b>162.4</b>	<b>160.4</b>

**Academy for Urban School Leadership**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 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 FY2020

### *Strategic School Supports*

- Designed, led, and facilitated monthly 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 Crown Family Philanthropies (CFP) to launch a new initiative to help more CPS students find and pursue their path to success in college, career, and life. The initiative is supporting the district's commitment to equity by focusing its efforts on students from low-income backgrounds and students of color.
- Established a diverse district high school working group to support the development of a comprehensive high school strategy for advancing the district's vision for excellence in secondary education.
- Launched the Elementary School Tiered Support Model, which provides schools with differentiated support through coordinating professional learning and Central Office services. The Office of Network Support facilitated and tracked outcomes of prioritized supports for 40 schools in addition to creating and implementing a strategy for Tier 1 and Tier 2 supports.
- Maintained open communication with network chiefs and deputy chiefs to provide appropriate guidance to principals in accordance with CPS policy and partnered with the Office of Student Protections and Title IX (OSP) and the Law Department to provide prompt guidance on allegations and ensure minimum disruption to student learning.
- Launched the Response Report Suite for schools to analyze middle-of-year (MOY) NWEA data. These reports allow schools and networks to see students who needed additional support by group, grade, subject, and school.

### *Continuous Improvement Work Plan*

- Updated the 2020-2022 CIWP process to align with continuous improvement best practices and move toward district-wide convergence for strategic planning.
  - Updated the School Excellence Framework (SEF) including the Incorporation of Self-Assessment of MTSS Implementation 2.0 and the Office of Social-Emotional Learning self-assessment into the SEF self-assessment to reduce the number of self-assessments schools are asked to complete.
  - Revamped the tagging process to use school CIWPs to inform Central Office of school priorities and action steps.
- Increased CIWP development support for schools by adding the following:
  - Provided CIWP Session 1 (Determining Critical Need, Goal Setting) and Session 2 (Theory of Action Root Cause Analysis) training to 100 percent of school leadership teams at network principal meetings.
  - Partnered with the Office of Teaching and Learning to provide three sets of elementary and high school CIWP development clinics that served 158 schools through 560 one-on-one consultations between schools and Central Office academic departments.
  - Developed school-facing resources in response to school/network requests to meet school needs including:

- An automatically generated CIWP budget crosswalk for LSC and chief review of budget alignment to CIWP.
  - A comprehensive two-page checklist.
  - A detailed agenda template and guided note catcher for root cause analysis meetings.
  - A tool for calendaring CIWP development meetings based on estimated development time and varying participants.
  - A parent and community-facing CIWP overview in English and Spanish to educate stakeholders and invite broad stakeholder participation.
- Developed CIWP Data Analysis Reports to provide unprecedented access to detailed and aggregate level school CIWP information so that Central Office teams can connect schools with available opportunities that align directly with their CIWP priorities and strategies.
  - In June 2020 alone, 34 schools were matched by the Office of Student Support and Engagement and the Office of Social-Emotional Learning with opportunities for \$18 million in grant funding for multi-year intensive and differentiated support that aligned with their school CIWPs.

#### *Department of Principal Quality*

- Launched a new assistant principal residency program to develop current CPS assistant principals who are seeking to become principals in the near-term. The program provides exposure to hands-on experience in all aspects of leading a school: organizing instructional improvement efforts, managing school operations, engaging stakeholders, and navigating political and organizational structures to positively impact students. The structure of the program is designed to allow the assistant principal to take a residency at a new school for six to 18 months until a principal position becomes available.
- In partnership with The Chicago Public Education Fund, DPQ increased the number of leadership programs to 11 for principals, five for assistant principals, and two for teacher leaders, all of which vary in recruitment, application requirements, timeline, and selection.
- Created the Common Program Application to create clear and equitable pathways for leadership growth within the district. It provides an efficient process for prospective candidates to determine which programs are the best fit and apply to multiple programs at one time.
- Leveraged the Lead with CPS platform to reduce principal retirements and resignations from 7.8 percent to 4.1 percent and principal transitions from 13.6 percent to 8.4 percent.
- Built a pipeline of over 70 high-potential and eligible assistant principals.

#### **KEY BUDGET INITIATIVES for FY2021**

##### *Strategic School Supports*

- Continue to build leadership capacity across networks to successfully guide and coach school leaders to implement rigorous core instructional practices. To 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.
- *Project and time management*: Managing school operations efficiently to provide a safe, nurturing environment for learning and to free more time for instructional leadership.
- *Career planning*: Charting a career path that leads towards a district or network leadership role.
- 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.
  - As part of the Curriculum Equity Initiative, the district will create a balanced assessment system by developing lesson-level assessments, unit assessments, interim assessments, and item banks aligned to the universal curriculum. ONS will support schools to either adopt this system or contract with approved providers to establish their own similar assessment system. Teachers will use this data to plan instruction and to guide students to set goals for their individual academic growth.
- Launch 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.
- Collaborate with Leading Educators to support third through fifth grade math teachers at 20 schools using data-informed curricula to better meet student needs.
- Implement district-wide goals through high school strategy.

#### *Continuous Improvement Work Plan*

- Invest in CIWP data needs such as an online platform for schools to monitor implementation and automatically communicate adjustments, develop reports on outcomes, communicate progress with associated stakeholders at all levels of the organization to make necessary adjustments for schools to achieve their goals.

#### *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.

## Nutrition Support Services

### MISSION

The Department of Nutrition Support Services (NSS) provides all CPS students with healthy, delicious meals every day. NSS offers meals free of charge to every student, which exceed the United States Department of Agriculture (USDA) nutrition standards for school meals.

### MAJOR PROGRAMS

- **School Breakfast Program (SBP):** Serves approximately 22 million breakfast meals annually.
- **National School Lunch Program (NSLP):** Serves approximately 40 million lunch meals annually. CPS also provides after-school snacks and Pre-K snacks.
- **Child and Adult Food Care Program (CAFCP):** Provides students with healthy, well-balanced meals and snacks while attending after-school and Saturday programs, 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 as part of CPS LunchStop summer meal sites for all children 18 years and younger.
- **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

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 18,873	\$ -	\$ 43,589	\$ 30,512	\$ 198,599
Lunchroom Funds	\$ 147,609,815	\$ 131,064,929	\$ 130,535,938	\$ 125,790,000	\$ 175,131,089
<b>Total Department</b>	<b>\$ 147,628,688</b>	<b>\$ 131,064,929</b>	<b>\$ 130,579,527</b>	<b>\$ 125,820,512</b>	<b>\$ 175,329,688</b>
Budgeted at Schools	\$ 76,842,876	\$ 102,123,111	\$ 102,484,444	\$ 95,025,000	\$ 90,732,800
<b>Grand Total</b>	<b>\$ 224,471,564</b>	<b>\$ 233,188,040</b>	<b>\$ 233,063,971</b>	<b>\$ 220,845,512</b>	<b>\$ 266,062,488</b>

## POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	0.0	0.5	0.5
Lunchroom Funds	343.0	354.0	357.0
<b>Total Department</b>	<b>343.0</b>	<b>354.5</b>	<b>357.5</b>
Budgeted at Schools	2,377.0	2,394.0	2,394.0
<b>Grand Total</b>	<b>2,720.0</b>	<b>2,748.5</b>	<b>2,751.5</b>

## MAJOR ACCOMPLISHMENTS in FY2020

- Expanded the culinary-to-careers pipeline for CPS high school seniors by inviting 22 students to participate in the program during SY20, up 57 percent compared to SY19.
- Served 14.6 million meals during the school closure that was caused by the COVID-19 pandemic; 2.1 million of those meals were delivered to homes.
- Rolled out compostable utensils at all schools, reducing the use of plastics and single use straws in all CPS meal programs.
- Partnered with the Good Food Purchasing Program (GFPP) to create a Meatless Monday initiative district-wide, which gave students access to more vegetarian options.
- Launched a Creating Healthy and Exciting Food (CHEF) Council that:
  - Creates and endorses new school recipes.
  - Engages with students through special events.
  - Raises awareness about school meals and healthy eating.
  - Provides insight on new culinary trends.

## KEY BUDGET INITIATIVES for FY2021

- Roll out a system that allows students to provide feedback on menu items using a 100-point scale.
- Create Student Food Advisory Committees to inform new menu items.
- Partner with parent organizations like Community Organizing and Family Issues (COFI) to increase student feedback and launch an awareness campaign around school nutrition.
- Work with the Procurement Department in soliciting a new nutrition services provider.

## Chief Operating Officer

### 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—driving student achievement.

### 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

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 331,756	\$ 391,465	\$ 391,465	\$ 390,465	\$ 424,872
<b>Total Department</b>	<b>\$ 331,756</b>	<b>\$ 391,465</b>	<b>\$ 391,465</b>	<b>\$ 390,465</b>	<b>\$ 424,872</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 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

The Office of Planning and Data Management supports organizational decision-making with synthesized analyses involving neighborhood-by-neighborhood demographic trends, school enrollment projections, school facility utilization statistics, and school configuration options. It also issues data to inform the community engagement processes surrounding school and facility planning.

### MAJOR PROGRAMS

- **Annual Regional Analysis (ARA):** Supports CPS' goal to provide every student in every neighborhood with a high-quality education by giving stakeholders a consistent set of information regarding school quality, enrollment patterns, school choice, and program offering by region.
- **GIS Mapping and Spatial Data Analysis:** Provides high-quality geospatial mapping and visualization services to district managers, principals, school community members, and other city agencies.
- **Space Utilization/Capacity Management Services:** Works with the Department of Capital Planning and Construction to collect and update space utilization data and reports for the majority of district-managed elementary and high schools. Identifies and monitors classroom size and sets recommendations for remedying overcrowding.
- **Student Assignment Services:** Adjusts more than 500 attendance boundaries; oversees grade structure adjustments; monitors educational program adds, moves, or changes; and updates socioeconomic tiers.
- **Enrollment Forecast Services:** Completes a grade-by-grade, school-by-school enrollment forecast each year between October and February. The enrollment forecast report allows the Office of Budget and Grants Management 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 their forecasted enrollment exceed their actual enrollment.
- **Ancillary Consulting and Data Management Services:** Responds to various ancillary requests for data and services. Examples include:
  - Acting as the business owner of the School Data Management System (SDMS).
  - Acting as the data/GIS consultant and strategist for other departments.
  - Active membership on the IT Data Governance Committee, serving as one of several stewards of data management best practices for the district.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 669,135	\$ 911,375	\$ 885,253	\$ 641,039	\$ 1,097,132
<b>Total Department</b>	<b>\$ 669,135</b>	<b>\$ 911,375</b>	<b>\$ 885,253</b>	<b>\$ 641,039</b>	<b>\$ 1,097,132</b>



**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	5.0	10.0	9.0
<b>Total Department</b>	<b>5.0</b>	<b>10.0</b>	<b>9.0</b>

**MAJOR ACCOMPLISHMENTS in FY2020**

- Assisted with the successful deployment of 1,100 Central Office and Network staff during the fall 2019 work stoppage by assigning staff based on geographic proximity and overseeing live, same-day deployments to compensate for absent or sick employees.
- Established the Meal Counts Dashboard for the district’s COVID-19 response.
- Developed an enrollment forecasting tool to provide schools with more accurate projections on the expected number of students in each grade for the following school year.

**KEY BUDGET INITIATIVE for FY2021**

- Work with the Office of Portfolio Management to produce the district’s ARA entirely in-house for the first time.

## Policy and Procedures

### MISSION

The mission of the Department of Policy and Procedures is to facilitate the strategic adoption, implementation, and uniform compliance of all Board policies and procedures to ensure equity, fair standards, and academic success for all students.

### MAJOR PROGRAMS

- Manages the biannual district-wide policy review process.
- Ensures district-wide awareness and compliance with all Board policies and procedures.
- Manages the website and process for public comment on Board policies.
- Manages the district-wide student travel process.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ -	\$ -	\$ -	\$ -	\$ 692,355
<b>Total Department</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 692,355</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	0.0	0.0	4.0
<b>Total Department</b>	<b>0.0</b>	<b>0.0</b>	<b>4.0</b>

### MAJOR ACCOMPLISHMENTS in FY2020

- Collaborated with the Law Department and the Office of Equity to establish a biannual district-wide policy review process.
- Managed the first policy review process, which included identifying policy owners for every district policy; reviewing all policies to ensure they are based on current research, best practices, and ensure equitable outcomes for all students; and scheduling amended policies on the Board calendar for approval.
- Published 14 memos and completed two policy webinars to increase school administrators' awareness and compliance with district policies and guidelines.
- Collaborated with the Department of Information and Technology Services to develop the district's first website that allows members of the public to provide feedback on proposed policies and Board rules. Nearly 400 public comments have been received since the website went live.

**KEY BUDGET INITIATIVES for FY2021**

- Develop an electronic Board policy review platform to help facilitate the biannual policy review process, which requires all policy owners to review their policies to ensure that they are based on current research, laws, and best practices.
- Develop an online graduation requirement waiver request and approval platform to help ensure compliance with the district's minimum high school graduation requirements policy.
- Make the CPS policy handbook website more user-friendly and easily searchable to increase compliance with district policies.

## Procurement and Contracts

### MISSION

The mission of the Office 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

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 2,132,331	\$ 2,590,163	\$ 2,481,531	\$ 2,396,000	\$ 2,538,198
<b>Total Department</b>	<b>\$ 2,132,331</b>	<b>\$ 2,590,163</b>	<b>\$ 2,481,531</b>	<b>\$ 2,396,000</b>	<b>\$ 2,538,198</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	20.0	20.0	20.0
<b>Total Department</b>	<b>20.0</b>	<b>20.0</b>	<b>20.0</b>

### MAJOR ACCOMPLISHMENTS IN FY2020

- Secured \$26 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.

- Implemented an annual attestation process to ensure records are regularly updated with each supplier's business information. Also updated the supplier portal so that suppliers can maintain their business information online without contacting CPS.
- Implemented a contract champion role within each department to serve as a Procurement liaison, support the Board approval process, and ensure their department's contracts are executed in a timely manner.
- Submitted 120 contracts to the Board, all of which were approved. 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 vendors fulfill the commitments needed to launch and support the implementation of the Curriculum Equity Initiative.

#### **KEY BUDGET INITIATIVES FOR FY2021**

- Secure \$25 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 improvements to the supplier portal to integrate with other departments' processes that pertain to CPS suppliers.
- Partner with the Department of Facility Operations and Maintenance to develop and implement a new facilities management program to improve school cleanliness.
- 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.
- Partner with the Office of Safety and Security to launch a visitor management system to monitor incoming and outgoing visitors at all CPS locations.
- Launch Procurement University, 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 trainings that have been completed by each individual.
- Partner with the CEO's Office, Law Department, Board Office, and Department of Information and Technology Services to launch a new workflow management system 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 (OSSS) is to support CPS in providing a safe and secure environment that is conducive to learning. OSSS is responsible for identifying and addressing safety concerns within schools while partnering with other stakeholders such as the Chicago Police Department (CPD) to identify risks in the community that could affect the safety of our schools. This team uses a combination of methods, including prevention, intervention, and enforcement to proactively address issues that might affect students and staff.

### MAJOR PROGRAMS

OSSS 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 five teams:

- The Network Safety Team: Serves as the overall safety support structure for each network. 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 support and training.
  - Ensuring performance optimization of school-based security staff.
  - Supporting the process for school safety audits.
  - Supporting the process for school threat assessments.
  - Partnering with CPD and community stakeholders to support school safety plans.
  - Conducting interventions for students considered at risk due to a range of factors including but not limited to) environmental concerns, gang concerns, and other issues that might jeopardize student safety.
- The Student Safety Services Team: Oversee the overall operations of the Student Safety Center, the district's 24/7 command center for safety communications. Manage the safety technology strategy and implementation for safety initiatives such as cameras and metal detectors.
- The Crisis Team: Support schools for the response to and proactive prevention of crisis situations, including grief counseling.
- The Safe Passage Team: Plan and implement the district's Safe Passage program. The program partners with community-based organizations to hire Safe Passage workers to support students as they travel safely to and from school.
- The Safety Initiatives and Emergency Management Planning Team: Manage key strategic areas, including background checks and other special initiatives. Oversee school preparedness for emergency situations and incidents such as fires, tornadoes, and active shooters by providing training and supporting schools in conducting emergency drills.

## BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 33,083,823	\$ 37,444,938	\$ 37,492,216	\$ 35,006,051	\$ 28,682,648
Other Grant Funds	\$ 735,775	\$ 116,498	\$ 791,499	\$ 409,526	\$ -
School Generated Funds	\$ 356,771	\$ 407,671	\$ 561,183	\$ 311,962	\$ 4,648,577
<b>Total Department</b>	<b>\$ 34,176,369</b>	<b>\$ 37,969,107</b>	<b>\$ 38,844,899</b>	<b>\$ 35,727,539</b>	<b>\$ 33,331,225</b>
Budgeted at Schools	\$ 55,322,357	\$ 58,940,863	\$ 59,773,800	\$ 58,536,002	\$ 66,054,775
<b>Grand Total</b>	<b>\$ 89,498,726</b>	<b>\$ 96,909,970</b>	<b>\$ 98,618,698</b>	<b>\$ 94,263,540</b>	<b>\$ 99,386,000</b>

Note: In addition to the totals above, \$15M of funding for School Resource Officers has been budgeted centrally to cover those expenses in FY2021.

POSITION SUMMARY	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	163.0	164.0	164.0
<b>Total Department</b>	<b>163.0</b>	<b>164.0</b>	<b>164.0</b>
Budgeted at Schools	1,057.0	1,076.0	1,099.0
<b>Grand Total</b>	<b>1,220.0</b>	<b>1,240.0</b>	<b>1,263.0</b>

## MAJOR ACCOMPLISHMENTS in FY2020

- Launched Centralized Security Officer Eligibility Pool, a new process to ensure that all security officer candidates within the district were properly vetted before being allowed to work in our schools. In total, 69 pre-vetted candidates were selected and hired by Principals between September and March.
- Launched the community-based program Summer 4 Change in partnership with the University of Chicago, Youth Advocate Programming (YAP), and Children’s Home and Aid (CH&A). The six-week summer program provided a safe haven for over 400 at-risk students enrolled in options schools in the South and West Sides, where they were able to work with a mentor to help build personal goals focused on a positive and safe future.
- Launched the CPS Safe Schools Audits program, which will give all district-run schools a roadmap for opportunities for improvements on safety matters. This program was on track to be completed by June 2020 but was suspended due to COVID-19 school closures. The program will restart when students return to school.
- Partnered with the Office of Student Protections to develop and deliver a mandatory Sexual Abuse Prevention Training to all school-based security officers before the start of SY20.
- Installed Security Technology, including cameras systems in 25 schools which did not have a cameras system prior to FY20. Nine schools which had an end-of-life camera system received an upgrade to meet department’s standards.

- Partnered with CPD to make significant improvements to the School Resource Officer (SRO) program in the areas of selection criteria, training, clarifying roles, and improving consistency of expectations.

#### **KEY BUDGET INITIATIVES for FY2021**

- Continue Safe Passage program.
- Reduce funding for the School Resource Officer program by 18 million dollars to allow the district to support the significant investments it is making in other areas while maintaining SRO support for the school communities that vote to remain in the program. The reduction in costs is due to a credit CPS will receive for non-in-person school days (at least \$10.5 million reduction) as well as the full removal of expenses associated with the trained mobile patrol officers who respond to calls from schools for police support (\$7.5 million reduction).
- Launch You're Not Alone Project, a new summer jobs program. Students will be connected to a senior resident from the Chicago Housing Authority Portfolio to do wellness checks as well as complete an intergenerational oral history project.
- Implement a centralized visitor management system (VMS) for all CPS schools to replace the manual tracking log which is currently in use. The VMS is planned to also be a solution for Contact Tracing when students return to school buildings.
- Continue working with the Office of Social Emotional Learning to prepare professional development for school staff on threat assessment training based on guidelines by Dr. Dewey Cornell.
- Support the district's strategies to provide solutions towards a safe reopening of schools by engaging and collaborating with various CPS departments, including Facilities, Food Services, and the Office of Student Health and Wellness.
- Relaunch the School Safety Audits when school returns with the goal of completion by January 2021.
- Continue seeking grants to expand the availability of cameras and other safety technology at schools.
- Partner with the Office of Social Emotional Learning to provide school staff professional development on threat assessment training.



## 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). OSCP A ensures that Pre-K–12 postsecondary teams, which include school counselors and coaches, implement student-centered data-informed practices to positively impact academic, social-emotional, and postsecondary outcomes for all CPS students.

### MAJOR PROGRAMS

- **School Counseling:** Implement comprehensive school counseling professional development programs, which track key performance indicators (KPIs) to ensure school counselors address the academic, social-emotional, and postsecondary needs of all students. Counseling specialists also develop and support the REACH evaluation system that identifies a common definition and a set of standards for the school counseling practice.
- **College and Career Advising:** Provide network-level guidance to schools that support a college-going culture and drive for college access and persistence for students. College and Career (CC) Specialists implement district-wide postsecondary success strategies, including monitoring KPIs, establishing Postsecondary Leadership Teams (PLTs), serving as trainers for the College and Career Advising Credential, organizing college fairs, and facilitating dual enrollment participation and other college-school partnerships.
- **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP):** Facilitate GEAR UP, a federal program in 35 CPS schools and operated in partnership with Northeastern Illinois University's Center for College Access and Success.. 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.
- **Scholarship Support:** Foster partnerships with strategic scholarship providers; manages the CPS Academic Works web-based scholarship tool and reports on awards; coordinates scholarship focused events (including partnership activities), facilitates school counselor and advisor professional development; and provides resources for students, parents, practitioners, and partners with scholarship opportunities as a way to close the financial need gap.
- **Postsecondary Strategic Initiatives:** Utilize data analysis and the Naviance College and Career Planning tool to develop the best supports to prepare students for success in postsecondary endeavors.
- **Learn.Plan.Succeed. (LPS):** Support the district's mission of providing a high-quality education to every child by ensuring every student has equitable access to the support needed to successfully create and fulfill a concrete postsecondary plan.

## BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 2,397,038	\$ 3,452,572	\$ 3,386,504	\$ 2,617,745	\$ 4,385,136
Title Funds	\$ 961,323	\$ 1,072,059	\$ 1,185,059	\$ 2,221,847	\$ 1,195,549
Other Grant Funds	\$ 2,591,696	\$ 4,538,280	\$ 4,538,280	\$ 4,181,847	\$ 1,583,765
<b>Total Department</b>	<b>\$ 5,950,057</b>	<b>\$ 9,109,843</b>	<b>\$ 9,109,843</b>	<b>\$ 9,021,439</b>	<b>\$ 7,164,450</b>
Budgeted at Schools	\$ 34,500	\$ 0	\$ 393,289	\$ 118,332	\$ 0
<b>Grand Total</b>	<b>\$ 5,984,557</b>	<b>\$ 9,109,843</b>	<b>\$ 9,503,132</b>	<b>\$ 9,139,771</b>	<b>\$ 7,164,449</b>

## POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	24.5	25.0	26.0
Title Funds	5.75	5.75	5.75
Other Grant Funds	17.75	17.25	16.25
<b>Total Department</b>	<b>48</b>	<b>48</b>	<b>48</b>

## MAJOR ACCOMPLISHMENTS in FY2020

- Hosted the OSCP annual Gates Information Sessions June 16–18, with an estimated 1,242 online participants and over 300 views via Facebook Live. Presenters and support staff included network college and career specialists, college and career coaches, counseling specialists, the Office of Language and Cultural Education, and partnership organizations like Ladder Up and the DePaul University Center for Access and Attainment. A special presentation was offered by Joshua Bobbitt, a current Class of 2020 Whitney Young graduate and Gates Scholarship Winner.
- Connected students to key Scholarship Highlights including 93 Posse Scholars (full tuition), 95 Wentcher Scholars (\$10k/yr), and 15 HEAR Foundation Scholars (\$20k/semester).
- Made completion of the General Application within CPS Academic Works tool a Key Performance Indicator which led to 10,709 General Applications, an increase of 102 over SY19, submitted by the class of 2020, ensuring access to CPS scholarship resources.
- Promoted 237 scholarship opportunities during SY19–20. Also provided over 50 scholarship deadline extensions during the governor’s stay-at-home order.
- Supported the production of Mayor Lightfoot's first Citywide Virtual Graduation Celebration for high school seniors and the Chicago Sun-Times graduation publication on June 14. The activity highlighted CPS seniors and scholarship recipients.
- Ensured 99 percent of active grade 12 students in district-managed schools met the Learn.Plan.Succeed. (LPS) requirement by mid-June by submitting evidence of a concrete postsecondary plan. Approximately one percent of students met the requirement through approved LPS waivers that recognized extreme or extenuating circumstances. This aligns with the district’s Five-Year Vision of every CPS student matriculating into a postsecondary program

of choice. This is the first year in which seniors were required to submit evidence of a postsecondary plan in order to graduate.

- Collaborated with various departments across the district to build out the following in support of streaming the Learn.Plan.Succeed processes: evidence process map, Aspen interface, graduation calculation routine, indicators on official and unofficial transcripts, cadence of Naviance reports, website, knowledge center, help desk, waiver system in Service Now, and CPS Dashboard.
- In 2020, for the fourth year in a row, a CPS school counselor (Dr. Heidi Truax, Simpson Academy for Young Women) was named the Illinois School Counselor of the Year by the Illinois School Counselor Association. Dr. Truax will represent Illinois for the National School Counselor of the Year Award consideration.
- Developed postsecondary advising competencies in partnership with the Chicagoland Workforce Funder Alliance, DePaul University, District 113, District 214, National Louis University, and District 115 to strengthen postsecondary advising beliefs and mindsets, knowledge and skills, habits and practices of pre-service school counseling interns, and postsecondary advisors. The competencies are currently in the pilot stage of the research process.
- Launched New Senior Seminar Courses at seven high schools and a Professional Learning Community (PLC) in Network 14 to improve skills and content knowledge of teachers.
- Completed over 250 coaching visits to senior seminar teachers (visits were made by network CC specialists).
- Organized 36 Collective Impact Visits (CIVs) in support of Learn.Plan.Succeed.(LPS). CIVs provided Tier 3 college and career advising sessions to over 1,800 high school seniors working to complete concrete postsecondary plans.
- CC Specialists and the Director of Postsecondary Pathways collaborated with CPS Compact Finance Committee and Illinois Student Assistance Commission (ISAC) to provide Financial Aid Certification training to over 300 CPS school staff and postsecondary partners supporting CPS students in SY20. Over 200 school staff also participated in Financial Aid Symposiums offered in the fall with Directors of Financial Aid from feeder colleges and universities.
- Revised Chicago College and Career Advising Credential (CCCAC) session focused on utilizing Labor Market Information in the multiple postsecondary advising practices launched February 5, 2020.
- 93% of district managed schools now have at least one member of their school trained on Learn.Plan.Succeed processes

#### **KEY BUDGET INITIATIVES for FY2021**

- Expand and support fifth year (i.e., bridge to college) programming offered by school-level staffing as well as through community partners such as One Goal.
- Increase our Summer Melt strategy to increase the number of schools served through school-based personnel and Youth Ambassadors with an increase in funding up to \$560,000 in FY21.

- Modify CCCAC and Chicago Equity and Access Advising Credential (CEAAC) sessions to a hybrid model of virtual and in-person formatting in order to increase enrollment and meet the needs of school based staff.
- Develop a set of standards, an aligned common curriculum, and professional development sequence to improve teaching and learning in Senior Seminar courses offered across the district. SY21 is a planning year for execution in SY22.
- Build out postsecondary elements in the CPS Dashboards to capture and share interactive data for monitoring progress to completion of Individual Learning Plans assigned to students in grades 6–11 and Key Performance Indicators assigned to 12th graders.
- In support of the Financial Aid Application state-mandated graduation requirement that goes into effect in SY21, build out Aspen interface, graduation calculation routine, indicators on official and unofficial transcripts, knowledge center, waiver system, and enhancements to CPS Dashboard.
- Meet financial responsibilities as outlined in the renegotiated Naviance contract entered into by CPS with Hobsons.
- Develop and promote tools and marketing collateral to reposition Learn.Plan.Succeed. as a multi-year initiative among students, families, community, and staff.
- Facilitate college and career readiness events for students and 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

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 2,035,440	\$ 2,484,870	\$ 2,378,370	\$ 2,268,966	\$ 2,263,003
Title Funds	\$ 49,807	\$ 175,155	\$ 175,155	\$ 123,662	\$ 173,948
School Generated Funds	\$ -	\$ -	\$ 73,583	\$ 62,546	\$ 44,603
<b>Total Department</b>	<b>\$ 2,085,247</b>	<b>\$ 2,660,025</b>	<b>\$ 2,627,108</b>	<b>\$ 2,455,174</b>	<b>\$ 2,481,554</b>

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	18.0	15.5	14.5
Title Funds	0.0	1.5	1.5
<b>Total Department</b>	<b>18.0</b>	<b>17.0</b>	<b>16.0</b>

**MAJOR ACCOMPLISHMENTS in FY2020**

- Calculated and released school quality ratings for 637 schools and programs.
- Calculated and released principal and assistant principal evaluations for over 500 principals.
- Calculated and released REACH educator evaluation ratings for over 20,000 educators with unprecedented accuracy and timeliness, including an integrated performance task audit. There were no major errors in the release of the four projections for REACH evaluations; Preliminary Professional Practice Scores; or Summative Reports for teachers; principals, network chiefs, and district leadership.
- Launched a major stakeholder engagement initiative in collaboration with Family and Community Engagement in Education (FACE<sup>2</sup>) to drive the redesign of the district's school performance framework (SQRP 3.0).
- Finalized, socialized, and passed, via a Chicago Board of Education vote, new policy for SQRP 2.0.
- Successfully managed the Roster Verification process, with 95 percent of teachers participating and 87 percent of principals approving their schools rosters.

**KEY BUDGET INITIATIVES for FY2021**

- Support schools with simulations and technical support for the eventual official calculation of SQRP 3.0.
- Improve and expand support for school strategic planning as articulated in school Continuous Improvement Work Plans.
- Redesign the district's research-practice partnerships.
- Engage stakeholders in the redesign of the district school performance framework (SQRP 3.0).

## Office of 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

- **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 the training, support, and resources in a continuum of restorative practices to proactively build a community, as well as to support school staff in preventing behavior incidents. These practices will also be 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.
- **Social and Emotional Learning (SEL) Skills Instruction:** Provide training, curricula, 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 higher levels of social and emotional needs.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 2,592,029	\$ 3,358,882	\$ 3,725,117	\$ 2,818,133	\$ 3,666,457
Title Funds	\$ 8,310,305	\$ 8,157,375	\$ 8,870,645	\$ 7,014,028	\$ 9,295,863
Other Grant Funds	\$ 1,568,301	\$ 463,741	\$ 681,263	\$ 471,391	\$ 150,000
<b>Total Department</b>	<b>\$ 12,470,635</b>	<b>\$ 11,979,998</b>	<b>\$ 13,277,025</b>	<b>\$ 10,303,552</b>	<b>\$ 13,112,320</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	11.4	13.3	10.4

Title Funds	21.6	24.7	25.6
Other Grant Funds	1.0	0.0	0.0
<b>Total Department</b>	<b>34.0</b>	<b>38.0</b>	<b>36.0</b>

### MAJOR ACCOMPLISHMENTS in FY2020

- Partnered with the Office of Network Support to integrate the CPS School Climate Standards and Self Assessment into the Continuous Improvement Work Plan School Excellence Framework.
- Expanded the menu of Tier II small group interventions designed to address anger, trauma, social skills, anxiety, depression, substance use, etc. Trained more than 400 (compared to more than 100 in SY19) school counselors, psychologists, and social workers in these evidence-based group interventions for SEL skills development.
- Exceeded our goal (1,290) for the number of students connected to district-approved Tier II/III interventions. At present, we have 2,286 students who received district approved Tier II interventions.
- Facilitated school and agency partnerships and created practices for collecting Tier II/III mental health and/or mentoring services provided by community partners, resulting in over 10,000 students receiving services.
- Increased the number of schools receiving a Supportive Schools Certification from 524 (SY19) to 537 schools. At present, 82% of our schools have earned a certification as either an Emerging, Established, or Exemplary Supportive School.
- Of 537 schools that have earned a certification, 42% percent are rated as either Established or Exemplary.
- Coordinated new CPS training series for school leaders to create SEL skill-building in-school suspension programming in order to replace “traditional” punitive models.
  - More than 300 school leaders and staff from over 150 district, options, and charter schools across the district participated in the introductory training.
  - Over 75 school leaders and staff from 34 schools completed two additional advanced training sessions in June to deepen their learning and plan for SY21.

### KEY BUDGET INITIATIVES for FY2021

- Fund coaching, professional development, direct services, curriculum, and resource creation to support schools in developing MTSSs that meet students’ social and emotional needs, including supportive school climates, universal SEL skills instruction, and targeted social and emotional interventions.
  - Expand Second Step Bullying Prevention curriculum units to 45 elementary schools.
  - Develop and implement a high school model for SEL integration.
  - Pilot student skill assessment in conjunction with Tier 1 curriculum implementation.
- Provide school-based trauma supports and district-wide training that supports staff in creating trauma-sensitive learning environments that minimize barriers to student learning.
  - Pilot Tier I classroom based teaching strategies to promote stress and coping skills.



- Maintain a menu of interventions, provide intervention training to new or additional staff, and provide implementation support to newly or previously trained facilitators like social workers, counselors, etc.
  - Expand substance use intervention pilot to additional 10 high schools.
- Support effective alternatives to suspension and expulsion, including restorative approaches to discipline, mentoring, behavior interventions, and substance use interventions. Pilot early intervention supports for students displaying sexually inappropriate behavior in partnership with the Office of Student Protections and the Chicago Children’s Advocacy Center.
- Facilitate professional development related to continued development and implementation of skill building In School Suspension model.

## Office of Sports Administration

### MISSION

To utilize athletics as a platform to better prepare students for success in college, career, and civic life through opportunities that foster character, citizenship, and academic achievement.

### 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:** Increase the participation of elementary-age students and help build healthy habits through the CPS SCORE! program, a district-wide “no-cut” sports initiative.
- **Driver Education:** Oversee classroom instruction and behind-the-wheel activities for students at 20 citywide locations.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 14,889,027	\$ 17,011,016	\$ 16,981,016	\$ 15,798,700	\$ 16,928,689
School Generated Funds	\$ 2,774,026	\$ 1,747,406	\$ 2,089,761	\$ 166,099	\$ 2,089,761
<b>Total Department</b>	<b>\$ 17,663,053</b>	<b>\$ 18,758,422</b>	<b>\$ 19,070,777</b>	<b>\$ 15,964,799</b>	<b>\$ 19,018,450</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	22.0	22.0	22.0
<b>Total Department</b>	<b>22.0</b>	<b>22.0</b>	<b>22.0</b>

### MAJOR ACCOMPLISHMENTS in FY2020

- Expanded elementary and high school sports offerings to create equity among males and females within interscholastic sports programs, including 16-inch softball at the elementary level.

- Solidified a sponsor (Jordan) to host Girls and Boys Basketball Championships on the same day at the Chicago Armory— an unprecedented expansion of Title IX efforts
- Improved safety measures in the Driver Education program by monitoring the usage and life of vehicles and ensuring the fleet did not contain any vehicles over 10 years old.
- Initiated the Arbiter pay system for high school official fee payments: a cost-effective measure that ensures proper and timely allocation of checks.

**KEY BUDGET INITIATIVES for FY2021**

- Budget for COVID-19 supplies and support to ensure safe sports competition within the district.
- Supplement current data tracking abilities with additional platforms specifically designed to track and monitor COVID-19 related screening, prevention, and possible response strategies.
- Support district-wide OST efforts for non-instructional days through allocation of services and equipment.
- Expand our athletic training support for both high school and SCORE! programs in an effort to re-enforce preventive practices that reduce, manage, monitor, and evaluate injuries.

## The 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:** Provide financial support for *Healthy CPS* communications, technical assistance, and data analysis through staffing, software, materials, and training. Use data-driven technical assistance to support the implementation of health-related policies and best practices.
- **Health Promotion:** Establish policies and procedures in Pre-K through 12th grade so that schools are healthy, safe places to learn through physical activity, health education, healthy food access, and gardens. Through curriculum, policies, and best practices we advance equity by improving access to high-quality health information, instruction, and guidance and nurturing school climates that support sexual health, nutrition, and fitness.
- **Children and Family Benefit Unit:** Provide financial support required to build necessary social networks and technological infrastructure to facilitate Medicaid and SNAP enrollment and retention among CPS families in order to reduce health-related barriers to learning and to prevent hunger. In these ways, we aim to promote school attendance and achievement; support the district's reimbursement for health services it provides; and strengthen every CPS family's access to public benefits, as well as health care and wellness services to which they are entitled.
- **Student Health Services:** Ensure all students get the health prevention and care services they need by connecting them to health systems.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 5,494,001	\$ 6,318,644	\$ 6,243,634	\$ 5,896,375	\$ 6,270,127
Other Grant Funds	\$ 495,225	\$ 1,266,377	\$ 1,986,672	\$ 925,232	\$ 2,164,768
Lunchroom Funds	\$ 526,637	\$ 646,866	\$ 651,354	\$ 553,021	\$ 440,644
School Generated Funds	\$ 352,747	\$ 276,077	\$ 420,685	\$ 266,264	\$114,124
Title Funds	\$ -	\$ -	\$ -	\$ -	\$ 310,000
<b>Total Department</b>	<b>\$ 6,868,610</b>	<b>\$ 8,507,965</b>	<b>\$ 9,302,345</b>	<b>\$ 7,640,892</b>	<b>\$ 9,299,633</b>

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	66.5	63.0	66.0
Other Grant Funds	2.0	11.5	10.5
School Generated Funds	7.0	7.0	9.0
Lunchroom Funds	7.5	7.5	7.5
<b>Total Department</b>	<b>83.0</b>	<b>89.0</b>	<b>93.0</b>

**MAJOR ACCOMPLISHMENTS in FY2020**

- Played a central role in CPS Emergency Management Team during the COVID-19 public health emergency; provided public health perspectives to help inform the district’s response to COVID-19 and served as primary liaison between CPS and the Chicago Department of Public Health. Created and executed case identification and investigation protocol, as well as all contact tracing processes for 6,000 CPS Essential Workers (EW). This work began with original cases at Vaughn and Sheridan Schools, but evolved (after school closure) to include all CPS case interviews (50), Contact Tracing notifications and interviews (475), and referrals of those quarantined to resources and social services including counseling, food support, and medical referrals.
- Authored school, case, and EW communications regimen; public health guidance (e.g., *COVID-19 Guidance for Administrators* and *COVID Losses Kit*); public health signage; network, school and Central Office public health support and technical assistance; guidance around COVID-related public health aspects of Facilities and Nutrition Support Services (NSS) operations including cloth face coverings, PPE, school operational pauses, and other matters.
- Coordinated the donation of 8,100 tote bags with Colgate oral health/dental health products (tooth brushes, tooth paste, soap, etc.) for Students in Transitional Living Situations (STLS) with a value of \$29.16 per bag or a total donation of \$235,934.
- Developed Health Protocols section of *District Reopening Playbook* and major contributor to the Mayor’s Office memos on cohorting, entry screening, summer school, and social distancing.
- Vetted, selected, procured, and piloted a new public benefits case management system (called MAPS), to enhance the coordination of benefits enrollment/retention. This tool will facilitate our ability to aid families so they maintain continuity of insurance coverage and health care for students while they are in school and when they are in the community.
- Increased the district's medicaid enrollment to 82 percent (which compares favorably with the low of 67 percent in March 2017 and 80 percent in March 2019). This now means that over 250,000 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.

- Transformed Healthy CPS Hotline (773-553-KIDS) into CPS Command Center Hotline and staffed it with operators and public benefits coordinators. Transitioned this work from office-based to remote and integrated CPS' Service Now system.
- Health Promotion Team collaborated with NSS on menu planning and logistics pre- and post-COVID. Following CPS' March 17 closure, worked with vendors to produce 15 million high-quality meals.
- Participated in socialization of Whole School, Whole Community, Whole Child Model (WSCC) as part of CPS' Five-Year Vision; educated district on centrality of health and wellness for advancement of educational outcome and equity goals. Our collective aim is to serve students who are healthy, safe, supported, engaged, and challenged.
- Secured CDC Sexual Health grant (Division on Adolescent Sexual Health; \$1.2 million over five years). This advanced our work to extend LGBTQ Safe & Supportive Environments training, achieve a complete overhaul of the entire *Sexual Health Education Curriculum* (4,000 pages), and train educators in the district on how best to use it.
- Updated and marketed district Guidance on Support of trans and gender-nonconforming (GNC) students and created the first-ever mandatory, district-wide training on support of GNC students, which has 24,000 views.
- Scaled *Healthy CPS* initiative, survey, and technical assistance to boost *Healthy CPS* designation from 13 schools (in Autumn 2018) to 90 (by Autumn 2019). The 2020 Healthy CPS Survey opened in Spring 2020 registered almost 350 respondent schools.
- Reviewed, critiqued, and transformed five Health & Wellness Policies (Asthma; Food Allergies; Diabetes; Medication Administration; and Student Health and Immunizations); and positioned policies for Board vote in June 2020, passing unanimously.

#### **KEY BUDGET INITIATIVES for FY2021**

- **Translation Services to Improve Equity:** Increase budget to cover translation services for Emergency Medical Management, Children and Family Benefits Unit, Healthy CPS, Health Services, and Student Bill of Rights.
- **Medical, Optical, and Dental Health for Uninsured/Underinsured Students:** Secure an additional \$310,000 in Title IV funds to support medical, optical, and dental health services for uninsured/underinsured students, including homeless, for school health requirements.

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

### MISSION

The Office of Student Protections, Title IX (OSP) and Equal Opportunity and Compliance (EOCO) provide an academic and work environment for every student and staff, in every neighborhood, that is safe, equitable, and inclusive, in a district that is free from sex/gender discrimination, sexual harassment, and sexual violence.

### MAJOR PROGRAMS

- **Advocacy:** Coordinates with internal and external partners to ensure student advocate services, counseling, and other supports are provided to students involved in sexual harassment, bullying, or abuse.
- **Investigations:** Investigates allegations of student-to-student sexual misconduct including sexual violence, inappropriate touching, sexual/gender harassment, sexual bullying, dating violence, and retaliation.
- **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 victims of 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.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 1,300,921	\$ 2,476,318	\$ 2,500,918	\$ 4,049,900	\$ 4,298,260
<b>Total Department</b>	<b>\$ 1,300,921</b>	<b>\$ 2,476,318</b>	<b>\$ 2,500,918</b>	<b>\$ 4,049,900</b>	<b>\$ 4,298,260</b>

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Fund	24.0	39.0	40.0
<b>Total Department</b>	<b>24.0</b>	<b>39.0</b>	<b>40.0</b>

Note: The 2020 Ending Positions include 15 positions that transferred into OSP from EOCO.

## MAJOR ACCOMPLISHMENTS

- **Closed 258 OSP investigation cases during the 2019-2020 school year:**  
Received 4,124 phone calls from district administrators, staff, parents, and/or students reporting allegations of sexual harassment, sexual violence, sexual assault, dating violence, gender-based discrimination, or requesting guidance on Title IX-related issues.
- **Completed all open ADA investigations assigned to EOCO investigators:** Adjusted procedures to reduce the communication time of EOCO investigation outcomes.
- **Achieved 100 percent Compliance with Title IX School Rep. 101 Training:** This four-hour training prepares staff to identify, address and appropriately respond to sexual misconduct concerns. 100 percent of district and charter schools have qualified and trained Title IX School Reps., including 145 at Charters and 619 at District schools. The average Overall Satisfaction Score was 94 percent for Charters and 95 percent for District Schools.
- **Collaborated with the Sports Administration Department to Deliver a Training to Athletic Directors:** Delivered training regarding Title IX and OSP reporting requirements to the Athletic Directors and included sports-equity related content in SY19-20.
- **Created a New Extensive Online Data Dashboard:** Used by various stakeholders within OSP and the Protecting Chicago Children's (PCC) Task Force, the dashboard can be customized and filtered to view data in any number of ways, for high-level analysis or to dive deeper into specific schools, networks, types of students, and so on.

## KEY BUDGET INITIATIVES

- Institute formal processes to measure the impact of our work in 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.
- Determine the effectiveness of customer relationship management, supports, training and awareness sessions provided by the department with feedback from CPS Administration, CPS Title IX School Reps, and parents/guardians.
- Create partnerships within CPS and community agencies to reach students, parents/guardians, and community leaders to deliver awareness sessions and build strong community-based relationships.
- Provide youth with comprehensive education and resources to address sex/gender violence, healthy relationships, and how to report incidents of sexual misconduct to the OSP.
- Create an integrated and uniform system of case management and document management including contract software with e-signature.
- Partner with the Procurement Department to improve contracting efficiency, cost reduction, and 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 support to help students become more connected to and engaged in school. OSSE 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 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. The comprehensive strategy focuses on providing data tools and guidance to improve all schools' attendance, as well as targeted consultation and financial investments to support high-need schools through school climate training, social and emotional skill development, and supplemental student programming.
- **Students in Temporary Living Situations (STLS):** Train and support all CPS schools to ensure districtwide compliance with McKinney Vento Law and Every Student Succeeds Act and remove barriers to educational opportunities for over 18,000 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 re-engage, re-enroll, and persist in a best-fit educational setting with the goal of earning a high school diploma. Four SOAR Centers support these efforts, all of which are located in neighborhoods with the highest concentrations of out-of-school youth: Roseland, Pilsen/Little Village, Garfield Park, and Englewood.
- **Juvenile Justice Re-Entry Program:** Offer re-engagement support to court-involved youth across the city. Facilitate the school placement and case management of all students exiting the Juvenile Detention Center and enrolling in Nancy B. Jefferson Alternative School (NBJ).
- **Out-of-School Time (OST) Activities:** Manage and oversee the OST Award Program, After School Matters, City Year, Science Olympiad, and You Be the Chemist, which collectively offer participation opportunities for approximately 32,000 CPS students. Students who participate in these programs are more likely to have improved academic performance, school-day attendance, and school-day behavior outcomes.
- **Community Schools Initiative (CSI):** Support implementation of the CPS Community Schools strategy, which aims to partner schools 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, and provides data analysis and technical assistance.

## BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 8,087,184	\$ 8,588,625	\$ 11,791,438	\$ 9,052,177	\$ 15,922,294
Title Funds	\$ 5,864,137	\$ 7,647,958	\$ 7,647,958	\$ 6,559,010	\$ 6,166,719
Other Grant Funds	\$ 12,287,195	\$ 16,030,114	\$ 15,731,763	\$ 11,935,359	\$ 18,951,210
<b>Total Department</b>	<b>\$ 26,238,516</b>	<b>\$ 32,266,697</b>	<b>\$ 35,171,159</b>	<b>\$ 27,546,546</b>	<b>\$ 41,040,224</b>
Budgeted at Schools	\$ 4,539,768	\$ 1,635,833	\$ 9,150,383	\$ 7,826,226	\$ 3,498,073
<b>Grand Total</b>	<b>\$ 30,778,284</b>	<b>\$ 33,902,530</b>	<b>\$ 44,321,542</b>	<b>\$ 35,372,812</b>	<b>\$ 44,538,297</b>

## POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	10.0	10.0	12.6
Title Funds	5.0	5.0	6.0
Other Grant Funds	47.0	46.0	45.4
<b>Total Department</b>	<b>62.0</b>	<b>61.0</b>	<b>64.0</b>
Budgeted at Schools	12.5	42.5	42.8
<b>Grand Total</b>	<b>74.5</b>	<b>103.5</b>	<b>106.8</b>

## MAJOR ACCOMPLISHMENTS in FY2020

- **Attendance and Truancy Services**
  - Provided budgetary dollars, earmarked specifically for the purpose of increasing attendance and reducing chronic truancy and absenteeism, to 17 networks in support of 150 schools.
  - Provided intensive coaching to 39 identified priority schools. The process focused on reviewing and refining school procedures, data use, and culture and climate. Prior to the stay-at-home order, early indications showed that roughly 50 percent of schools were responding positively.
  - The mandated Attendance Essentials Learning Hub training for all district-managed schools reached 100 percent compliance. Attendance and Truancy Services is led in partnership with the Office of Network Support.
- **Students in Temporary Living Situations (STLS)**
  - Launched the Beating the Odds (BtO) initiative, which works to identify STLS priority schools and work with schools to refine or create practices that support an increase in

attendance rates and reduce the gap in attendance rates between the general population and STLS students. Early results indicate a 3.72% gap in attendance rates for STLS and non-STLS students, representing a reduction of .37% from the prior year.

- **Community Schools Initiative (CSI)**
  - Served over 21,186 students and enrolled 4,209 parents in programming. Offered over 130,000 hours of programming for over 21,186 students and enrolled 4,209 parents at 80 schools across the district. The department also partners with the Chicago Teachers Union to transform 20 schools into Sustainable Community Schools.
- **Juvenile Justice Re-Entry Program**
  - Supported nearly 600 students exiting NBJ in school planning, individualized support, and resource coordination. 77 percent of eligible students enrolled in school following their release, representing the highest rate on record and a 29 percent increase in four years. The retention rate of students enrolling in CPS after leaving NBJ was 89 percent.
  - Provided training, coaching, dedicated resources, and individual interventions for nine south side neighborhood high schools to implement restorative reentry practices, which has produced significant increases in re-enrollment rate (94 percent for participating schools) as well as significant changes in experience of students and families (92 percent of students reported feeling welcome in their return to school).
- **Out-of-School Time (OST)**
  - Served approximately 33,000 students across programs. The OST Award Program served over 31,000 students, providing approximately 56,000 hours of programming across a wide spectrum of topics, including academic intervention, STEM, dance, and yearbook. Staff members at 184 schools were trained in developing this programming, maximizing participation outcomes, and effectively spending their budget.
  - Launched the OST Data Capture Project with assistance from a pilot group of schools. As part of this effort, a tool in Aspen was created and will be tested by school based OST staff before the district wide effort.

#### **KEY BUDGET INITIATIVES for FY2021**

- **Attendance and Truancy Services:**
  - Continue to implement the attendance improvement and truancy reduction strategy to support the five-year goal of achieving 95% attendance rate by continuing intensive coaching to priority schools and investments that focus on attendance support for schools and their students.
  - Ensure a more progressive communication system around absences and family reporting is installed with quality training, guidance, and support to reduce truancy rate and increase family to school communication.
  - Ensure all district-managed schools have two people certified on Attendance Essentials.
- **Students in Temporary Living Situations (STLS)**
  - Continue to train, coach, and support 19 new STLS Advocate school-based full-time positions as well as 311 STLS Liaison stipend positions. OSEL will continue the BtO initiative by continuing the coaching of existing and new STLS priority schools.

- **Juvenile Justice Re-Entry Program**
  - Implement an individualized curriculum and portfolio program for students.
  - Expand training, coaching, and resources for neighborhood high schools welcoming back detained students; offer intensive mentoring and advocacy for those in highest need and support for remote learning among a population who has typically lacked the resources and access to engage in it.
- **Out-of-School Time (OST)**
  - Continue the centralized OST Award program which will provide over 30,000 students with approximately 73,000 hours of programming with the support of additional funds provided by the Chicago Department of Family and Support Services for the 2020 calendar year.
  - Maintain its partnerships with City Year and After School Matters to provide high-quality programs and opportunities to students.
- **Community Schools Initiative (CSI)**
  - Continue to provide services and resources to over 21,186 students and 4,209 parents enrolled in programming by offering over 130,000 hours of programming at 80 schools across the district. This is accomplished through various funding sources, including the federally-funded Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant and the locally-funded Sustainable Community Schools (SCS) budget.
- **Student Outreach and Re-Engagement Center (SOAR)**
  - Locate, re-enroll, and support the retention of 1,400 out of school youth and potential dropouts, including highly mobile populations and youth in care.

## 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:** 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 which are some of the district's hardest-to-staff schools, and improve teacher retention tools available to principals. CPS is also developing and implementing strategies to diversify teaching talent, recruit more teachers in high-need subject areas, strengthen supports to ensure Day One Readiness for new teachers, and expand access to high-quality instruction for students across Chicago.
- **Educator Effectiveness:** Building on the implementation of multi-classroom teacher leader roles in a subset of the district's Opportunity Schools, the Talent Office is leading the district's development of a long-term teacher leadership strategy that is focused on transitioning away "from compliance to coaching" in schools' implementation of REACH, the district's teacher evaluation system.
- **Human Resources (HR) Operations:** Working on Improving efficiency and communication throughout employees' entire life cycle by identifying strategies to support and improve staffing processes, and developing employee self-service options for Talent-related actions. Building on the Safe Schools training platform to offer additional safety and compliance training throughout the district. Operations is also 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:** Provide 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:** Provide enhanced customer service in the administration of CPS' leave of absence program, and launch a return-to-work program to support employees transitioning back to work after a workplace injury. Other efforts include improving health education and disease management services for employees and managing deferred compensation plans.
- **Talent Management:** Continue 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**

	<b>2019 Actual Expenses</b>	<b>2020 Approved Budget</b>	<b>2020 Ending Budget</b>	<b>2020 Projected Expenditures</b>	<b>2021 Proposed Budget</b>
General Funds	\$21,946,363	\$ 25,386,974	\$ 26,050,042	\$27,590,435	\$ 33,233,191
Title Funds	\$ 4,407,087	\$ 4,909,152	\$ 5,412,899	\$ 5,244,699	\$ 5,226,298
Other Grant Funds	\$ 1,303,237	\$ 3,657,187	\$3,301,391	\$1,779,923	\$3,012,322
School Generated Funds	\$232,015	\$ 116,847	\$ 779,800	\$ 584,263	\$ 308,214
Lunchroom Funds	\$ -	\$-	\$ 1,391	\$-	\$ -
<b>Total Department</b>	<b>\$27,888,702</b>	<b>\$34,070,160</b>	<b>\$ 35,545,523</b>	<b>\$ 35,199,320</b>	<b>\$41,780,025</b>

**POSITION SUMMARY**

	<b>2020 Budgeted Positions</b>	<b>2020 Ending Positions</b>	<b>2021 Proposed Positions</b>
General Funds	201.4	200.0	290.0
Title Funds	11.5	12.0	12.0
Other Grant Funds	10.0	11.0	13.0
School Generated Funds	1.2	1.0	1.0
<b>Total Department</b>	<b>224.1</b>	<b>224.0</b>	<b>316.0</b>

**MAJOR ACCOMPLISHMENTS in FY2020**

- Instituted a virtual hiring process for new employees as a result of COVID-19 restrictions.
- Launched new [Teach Chicago](#) website, a central portal for student teachers, teacher residency candidates, and licensed teachers interested in joining CPS.
- Reduced the vacancy rate in Opportunity Schools by 1.7 percentage points and increased the retention rate of first year teachers in Opportunity Schools by 6 percent.
- Increased hiring of new teachers in high-need subject areas by 22 percent over the past two years. The percent of new hires working in high-need subject areas has risen from 24 percent to 36 percent over the past two years.
- Increased substitute fill rates in high-need schools from 60 percent in FY19 to 74 percent in FY20 using strategic incentive pay structures.
- Expanded design and implementation of formal teacher leadership roles to 25 Empowered schools.

- Expanded teacher residency programs from 25 to 90 residents in FY20; residents will become teachers in FY21. More than 60 percent of the current cohort are prior CPS employees, and more than two-thirds are pursuing special education licensure.
- Launched a mentoring initiative for 43 African-American and male Latinx teachers, in partnership with non-profit Profound Gentlemen.
- Launched a reference check process for new school-based hires.
- Instituted a referral process for new school-based security hires in conjunction with the Office of Safety and Security.
- Successfully launched mandatory training for all staff through our Safe Schools Platform.
- Implemented all updates to the new collective bargaining agreements.
- Received new external resources to support strategic talent work:
  - \$2.3 million, five-year *Designing School Nurse Pipelines for Consistent Care* federal grant to build nurse pipelines, strengthen retention, and provide training in mental health support for students and staff.
  - \$250,000 *New Schools Venture Fund Diverse Leaders* grant, which will fund implicit bias training for selection practices, an internal recruitment/development position, and the development of a talent management database.
  - *Black Educators Initiative* grant valued at \$446,651, to support a five-year effort to recruit, develop, and retain Black teachers through a network of teacher residency partners.

#### **KEY BUDGET INITIATIVES for FY2021**

- Further expand CPS' teacher residency programs to more than 150 residents in FY21.
- Launch new career pathways to teaching for CPS graduates, and partner with two- and four-year higher education institutions, community based organizations, grass-roots organizations, and funders to support this pathway.
- Expand coaching and mentoring of male teachers of color from 43 to 60 early career educators, in partnership with Profound Gentlemen.
- Increase focus on recruitment for substitutes and paraprofessionals.
- Continue improvements to CPS employee support and service model.
- Complete employee compensation benchmarking and competitiveness analysis.
- Enhance CPS' supplemental retirements savings plans (i.e., 403b and 457 plans).

## Office of Teaching & Learning

### MISSION

To provide all stakeholders with educational resources that 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 & Physical Education, Literacy, STEM, and Social Science/Civic Engagement**. These departments focus on the effective implementation of high-quality instruction aligned to Illinois State Standards. T&L ensures educators have the training, tools, and resources to support meaningful and effective learning that prepares students for a successful future.
- **The Curriculum, Instruction, and Digital Learning Department** oversees the development of the district's Curriculum Equity Initiative, a PreK-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 Instructional Supports Department** provides students with targeted resources and academic programs that extend learning opportunities. The Instructional Supports department ensures that all students are 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 Leader 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, including science fairs, academic decathlons, spelling bees, debates, and other competitions. Academic Competitions create a competitive environment to teach students to apply content knowledge in ways that develop college and career skills such as argumentation, problem solving, research, and critical thinking.
- **The Department of Assessments** provides high-quality and developmentally-appropriate assessment options for all CPS students. CPS provides both required and optional assessments to gauge progress and achievement in district schools.
- **The Department of Magnet, Gifted, IB and AP Programs** provides students and families with 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

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 54,317,370	\$ 46,958,897	\$ 40,814,408	\$ 34,688,285	\$ 41,910,001
Title Funds	\$ 17,156,636	\$ 22,249,413	\$ 20,488,355	\$ 17,165,729	\$ 23,171,720
Other Grant Funds	\$ 4,163,242	\$ 3,997,545	\$ 3,429,574	\$ 1,754,234	\$ 5,981,725
School Generated Funds	\$ 995,562	\$ 1,035,828	\$ 1,177,663	\$ 924,132	\$ 1,558,127
<b>Total Department</b>	<b>\$ 76,632,810</b>	<b>\$ 74,241,683</b>	<b>\$ 65,910,000</b>	<b>\$ 54,532,380</b>	<b>\$ 72,621,573</b>
Budgeted at Schools	\$ 4,000,000	\$ -	\$ 6,337,864	\$ 3,900,000	\$ -
<b>Grand Total</b>	<b>\$ 80,632,810</b>	<b>\$ 74,241,683</b>	<b>\$ 72,247,864</b>	<b>\$ 58,432,380</b>	<b>\$ 72,621,573</b>

#### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	94.65	100.15	101.15
Title Funds	32.85	35.85	35.85
Other Grant Funds	5.0	6.0	8.0
School Generated Funds	7.5	7.0	7.0
<b>Total Department</b>	<b>140.0</b>	<b>149.0</b>	<b>152.0</b>
Budgeted at Schools	575.0	575.0	650.0
<b>Grand Total</b>	<b>715.0</b>	<b>724.0</b>	<b>802.0</b>

#### MAJOR ACCOMPLISHMENTS in FY2020

##### Arts

- Launched the district's first Arts Student Voice Committee, bringing together students from across the district to advise the department on their experiences in the arts and their suggestions to improve the department's strategy.

- Developed and advocated for the nation’s first K-12 weighted indicator for arts education within Illinois’s *Every Student Succeeds Act* school accountability metrics. The Illinois State Board of Education voted unanimously to adopt this in March 2020, and will become part of the state report card metrics in SY22-23.
- Repealed and replaced the *Works of Art* policy for CPS. Worked with the Offices of Equity, FACE, CEO, Facilities, and Risk Management to craft a more inclusive and progressive policy. Engaged hundreds of community stakeholders in feedback sessions, as well as fine art experts from across the City to ensure an improved policy.
- Accelerated the Curriculum Equity Initiative in the Arts. Began work on the Arts Scope and Sequence, engaged 28 CPS Arts teachers in the creation process.
- Delivered 36 district-wide professional learning (PL) initiatives centered around the Illinois Arts Learning Standards and student-centered arts education. 1,122 arts educators attended standards-based PL sessions across the year in total. 720 unique arts teachers attended these sessions, representing 49 percent of CPS’ arts educator workforce (a 46 percent increase from last year).
- Delivered 21 additional PL sessions for arts teachers and administrators, including four “Empowered Arts Educator” sessions for Arts Liaisons and other arts teacher leaders in the district, two New Teacher Orientation sessions, two administrator sessions at the 2019 Leadership Institute, and 13 Arts Remote Learning Support Sessions for all arts teachers in response to COVID-19 school closures.
- 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 Spring Showcase, and All-City Performing Arts Showcase.
- Continued to see strong student participation in the 1st annual Virtual High School and Elementary School Exhibition. We had over 750 students from 80 schools participate despite COVID-19. Our exhibitions also benefited from a continued partnership with the Department of Cultural Affairs and Special Events (DCASE) and the Design Museum of Chicago, heightening the professionalism of the exhibitions and enabling their growth. We were able to offer one \$500 scholarship to a high school student and two \$250 scholarships to elementary students from the Facility Foundation.
- Showcased our All-City Performing Arts Students in a Virtual Showcase Event with over 100 students from 50 schools in 12 ensembles. We offered the first district Percussion and Mariachi Ensemble as a part of the program expansion.
- Despite school closures and rescheduling student interviews, the Advanced Arts Program (AAP) celebrated that 123 students from 38 high schools have interviewed and have been accepted into the program for 2020-2021. This is a marked improvement compared to only 50 students accepted as of June 2019. This is an important milestone towards achieving our implementation goal of full enrollment of approximately 140 students at AAP by June 30, 2020.
- Built upon our online Standards Toolkit, a robust set of instructional resources designed to support teachers in providing curriculum, instruction, and assessment aligned to the Illinois Arts Learning standards. Created a new online Arts Integration Toolkit, which provides tools and resources for integrating the arts and other academic subjects through collaborative teacher practice.
- Awarded \$1.1 million in grants through the *Creative Schools Fund*, with CPS, the City of Chicago, and Ingenuity Inc. all contributing to the fund. 114 schools were awarded grants to pursue an arts partnership opportunity.
- Offered a robust professional learning series for Incubating 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. Hired a Fine and Performing Arts Schools Specialist to bring additional support and a focus on equity to this initiative.

- Participated for the second year in the Academic Programs RFP, a comprehensive new initiative that allows schools to apply to have a specific programmatic focus. This resulted in 4 new Fine and Performing Arts Schools and 4 new STEAM schools.
- Strengthened our relationship with the City of Chicago across multiple initiatives, including collaborating with the Mayor's Office on arts and cultural priorities, working alongside DCASE on the Year of Chicago Theatre, the Year of Chicago Music, and more.
- Supported technology integration in the arts with equipment lending and instructional support to 3 schools, reaching approximately 210 students. Supported the STEM and CIDL departments with virtual professional learning sessions for STEAM Instructional Specialists and teachers of all content areas as part of the CIDL district-wide initiative, #CPSCreates. Created tutorial and example videos, teacher and student facing slide decks, and other digital resources for district teachers.

### Literacy

- Launched the PK-12 Literacy Vision and Five-Year Plan, providing a detailed framework for literacy instruction and supports aimed at meeting the district's *Success Starts Here* five-year literacy-related goals. Socialized the Literacy Vision with all network Chiefs, more than 600 school administrators, and thousands of teachers through network leadership meetings and teacher professional development sessions.
- Engaged the CEO's Office, ONS, OECE, ODLSS, Talent, and numerous other departments to launch the Early Literacy Collaborative, a cross-departmental, district-wide effort to establish a continuous, connected system of PK-2nd grade supports to increase early literacy for African American and Latinx students, English learners, and students with disabilities.
- Provided professional development to 968 PreK-2nd grade teachers and 92 elementary school administrators and 41 Network Specialists through the P-2 Balanced Literacy Initiative, impacting approximately 24,000 students. Additional school-based coaching support was provided to 194 teachers in 26 priority schools.
- Provided reading and writing professional learning for 6-8th grade teachers district-wide, as well as additional engagement with 186 intermediate grade teachers through professional learning communities to facilitate ongoing school-wide expansion of literacy key practices and the development of professional learning tools, with a particular focus on process-based writing and abundant reading of diverse and engaging texts.
- Provided professional development to teacher leaders and department chairs from 93 high schools aimed at increasing SAT scores through increased independent reading, literary analysis, student discourse, and writing. Led follow-through professional learning community PD series with 341 teachers, and provided job-embedded, school-based supports at 14 high schools.
- Partnered with City Colleges of Chicago on a plan to refine and pilot the 12th grade Curriculum Equity Initiative course as a Transitional English course designed to reduce the proportion of students needing to take non-credit remedial English courses when enrolling in City Colleges of Chicago programs.
- Collaborated with vendor partners to develop units of instruction for K-12 English language arts as part of the Curriculum Equity Initiative.

- Successfully piloted a Literacy Fellows Program with 15 PreK-2nd grade teachers, harnessing talent from within the district to develop teacher professional learning resources and instructional videos on key literacy practices featuring CPS teachers and classrooms.
- In conjunction with departments across the Office of Teaching and Learning, developed Remote Learning resource packets in English and Spanish for the final three months of the SY19-20 to support student learning during the COVID-19 stay-at-home order. The Department of Literacy provided additional weekly, drag-and-drop abundant reading and enrichment resources for ELA teachers to integrate into Remote Learning Plans. The Literacy Team also collaborated with the CIDL Libraries Team to increase teacher and student access to the CPS virtual library and to obtain district-wide, simultaneous view access to featured texts for collective engagement in independent reading during the Remote Learning phase.
- Distributed approximately 277,000 books in partnership with the CEO's Office, Children First Fund, and external partners at Bernie's Book Bank, Open Books, and Working in the Schools (WITS) to support remote learning and summer reading.
- Expanded the Elementary Battle of the Books program involving 1,624 students on 232 student teams from 119 schools across the city. Revised the competition structure to increase equity of participation of all elementary networks in the city-wide finals.
- Provided additional opportunities for teacher professional development and student enrichment through numerous external partnerships, including the WHAT POETRY CAN DO program with The Poetry Foundation, BEING A WRITER training with the Center for the Collaborative Classroom, and Young Chicago Authors partnership, among others.
- Engaged 67 external partner organizations and an additional 6 core professional development providers in deep-dives and collective goal setting on the CPS PK-12 Literacy Vision to ensure alignment of internal and external efforts with CPS Literacy shifts and key instructional practices.
- Secured \$321,450 in gifts and grants to supply under-resourced schools with culturally relevant classroom library infusion sets and additional books for students to support independent reading.

## **STEM**

- Increased the number of students getting access to middle grades Algebra to 7,021, an increase of over 300 students in the last year. In response to COVID-19, the Algebra Exit Exam was canceled and new placement criteria were developed to ensure students continue to have access to college-level mathematics while in high school.
- Provided program incubation support for 8 new STEM schools and 5 new STEAM schools. Support included introduction to the programmatic standards, regular professional learning for leadership teams, guidance in refining school mission and vision, strategic alignment of budget, and planning considerations for capital improvements. These schools will move into their first year of program implementation in SY20-21.
- Participated in the program focus RFP process to identify new STEM and STEAM schools. Due to COVID-19, half of the evaluations had to be completed virtually. 6 schools were identified to receive the designation. 2 STEM schools and 4 STEAM schools are now starting their program incubation work.
- Collaborated with vendor partners to develop units of instruction for K-12 mathematics and K-8 science as part of the Curriculum Equity Initiative.
- Continued development of Biology, Chemistry, and Physics curriculum aligned to the Next Generation Science Standards being used in over 60 high schools. Began development of additional components to fully align to the Curriculum Equity Initiative's elements.

- Expanded access to Transitional Math, a 12th grade course designed to support students in entering into credit-bearing coursework immediately after high school. 1,947 students were enrolled in the course and teachers received ongoing professional learning opportunities.
- Provided district-wide professional learning for teachers from all schools with a common instructional focus across K-12 STEM. Additionally, provided targeted learning for over 800 teachers in specific grade band and subject area professional learning communities.

### **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 3-year vision for Civic Life in CPS. Altogether the development of these plans engaged over 1,000 CPS stakeholders including students, teachers, administration, central office, community partners and leaders, and parents.
- Finalized an expansion of Social Science items on the 5 essentials survey. For the first time since 1991, social science will be assessed in schools (grades 4-12). These items were designed to assess the degree students engaged in/learned from difficult conversations or controversial topics; experienced learning related to issues they care about; and discussed race and 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.
- Provided district-wide professional learning across programs: over 500 K-5 teachers, 480 6-8 teachers, and 330 high school teachers trained in the new social science; 200 8th grade teachers trained in the new civics requirement; 125 Financial Literacy teachers trained; 175 teachers trained in student voice and SVC facilitation; 350 teachers trained in the new project-based learning framework; 250 teachers engaged in civic learning professional development.
- Strengthened school, student, and teacher-leader opportunities through PLC's and Advisory teams: New SS Advisory committee (35 teachers), Civics in the Middle advisory (20 teachers), Civic Learning Champions Cohort (7 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); Financial Literacy Advisory Committee (16 partners), and Culturally Sustaining Pedagogy PLC (30 teachers).
- Developed a new curriculum to fulfill the new 8th grade civics requirement - semester curriculum launching in June.
- Developed a new curricular unit on Chicago's race riots, called Red Summer, in partnership with Facing History and Ourselves. Launching Summer 2020.
- Expanded and supported Student Voice Committees in 85 high schools and 175 middle schools (2 networks expanded student voice committees throughout all of their schools).
- 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 called PowerPalooza; 3 Civic Life Town Halls, engaging during covid, census, and remote learning; 2 student leadership conferences that included a total of 625 student participants; 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 funding to support CPS Civic Life vision: \$560,000 from McCormick.
- 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 and responsible for developing new deliberations for the CPS CEI curriculum every year; and training and funding 12 teacher leaders that will lead PD for all teachers.
- Calumet is My BackYard (CIMBY) environmental stewardship and justice program expanded with new grants (\$185,000) 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.
- Developed and launched new strategy, district guidance, and support for engaging in elections and Census outreach.
- Provided school and network-level reports (Civic Life Reports) on the civic learning items on the 5 Essentials survey items and existing programming data in order to provide individualized Civic Learning reports to all CPS high schools and elementary schools.
- 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 were on track to propose new policy to Chicago City Council before COVID-19.

### **Health and Physical Education**

- 53 percent of aquatic schools have at least one physical education teacher who earned a lifeguard certification.
- Developed several community partnerships in aquatics to provide access to aquatic offerings, especially in black and brown neighborhoods.
- Revised content areas, district health, and physical education communication protocols
  - PExchange, HExchange.
- Developed a physical education digital library.
- Engaged stakeholders in the future state of high school physical education offerings.
- Provided Tier 2 support to Kelly High School, Hubbard High School, Lincoln Park, and Roosevelt High School to address PE failure rates and Essential Components of PE.
- 300 health and physical education teachers attended, produced, and provided one large conference style professional development event for health and physical education teachers.
- Lighthouse Health developed health education lesson plans.
- Lighthouse Health provided a skills-based workshop and Training of Trainers.
- Created a health education leadership team and provided Training of Trainers for future PD.

- Continued year two of I Can Do It National Program from the US Health and Human Services in schools in convergence with ODLSS, 25 participating schools.
- Provided on-site coaching and virtual mentoring for all new physical education teachers.
- Developed coaching model for the Health and Physical Education Leadership Team.

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

- Secured CPS Television broadcasting on three stations, WLS (ABC local), Univision and WCIU, beginning on May 6 through June 16, 2020. CPS broadcast content 5 hours per day in English and one hour per day in Spanish. CPS TV approximated 12,500 viewers per day and approximately 362,500 viewers through the duration of broadcasting.
- Provided licenses for ebook library development and access capabilities to all schools via Seeking Online Access to Resources, the district's online integrated library system. Provided training to over 60 schools on how to select, purchase and distribute ebooks to teachers and students. This access will support both supplemental and curricular text purchasing for schools.
- Distributed over 6,000 temporary Chicago Public Library cards to students and families to provide remote access to CPL eBooks and databases.
- Hosted the district's Elementary Battle of the Books Program and rapidly transitioned it to a remote learning model this April and May. 206 teams representing 122 schools participated.
- Led two live professional learning sessions in partnership with the Department of Assessment for over 180 teacher reviewers focused on key assessment characteristics providing critical qualitative and quantitative feedback for vendors focused on CEI core values.
- Launched CPS Instructional Technology Trailblazers program that engaged 150 teacher leaders from 35 schools in the work of increasing the meaningful and intentional use of technology in instruction by strengthening the internal tech support structure in each participating school.
- Collaborated with district technology partners to provide more than 220 training sessions for more than 5,000 attendees representing all grade levels and content areas to support remote learning.
- Recruited, trained, and collaborated with 468 CPS teacher curriculum reviewers as part of the CEI Curriculum Collaborative. These teachers review content released each cycle, provide feedback based on EdReports-approved rubrics and evidence guides, and compile that feedback along with CIDL Curriculum Designers to share with vendor partners in order to facilitate content revisions.
- Facilitated the creation, review, and revision of 92 units across five content areas delivered by vendor partners in SY20.
- This year there were 583,502 views of Safari Montage content reflecting a 149 percent increase over SY19.
- The educational technology team supported 177 Zoom events in SY20.

### **Instructional Supports**

- Used EOY 2019 data to draw schools' attention and intervention priority to students who scored in the bottom 10 percent in reading and/or math. Reached the goal of 40 percent of these students reaching at least 11 percent at Middle of Year.
- Developed role of Instructional Coach for each Bridge school with responsibility to monitor progress, lead teacher discussions of student progress, provide suggestions for interventions as well as classroom support, and report student progress weekly to Network Lead & Chief.
- Placed 13 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 200 new CPS teachers.
- Facilitated monthly teacher-led professional learning opportunities to support instructional best practice attended by over 1,000 CPS teachers.
- Hosted two-day New Teacher Orientation conference for over 400 new-to-CPS teachers.
- Facilitated quarterly professional development for 80 mentors from 50 CPS Opportunity Schools (hard-to-staff-schools) to support them in providing mentoring for 100+ Opportunity Schools new teachers.
- Led training in partnership with New Teacher Center for over 111 Cooperating Teachers (teachers who host student 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 included monthly professional development for ~30 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 leaders.
- Led twice-monthly professional development sessions for CPS Content Specialists who support teacher leaders in all CPS Network High Schools.
- 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.
- Planned, implemented and executed city-wide tournaments.
- Partnered with Renaissance Knights to conduct online tournaments (5 since the school closure) via the Internet Chess Club.
- Held weekly online Academic Chess tournaments for elementary students which ended in June with a culminating ceremony.
- The 2020 Chicago Public Schools K-8 Online Chess Championship held on June 6, 2020 was a great success. 127 students from 19 schools participated in two sections for a 5 round tournament.
- Chicago Debates held the first Virtual High School Awards Ceremony May 1, 2020 to recognize the top High School Debater, Dailyn Davis, Lindblom Math and Science Academy the High School Debate High School City Competition was cancelled due to the pandemic.
- Whitney Young High school also took 1st place in SY 2020 Academic Decathlon State competition. The state competition was held on March 17th virtually. Due to COVID-19 not all 8 schools were able to fully participate in state due to unforeseen circumstances surrounding school closures.



- STEM hosted the first virtual scholarship ceremony where a total of \$123,000 was awarded to 23 Chicago Public School students.
- Due to COVID-19 many state and national competitions were cancelled.

### **Assessments**

- Implemented the Checkpoint Student Assessment system, an enterprise-level IT system. Student Assessment provided intensive supports in the launch of the program, including over 300+ participants at the leadership institute. Checkpoint went live at the start of SY20 and was immediately adopted by teachers to input REACH Performance Task scores successfully. 86 percent of teachers had a positive user experience with Checkpoint for REACH PT Score Entry.
- Created Checkpoint modules in Google Classroom, with over 400 teachers registered in the course. Offered professional learning through the year, with every network and over 150 schools represented at an in person training or webinar session.
- Partnered with the Center for Assessment to codify and implement assessment design guidelines for Curriculum Equity Initiative content development.
- Developed and initiated implementation of the NWEA testing action in response to the OIG review of NWEA test administration. Plan was on track at the time of COVID closures.
- CPS achieved a preliminary participation rate above 95 percent for the Fall 2019 administration of the KIDS assessment; this is a significant increase from a 68 percent participation rate in Fall 2017 and 91.3 percent in Fall 2018.
- Codified a district definition for a K-2 assessment participation rate to be able to measure early literacy and math assessment completion by each school. Schools had a 74.60 percent K-2 Math Participation Rate and a 85.29 percent K-2 Literacy Participation Rate in the SY20 MOY testing window, the last testing window before the school closures due to COVID-19.
- Provided professional development support district-wide and for collaborative schools in partnership with NWEA and Amplify professional learning consultants.
- Continued partnership with the College Board and Khan Academy to offer support for free, personalized SAT practice in Khan Academy. In SY20, 79 percent of grade 11 students in district-managed schools linked their College Board and Khan Academy accounts. In SY20, 13 percent of grade 11 students in district-managed schools practiced more than 6 hours for the SAT through Khan Academy.

### **Magnet Gifted and IB**

- Participated in the district-wide Program Focus Application process, a comprehensive application and multi-step procedure for new schools interested in offering a MGIB program. Through this process, 11 schools were selected to receive new MGIB programs. These schools will begin incubation in SY20-21.
- Partnered with the National Center for Montessori in the Public Sector to provide our five public Montessori schools and over 110 teachers with rounds of Montessori specific professional development, classroom observations, and lesson study coaching.
- For the first time, Network Chiefs, Principals, and School Coaches used the Montessori Essential Elements tool to self assess two times this year and identify an action plan aligned to their CIWP. Schools and networks now have common language around programmatic instructional look fors.
- Provided incubation support to seven IB schools, and as a result candidacy status was attained ensuring they are on track for authorization.
- Three additional schools were authorized to offer PYP and MYP IB programs.

- Provided IB PD and workshops to over 500 teachers across the city. PYP, MYP, DP and CP teachers fulfilled their annual IB PD requirements provided by the IBO.
- 200 IB Diploma Program students attended the 3-day IB Summer College Academy to create and complete their college essay. Students were prepared for the college admission process by participating in panels and meeting with over 100 college and university associates.
- Provided Tier 3 support to all 38 targeted MGIB schools.
- Despite a teacher strike and pandemic, the vast majority of CPS AP students have persevered. Based on preliminary data provided by College Board, more than 80 percent of CPS AP students completed at least one AP exam or submitted at least one portfolio.
- Despite COVID-19, according to College Board, more than 35,000 of the 44,000 AP exams were submitted remotely.
- Provided Tier 2 support to 111 AP Programs for them to complete an abnormal testing window.
- CPS AP launched seven new AP Capstone programs this year to complement the 12 already engaging students in the two year capstone program. Next year, another seven will launch for a total of 26. The CPS vision calls for 30 AP Capstone programs by SY23.
- CPS identified funds to cover Advanced Placement exam costs for all students in CPS schools (district and contract managed campuses alike). This is a major accomplishment that has not happened in the past and is in line with other Early College and Career Credential programs that have exams or other related costs that would otherwise be paid by the students.
- As a result of the EOS partnership, 31 percent of African American, 37 percent of Multiracial, and 34 percent of White students will be represented in AP and IB programs on respective campuses Fall 2020.
- More than 700 underrepresented students who would not have otherwise had access to AP and IB have already completed their first AP and IB courses as a result of the EOS initiative.

### **Personalized Learning**

- 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.
- Participated in the Academic Program Focus RFP, a comprehensive, equity-focused process that allows schools to apply to have a specific programmatic focus. This resulted in 3 new Personalized Learning Schools. Incubation for these schools is slated to begin in SY21.
- 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 II to develop their capacity to sustain the PL work beyond programming and facilitated the development of their whole-school redesign plan.
- Provided intensive support to CIWP teams to develop comprehensive and aligned plans for continuous improvement.
- Partnered with external organizations to support Personalized Learning schools through free access to training, out of school learning opportunities, and technology/instructional resources.
- Partnered with UChicago EdLabs and AIR to launch a rigorous study of the Elevate program.
- Developed district resources to support schools implementing a Personalized Learning model, including coaching tools, observation forms, and standards-aligned curriculum resources for core-content areas and social-emotional learning.

## MTSS

- Developed and provided 12 PL sessions of 1 hour each to School MTSS Leads and other school personnel on how to create a Tiering Criteria and a Menu of Interventions. The PD provided an overview of information, guidance and resources.
- Successfully transitioned all 12 PL sessions to a remote work environment.
- Tiering Criteria and Menu of Interventions professional learning, 174/240 (72.5 percent) virtual seats filled for professional learning
  - 97.3 percent agreed or strongly agreed that the professional learning met the objectives of the session.
  - 90.2 percent agreed or strongly agreed that their understanding of MTSS connections to current role and responsibilities has increased due to the professional learning.
  - 84.9 percent likely or very likely that the learning from the professional learning will positively impact practice to improve student achievement.
- Developed an MTSS Remote Learning Support Matrix document of Literacy and Math resources curated by specific topic and grade band to provide more targeted support to students.
- Developed a curated list of diagnostic assessments, academic interventions, and progress monitoring resources and tools for schools.
- In collaboration with the ITS/Aspen teams, the department created short-term enhancements to the Aspen Logging Tool, in order to best support MTSS stakeholders with guidance and resources around the academic needs of MTSS.
- Created step-by-step guides with images for MTSS stakeholders around the most common processes of the Aspen Logging Tool. These guides have been uploaded to the Knowledge Center for ease of access.
- Established Project Charter 1344 for a comprehensive MTSS platform in collaboration with ITS/Aspen, Data Warehouse, OSEL, and other CPS central office departments.
- After having no available data on student interventions at the district level since the transition to the Aspen Intervention Logging Tool, the MTSS Department and Data Warehouse partnered to develop a regular cadence of student intervention data starting November 2019 and continuing until remote learning.
- Provided a 3-day intensive MTSS Institute to support the Office of Innovation and Incubation (INI), summer 2019
  - 25-30 charter school MTSS leads participated
- 1,848 students supported by supplemental services through the Healthy Communities Grant in 36 schools (\$565,000 awarded to schools and vendors to support supplemental instruction) through the summer of SY19.

## KEY BUDGET INITIATIVES for FY2021

### Arts

- **Arts Essentials:** Make ~\$670,000 in 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 ~\$1.5M in grants to increase access to the arts.
- **Early College Arts:** Also known as the CPS Advanced Arts Program, this city-wide program provides 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 provide a city-wide visual arts exhibition for elementary, high school, and seniors.

- **Fine and Performing Arts + STE(A)M Schools:** In partnership with the Departments of MGIB/AP and STEM, The Department of Arts Education will support 4 new Fine and Performing Arts Schools and 4 new STEAM Schools. In addition, we will provide professional learning and grant opportunities to 70 existing Fine/Performing Arts Schools.
- **Professional Learning:** Provide grade-band and discipline-specific professional learning opportunities for all CPS arts teachers through Communities of Practice, Demonstration Sites (potentially virtual), and day-long Intensives.

## Literacy

- **PK-12 Literacy Vision:** Continue to support district-wide implementation of our framework for literacy instruction.
- **Effective and Rigorous Literacy Instruction:** Strengthen 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 a remote or blended learning environment.
- **Early Literacy Collaborative:** Increase kindergarten readiness and 2nd grade reading attainment through ongoing development of a continuous, connected system of PK-2nd grade supports designed to increase early literacy for African American and Latino students, English learners, and students with disabilities.
- **Pathways to Accelerate Learning:** Launch specific initiatives to establish effective systems and pathways to accelerate learning, including investments to strengthen K-2 systematic phonics instruction in 100 elementary schools and to establish new reading intervention programs in 15 high schools to ensure students who enter high school reading far below grade level can catch up.
- **Access to High-Quality Culturally Responsive Resources:** Develop and implement the PK-12 Skyline Curriculum aligned to key literacy practices and uniquely tailored to CPS students. All professional learning will incorporate the use of culturally and linguistically relevant resources to ensure instruction is meaningful and capitalizes on students' strengths and expertise.
- **Redesign Professional Learning for the 21st Century:** Build a multi-tiered system of supports that is responsive to 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.

## STEM

- **STEM & STEAM Schools:** Provide program support to 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 9th and 10th grade across 17 high schools.
- **High School Algebra in the Middle Grades:** 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.
- **Summer of Algebra:** Summer programming for students entering high school will support increased access to advanced mathematics coursework in high school.

- **STEM Labs:** Curriculum and support agreements through Creative Learning Systems ensure existing STEM labs in 16 elementary schools remain functional and updated for student use.
- **Professional Learning:** Sustain learning for elementary and high school teachers focused on the STEM instructional vision provides opportunities for reflection and application to impact student learning.

### **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 districts 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 teachers and school leadership:** Advance the social science, civic learning, and student voice initiatives. Launch “educating for democracy” fellows program which includes developing and funding leads across K-12 schools.
- **New Elementary Civics Course Graduation Requirement Implementation:** Train teachers, and find a vendor to support teacher training needs at scale for elementary school.
- **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.
- **Measurement, Evaluation, and Reporting:** 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 by 2023. Currently we have 100 SVC’s in elementary. Next year we will develop and fund another 150 elementary SVC facilitators.

### **Health and Physical Education**

- Provide teacher-facing learning modules for Health and Physical Education.
- Provide lifeguard certification for physical education teachers and aquatic coaches.

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

- **Curriculum Equity Initiative (CEI) Contractual Obligations:** The remainder of CPS’ contractual obligations with four curriculum vendor partners (Public Consulting Group, McGraw Hill Education, Vista Higher Learning, and Amplify Science) are due in FY21.
- **CEI Teacher Reviewers:** Teachers will review and provide feedback on draft content that is being developed for Cycles 4-6 of the CEI.
- **CEI Professional Learning:** As part of the CEI implementation plan, and in preparation for the full curriculum release in July 2021, CIDL will contract with external partners to provide professional learning opportunities for schools and teachers looking to adopt the curriculum.
- **CEI Evaluation:** Contract with an external evaluation partner in order to design and implement a formal evaluation of the CEI. This evaluation will measure both the implementation and the impact of the initiative.

- **Knowledge Center Redesign:** In 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.

## Assessment

- **Curriculum Equity Initiative (CEI):** Work with curriculum partners to design the assessment content in the CEI. Procure consultative services to support the design, development, and continuous improvement structures for the CEI 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 CEI assessment content. Launch a Checkpoint readiness framework and support all schools intending to implement the CEI to achieve assessment readiness by the end of SY21. This will be achieved through ongoing professional learning, quarterly network and school reports, and targeted supports for prioritized schools.
- **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 complete its research project with AIR to inform how CPS will achieve the CPS Vision strategy of a common K-2 literacy and math assessment program.
- **Elementary School Assessment:** Continue to fund and support universal access to the NWEA interim assessment system in grades 2-8. In addition, CPS will partner with NWEA to provide coaching support to Collaborative Schools.
- **P/SAT:** In addition to managing the administration of official P/SAT administrations, the Department of Student Assessment will provide 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.

## Magnet, Gifted, IB and AP

- **Developing and Providing 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.
- **Providing Free AP and IB Assessments:** Economically disadvantaged students who take AP exams are able to take the exams free of charge because of College Board, ISBE, and CPS support to cover the entire cost. We are going to continue to fund all annual IB exam

registration fees which in turn allows students to have the opportunity to earn college credit.

- **Expanding Equitable Access to AP and IB Programs:** In SY21, the EOS initiative will support 18 schools and its staff and students in identifying underrepresented students for high quality AP and IB programs already existing on the respective campuses.
- **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 Diploma Program seniors to familiarize them with the college essay, understand the financial aid process, and meet with college and university representatives from across the country.

### **Personalized Learning**

- **Providing Access to Personalized Learning Professional Development:** Provide access needed to train 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.
- **Providing School-level Support:** Ensure schools 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.
- **Sponsoring Teacher Leadership Opportunities:** Sponsor its first cohort of 10 teachers to participate in an external training program to obtain a Personalized Learning micro-credential, endorsement, or fellowship experience.
- **Data Analysis and Evaluation:** Analyze the impact of the Elevate program as a school-wide model as part of a multi-year randomized control study in partnership with Urban Labs and AIR.

### **MTSS**

- **Data and Reporting:** Develop MTSS data visualizations for the district and networks to better inform targeted and tiered support for schools regarding tiering students and intervention fidelity.
- **Comprehensive MTSS Platform:** Create enhancements to the Aspen Intervention Logging Platform to ensure data integrity and fidelity, in partnership with ITS.

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

- **Scale New Teacher Mentoring and Induction across the district including:**
  - Developing/compensating over 100 mentors in 80+ Opportunity Schools (hard-to-staff schools) serving 200 first and second year Opportunity School new teachers.
  - Scale districtwide mentoring cohort to serve over 300 new teachers with 80 mentors.
  - Scale new Aspire in-school mentoring program to serve 150 mentors and 200+ new teachers (Funded by SEED grant)
  - Bring on 3 additional Lead Coach positions to the district to support districtwide induction and provide direct coaching to 150 Aspire Mentors
  - Bring on an additional 10 schools to the Empowered School Cohort (Funded by the Distributed Leadership in Opportunity Schools Grant) to a fourth cohort, as well as providing distributed leadership professional development to a cohort of 20-50 schools
  - Increase training in partnership with the New Teacher Center for 250 Cooperating Teachers

- Facilitated monthly professional development sessions and over 2,000 hours of one-on-one.



## 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 13 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.
- **Options 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 6 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 Individual Education Programs (IEPs) who require a transportation aide.

### BUDGET SUMMARY

	2019 Actual Expenses	2020 Approved Budget	2020 Ending Budget	2020 Projected Expenditures	2021 Proposed Budget
General Funds	\$ 119,915,871	\$ 121,934,866	\$ 120,357,846	\$ 115,960,000	\$ 125,715,656
Title Funds	-	\$ 206,087	\$ 195,536	\$ 170,000	\$ 206,087
<b>Total Department</b>	<b>\$ 119,915,871</b>	<b>\$ 122,140,953</b>	<b>\$ 120,553,382</b>	<b>\$ 116,130,000</b>	<b>\$ 125,921,743</b>

Note: Operating budget increased due to contractual costs of providing bus services.

### POSITION SUMMARY

	2020 Budgeted Positions	2020 Ending Positions	2021 Proposed Positions
General Funds	839.0	839.0	839.0
<b>Total Department</b>	<b>839.0</b>	<b>839.0</b>	<b>839.0</b>

### MAJOR ACCOMPLISHMENTS in FY2020

- Optimized CPS bus routes while keeping travel time low. By optimizing routes and getting the corresponding reduction in employee count, CPS saved approximately \$2 million in FY20.
- Executed successful agreement with 15 yellow bus vendors to continue safe and reliable transportation for CPS students increasing capacity for FY21 as more students become eligible.
- Improved overall pairing percentage to 67 percent, which strategically utilizes vehicles multiple times on routes and saved the district approximately \$150,000.
- Continued the “transit-style” transportation model for students receiving transport through the Options for Knowledge program. This initiative consolidated the number of school stops from 450 to 183 and saves CPS approximately \$1.8 million per year.

**KEY BUDGET INITIATIVES for FY2021**

- Further implement safe, reliable, comfortable, and cost-effective paratransit vehicles to save the district \$1.25 million per year in transportation costs.
- Increase percentage of shared routes between schools by over 5 percent, from 250 to 265 routes, to save approximately \$1 million.
- Continue route optimization success from FY20 while keeping student ride times low and the number of bus vendors per school at 2018–19 levels (2.2 per school in FY20).

## Capital

The FY2021 budget for Chicago Public Schools (CPS) includes a capital budget totaling \$758 million of investments that will focus on priority facilities needs at neighborhood schools; full-day Pre-K expansions; ADA accessibility; and continued expansion of technology upgrades, modern science labs, and other academic priorities. To support schools throughout the city, the FY2021 capital plan provides funding in six main areas: critical facility needs, interior improvements, programmatic investments, overcrowding relief, site improvements, and IT and security upgrades.

CPS is committed to promoting equitable access to high-quality school environments, and equity served as the foundation for the FY2021 capital plan. The district's Equity Office played an important role in developing the FY2021 capital proposal by helping to ensure that resources are distributed fairly and equitably across CPS schools so that all students can share in the district's record-setting progress. In addition, the FY2021 capital budget planning process included several enhancements, most notably around transparency and community outreach. The district conducted five public meetings and evaluated over 800 survey responses to gather community input during the capital plan development process.

The CPS facility portfolio includes 522 campuses and 798 buildings. Our average facility age is over 80 years old, and the total CPS facility need is over \$3 billion. Since FY2016, CPS has invested over \$2.1 billion into capital improvements across the district. These projects include major renovations to ensure our schools stay warm and dry, facility construction to relieve overcrowding, security cameras to provide a safer environment for our children, and renovations to aid programmatic enhancements, among others. Additionally, CPS is investing \$100 million in the next five years to ensure all CPS campuses are more accessible.

The FY2021 capital budget is funded by future bond proceeds backed by Evidence-Based Funding (EBF), potential state capital funding, and potential outside resources as they become identified.

Full details on the FY2021 capital budget are available on the interactive capital plan website: [www.cps.edu/capitalplan](http://www.cps.edu/capitalplan). The site allows users to quickly select projects by school, geographic area, type, and year.

CPS' capital plan aligns with the priorities outlined in the draft [Educational Facilities Master Plan](#). Future projects will be determined by equity, assessed need, educational priorities, and available funding.

**Sources and Uses**

Below is a summary of the sources and uses of the \$758 million FY2021 capital budget by funding and project type:

**Table 1: Sources and Uses (millions)**

<b>Estimated Sources</b>	
Anticipated Bond Offerings and Other Capital Funds <sup>1</sup>	\$ 653.0
Potential State Capital Funding	\$ 50.0
Other Potential External Funding	\$ 55.0
<b>Total FY2021 Capital Budget Sources</b>	<b>\$ 758.0</b>

<sup>1</sup> The Board currently expects that the proceeds of bonds will be applied to reimburse itself within 18 months after the later of (a) the date the original expenditure is paid, or (b) the date the Project is placed in service, but in no event more than three years after the original expenditure is paid.

<b>Estimated Uses</b>	
Facility Needs and ADA Accessibility	\$ 314.7
Educational Programming	\$ 202.0
IT, Security, and Building System Investments	\$ 37.0
Site Improvements	\$ 27.3
Overcrowding Relief	\$ 40.0
Interior Improvements	\$ 11.0
Capital Project Support Services	\$ 26.0
Potential State Capital Funded Projects	\$ 50.0
Potential External Funded Projects	\$ 50.0
<b>Total FY2021 Capital Budget Uses</b>	<b>\$ 758.0</b>

**Funding from the State**

Thanks to the support and advocacy of the dedicated elected officials in Springfield, the \$758 million capital budget includes \$50 million in state funding that was approved this spring as part of a larger state capital bill for school construction. This funding has been directed to CPS for the construction of a new high school to service the Chinatown, Bridgeport, and South Loop communities.

**First District Equity Index to Prioritize Investments**

In recent years, the district has focused on prioritizing investments that promote equitable access to high-quality learning environments. To advance this work, the district developed 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 this year's capital plan.

### **Priority Facility Needs at Neighborhood Schools**

Every student deserves to access a neighborhood school that is warm, safe, and dry, and CPS is allocating \$306 million in funding for critical maintenance projects and interior improvements. As part of our commitment to equity, the district is prioritizing renovations at neighborhood schools throughout the city to ensure all students can learn and grow in school buildings that support high-quality learning environments.

The FY2021 capital budget addresses the district's priority renovation projects and most urgent facility needs. We will invest in 20 major roof and envelope projects and seven renovations to mechanical systems. Along with these projects, the funding will provide:

- \$149 million for priority roof, envelope, and mechanical projects;
- \$100 million for unanticipated emergency repairs;
- \$20 million for district maintenance priorities;
- \$14 million for masonry remediation;
- \$11 million for interior improvements;
- \$5 million for fire alarm system replacement;
- \$5 million for chimney stabilization; and
- \$2 million for critical temperature control system replacement.

### **Overcrowding Relief**

The district's overall building utilization average is nearly 70 percent based on the current school year. However, some buildings within the district cannot efficiently serve their currently enrolled or projected enrolled population due to limited space and require relief by way of new capacity or capacity expansion. Depending on the need, this may include a new addition or modular building. Based on the current enrollment pressures within the district, CPS will invest \$40 million in FY2021 to provide overcrowding relief for Sauganash Elementary School. Sauganash is a heavily overcrowded elementary school, and 99 percent of the students who attend the school live in the neighborhood boundary.

### **Support for Students with Physical Limitations**

We will invest \$20 million to increase Americans with Disabilities Act accessibility in 36 schools as part of a multi-year program to ensure all CPS buildings have first-floor accessibility. Starting in FY2021, CPS is committing to spending \$100 million over the next five years to improve accessibility of parking lots, main entrances, main offices, and public restrooms.

### **Expansion of Free Full-Day Pre-K**

CPS is continuing to build on our commitment to provide free full-day Pre-K to all four-year-olds in Chicago by 2021. In FY2020, the district invested \$120 million to complete classroom conversions in 153 classrooms for the 2019-20 and 2020-21 school years. Building on this investment, the FY2021 capital plan includes \$100 million to complete the remaining expansions and classroom conversions for the 2021-22 and 2022-23 school years.

### **Programmatic and Technology Investments to Build Upon School Success**

The FY2021 budget prioritizes high-quality educational programming in neighborhoods throughout the city. CPS is investing \$102 million in building modernization to ensure all schools are able to support 21st century learning environments, including:

- \$50 million to construct a new sports complex to serve the south and near south areas;
- \$30 million to support the third phase of high school science lab modernization—adding, upgrading, and renovating science labs in 31 high schools;
- \$22 million in building upgrades to support STEM, STEAM, IB, and world language programs at 22 schools;

### **Site Improvements that Foster Learning**

This year's capital budget also includes \$27 million to design and build new playgrounds, playlots, and turf fields at over 25 schools across the city so that students can benefit from a well-rounded education that promotes healthy and active development.

### **IT and Security Infrastructure**

In FY2021, as CPS works to provide devices and home internet access to remote learning from home, we are also continuing our multi-year investment in the school Technology Modernization Program and high-speed internet for schools throughout the city. In FY21, the district is allocating \$35 million to promote equity by increasing student-to-device ratios at schools in greatest need as well as addressing underlying connectivity by building and improving network infrastructure across the district.

Finally, to support student safety at every school, \$2 million will fund new security equipment including cameras, intercom phones, alarms, and screening equipment.

### **IMPACT OF FY2021 CAPITAL PROJECTS ON OPERATING BUDGET**

All projects considered for inclusion in the annual capital budget are analyzed for their projected impact on the district's operating budget.

#### **Facility Needs**

Addressing facility needs not only helps the district reduce costs associated with temporary fixes, which have been increasing significantly over time, but it also helps reduce debt service payments associated with borrowing for temporary fix projects. This in turn frees up operating dollars that can be re-allocated for instruction, supports, and other district expenses.

In addition, by replacing roofs and mechanical systems with more energy efficient solutions, we will reduce our energy consumption utility costs.

#### **Overcrowding Relief**

Overcrowding alleviation projects are necessary to accommodate the changing population sizes of neighborhood schools in order to ensure productive learning environments. Adding additional square footage to the district may potentially increase operating expenses on utilities, custodial services, engineering, and security.

### **Educational Programming, Interior Renovations, and Site Improvements**

Investments in educational programming that convert or improve existing space (e.g., new science labs, converted classrooms, upgrades for STEM) will have no appreciable impact on the operating budget because the district already accounts for the cost of maintaining these spaces. Investments in classroom technology will add operating expenses related to support and maintenance of the software and devices.

Investments that require build-outs and add physical space to an existing building, such as an addition for new Pre-K classrooms or a new turf field, will add operating expenses for utilities, custodial services, engineering, and security.

**IT and Security Infrastructure**

Infrastructure, hardware, or software implementation projects will not trigger any additional operating costs in the short term. Ongoing support for software-based projects will be absorbed by current available staff. Internet connectivity infrastructure projects and new security equipment will potentially add additional costs to the operating budget for maintenance and repair as time goes on; however, we expect these costs to be limited as we fit the new equipment into our current maintenance and repair allocations.

**Capital Project Support Services**

This allocation of funds helps to support the management of the capital budget which includes reconciling invoices; managing project and construction timelines; and ensuring the effective design, implementation, and construction of various capital projects. These services are necessary to manage a complex capital program, conduct cost estimations, meet financial and management objectives, and plan for the next phase of the district’s capital plan.

**CAPITAL PROJECTS FUND ACTIVITY**

The Summary of Capital Projects Funds table (Table 2) shows capital revenues and capital outlays (expenses) to be incurred in FY2021, regardless of the year the project was appropriated. The Fund Balance (unspent revenues received in prior years) accounts for the difference in expected capital outlays versus revenues received. For example, if the district raised \$400 million in bond proceeds during a fiscal year but only expensed \$300 million in the same time period, the remaining \$100 million would carry forward in the Fund Balance for use during the following fiscal year.

**Table 2: FY2019 - FY2021 Summary of Capital Projects Funds (Millions)**

	<b>FY2019 Actual</b>	<b>FY2020 Estimate</b>	<b>FY2021 Estimate</b>
<b>Beginning-Year Fund Balance</b>	<b>\$ 895.1</b>	<b>\$ 716.7</b>	<b>\$ 200.3</b>
<b>Revenues</b>			
Local	\$ 63.0	\$ 54.5	\$ 47.4
State	\$ 13.0	\$ 15.7	\$ 47.3
Federal	\$ 1.0	\$ 10.6	\$ 10.1

<b>Total Revenue</b>	<b>\$ 77.0</b>	<b>\$ 79.5</b>	<b>\$ 104.8</b>
<b>Expenditures</b>			
Capital Outlay	\$ 613.0	\$ 596.4	\$ 639.5
<b>Bond Proceeds</b>	<b>\$ 356.4</b>	<b>\$ 0.0</b>	<b>\$ 410.0</b>
<b>Sales of Capital Assets</b>	<b>\$ 1.2</b>	<b>\$ 0.5</b>	<b>\$ 1.0</b>
<b>End-of-Year Fund Balance</b>	<b>\$716.7</b>	<b>\$ 200.3</b>	<b>\$ 76.6</b>

FY2021 local capital revenue of \$47.4 million includes \$38.7 million in TIF-related project reimbursements and \$8.8 million from other local funding sources such as aldermanic menu funds and the water reclamation district. The state revenue total of \$47.3 million comprises \$13.3 million in gaming revenue for new construction projects and \$34 million in other potential state grants.

Federal contributions to the capital budget are expected to be \$10.1 million; these contributions are driven by spending on E-rate eligible upgrades to the district's IT infrastructure.

Table 3 outlines capital funds spent each fiscal year, by the year in which the funds were appropriated. For a more detailed view into FY2020 spending, CPS will publish a report by September 30, 2020, that offers a breakdown of funds by project, source, and other categories.

**Table 3: FY2015 - FY2021 Capital Spending by Year (Millions)**

	<b>Total</b>								<b>Estimated</b>
	<b>Appropriations</b>	<b>FY2015A</b>	<b>FY2016A</b>	<b>FY2017A</b>	<b>FY2018A</b>	<b>FY2019A</b>	<b>FY2020E</b>	<b>FY2021E</b>	<b>Remaining</b>
									<b>Appropriation</b>
Prior Year/Other Expenditures		\$ 231.9	\$ 84.9	\$ 32.8	\$ 6.3				
FY2015 Capital Budget	\$ 509.9	\$ 152.6	\$ 119.4	\$ 42.0	\$ 4.6	\$ 1.7	\$ 6.6	\$ 0.0	\$ 0.0
FY2016 Capital Budget	\$ 160.3		\$ 66.8	\$ 56.5	\$ 18.8	\$ 3.5	\$ 0.2	\$ 0.3	\$ 0.0
FY2017 Capital Budget	\$ 937.8			\$ 73.5	\$ 211.5	\$ 293.8	\$163.9	\$ 73.0	\$ 26.0
FY2018 Capital Budget	\$ 136.2				\$ 50.7	\$ 37.3	\$ 36.2	\$	\$ 0.0
FY2019 Capital Budget	\$ 989.0					\$ 276.7	\$291.6	\$ 236.0	\$
FY2020 Capital Budget	\$ 820.6						\$ 97.9	\$ 229.6	\$
FY2021 Capital Budget	\$ 758.0							\$ 95.0	\$ 663.0
<b>Total Spend by Year</b>		<b>\$ 384.5</b>	<b>\$ 271.1</b>	<b>\$ 204.8</b>	<b>\$ 291.9</b>	<b>\$ 613.0</b>	<b>\$ 596.4</b>	<b>\$ 6</b>	<b>\$ 1, .</b>

A=Actual E = Estimated



Note: Actual and estimated spend and estimated remaining appropriation may not sum to "Total Appropriations" column if projects came in under budget or remaining appropriation was not needed. The "Estimated Remaining Appropriation" includes both CPS funded projects and outside funded projects that have not reached completion.

## Debt Management

CPS' Capital Improvement Program, described in the Capital chapter, funds long-term investments that provide our students with a world class education in high-quality learning environments. CPS relies on the issuance of bonds to fund the investments laid out in our Capital Improvement Program, which include roofs, envelopes, and windows; state-of-the-art high school science labs; high-speed internet and digital devices; playgrounds and athletic fields; and expansion of full-day Pre-K and other high-quality programmatic investments. Bonds are debt instruments that are similar to a loan, requiring annual principal and interest payments.

### Debt Overview

As of June 30, 2020, the Board of Education has approximately \$8.1 billion of outstanding long-term debt and \$500 million of outstanding short-term debt. FY2020 includes appropriations of \$711 million for debt service payments on alternate bonds and capital improvement tax bonds.

In FY2018, due to advocacy from parents, educators and courageous elected officials from Chicago and throughout the state, the State of Illinois approved Public Act 100-465 (PA 100-465). This created a new funding formula for school districts throughout the state, including CPS. The new Evidence-Based Funding formula (EBF or EBF Formula) replaces the prior General State Aid (GSA) formula. As a result of PA 100-465 and the EBF Formula, most of the outstanding CPS bonds that were previously repaid from GSA revenues will now be paid by EBF revenues going forward.

The EBF formula provides more funding stability for the Board's fixed costs, including capital, but it is also a major revenue source for core academic priorities. Therefore, CPS can more effectively balance day-to-day classroom needs with the need for quality education facilities.

To continue to improve school facilities and lessen the impact of future debt service repaid from the district's operating budget, CPS will use the statutorily-authorized annual Capital Improvement Tax (CIT) levy that the Board approved in FY2016 to aid in funding its ongoing Capital Improvement Program. In FY2017, the Board issued its first series of Capital Improvement Tax bonds (CIT bonds). As of June 30, 2020, a total of three series of CIT bonds have been issued. The CIT bonds are further described below.

### Types of Obligations

The Board is authorized by state law to issue notes and bonds and to enter into lease agreements for capital improvement projects.

As with most school districts, CPS issues bonds backed by the full faith and credit of the Board, otherwise known as General Obligation (GO) bonds. These GO bonds are paid for from all legally available revenues of the Board.

CPS also issues a special type of GO bond called an "alternate revenue" GO bond. These bonds are backed by two revenue sources and offer a number of other bondholder protections.

The first revenue source that is supporting CPS bonds is one of the following: EBF, Personal Property Replacement Taxes (PPRT), revenues derived from intergovernmental agreements with the City of

Chicago, property taxes, and federal interest subsidies. The majority of CPS bonds are backed by EBF. In FY2021, approximately \$446 million in EBF revenues will be required for debt service, compared to \$382 million in FY2020 and \$283 million in FY2019. In addition to debt service funded by EBF, \$39 million of debt service will be paid from PPRT in FY2021. Debt service paid from PPRT revenues also reduces PPRT revenues available for operating purposes. Additionally, \$142 million in debt service will be paid by revenue resulting from Intergovernmental Agreements with the City of Chicago.

The second revenue source for all CPS alternate revenue GO bonds is a property tax levy which is available to support debt service should the first pledge of revenue not be available. On an annual basis, when the first source of revenue is available to pay debt service, the property tax levy will be abated and not extended, as it has been every year.

The Board is authorized to issue alternate revenue bonds after adopting a resolution and satisfying public notice publication and petition period requirements in lieu of a voter referendum, which is typical in other school districts. The bonds are also supported by the GO pledge of the Board to use all legally available revenues to pay debt service.

The Public Building Commission (PBC) of the City of Chicago, is a local government entity which manages construction of certain school and other public building projects. In the past, the PBC has sold bonds which rely on CPS property tax levies. No PBC bonds have been issued since 1999, and no additional issues are under consideration. In FY2020, CPS made its last PBC bond payment from property tax revenues received in FY2019. Accordingly, the FY2021 budget, and those going forward, will contain no appropriations for principal and interest on PBC bonds.

CPS has benefited from issuing bonds with federal interest subsidies, resulting in a very low cost of borrowing. These include Qualified Zone Academy Bonds (QZABs), which provide capital funding for schools in high poverty areas; Qualified School Construction Bonds (QSCBs); and Build America Bonds (BABs)—the latter two created by the American Recovery and Reinvestment Act of 2009 (ARRA). With the expiration of ARRA, new QSCBs and BABs are no longer available, although the federal government continues to pay the interest subsidy to CPS. The FY2021 budget includes \$25 million of federal subsidies for debt service.

In FY2016, CPS began levying a Capital Improvement Tax (CIT) levy to fund capital projects. After the CIT was authorized by the City Council, it generated \$45 million in its initial year. In FY2017, CPS sold the first series of dedicated revenue CIT bonds to fund capital projects, with additional issues sold in subsequent years. As of June 30, 2020, CPS has sold three series of CIT bonds, and the total amount of CIT bonds outstanding is \$880 million.

The FY2021 budget includes a CIT levy and appropriations of approximately \$51 million to pay debt service on CIT bonds. The CIT bonds are not alternate revenue GO bonds. They are limited obligations of the Board payable solely from the CIT levy. As a result of the structure, the CIT bonds carry a bond rating of “A-,” allowing CPS to achieve a lower borrowing cost.

### **Debt Management Tools and Portfolio**

As part of the Debt Management Policy, CPS is authorized to use a number of tools to manage its debt portfolio including refunding existing debt, issuing fixed or variable-rate bonds, and issuing short-term or long-term debt. These tools are used to manage various types of risks, generate cost savings, address interim cash flow needs, and assist capital asset planning.

Typically, CPS issues long-term fixed-rate bonds, which pay a set interest rate according to a schedule established at the time of debt issuance. However, CPS has also periodically issued long-term bonds with a variable rate structure whereby the interest rates in a short-term mode are established pursuant to a margin over an index for a predetermined amount of time. In September 2019, CPS refunded its last outstanding variable-rate series with fixed rate bonds. As of June 30, 2020, all CPS outstanding debt is fixed rate.

### **Credit Ratings**

Credit rating agencies are independent entities, and their purpose is to give investors or bondholders an indication of the creditworthiness of a government entity. A high credit score can lower the cost of debt issuance, much the same way a strong personal credit score can reduce the interest costs of loans and credit cards. Ratings consist of a letter “grade,” such as A, BBB, BB, or B, and a credit “outlook,” or expectation of the direction of the letter grade. Thus, a “negative outlook” anticipates a downgrade to a lower letter grade, a “stable outlook” means the rating is expected to remain the same, and a “positive outlook” may signal an upgrade to a higher, better rating.

In FY2018, State of Illinois education funding reform was approved by the State Legislature. Because education funding reform provided an entirely new EBF Formula, an increase in the required State contribution to CPS teachers’ pensions, and the ability for CPS to collect a pension property tax levy, CPS is on much stronger financial footing.

CPS meets frequently with the credit rating agencies about its budget, audited financial results, debt plan, and management initiatives to ensure the agencies have the most updated information possible. The rating agencies take several factors into account in determining any rating, including management, debt profile, financial results, liquidity, and economic and demographic factors. In FY2020, CPS received general obligation credit rating upgrades from Fitch Ratings (BB Stable), Moody’s (B1 Stable), and Standard and Poor’s (BB- Stable). Kroll Bond Rating Agency currently rates CPS general obligation bond series issued since 2016 BBB Stable, and all older CPS general obligation bonds BBB- Stable.

In addition to the CPS general obligation bond rating, the CIT bonds—which were first issued in FY2017 as a new and separate credit structure from the existing CPS general obligation credit—contain a separate and distinct credit rating. The CIT credit structure received an investment grade rating from two rating agencies at inception in FY2017. Currently, Fitch Ratings rates the CIT credit A- Stable and Kroll Bond Rating Agency rates the CIT credit BBB Stable.

### **FY2021 Liquidity and Short-term Borrowing**

CPS issues Tax Anticipation Notes (TANs) to cover operating cash flow needs. The notes are repaid from property taxes. CPS reduced its maximum outstanding short-term borrowing to \$830 million in FY2020 from \$844 million in FY2019. CPS will continue to issue TANs in FY2021 to cover operating cash flow needs.

### **FY2021 Debt Service Costs**

As shown in the table below, FY2021 includes total appropriations of approximately \$711 million for alternate bonds, CIT bonds, and PBC payments.

CPS is required to set aside debt service one year in advance for EBF-funded debt and 1.5 years in advance for PPRT and CIT bond-funded debt service. The FY2021 revenues shown for the debt service funds will be set aside for these future debt payments, which are required by bond indentures to be held in trust with an independent trustee. PPRT, used to pay alternate revenue bonds, is deposited directly from the State to a trustee; and the CIT levy, used to pay CIT bonds, is deposited directly from Cook County to a trustee. Because of this set-aside requirement, the majority of the appropriations for FY2021 will be paid from revenues set aside in FY2020. Table 1 provides information on the debt service fund balance at the beginning of the year, the expenditures that are made from the debt service fund, and the revenues that largely fund the debt service requirements for the following fiscal year.

**Table 1: FY2019-2021 Summary of Debt Service Funds  
(\$ In Millions)**

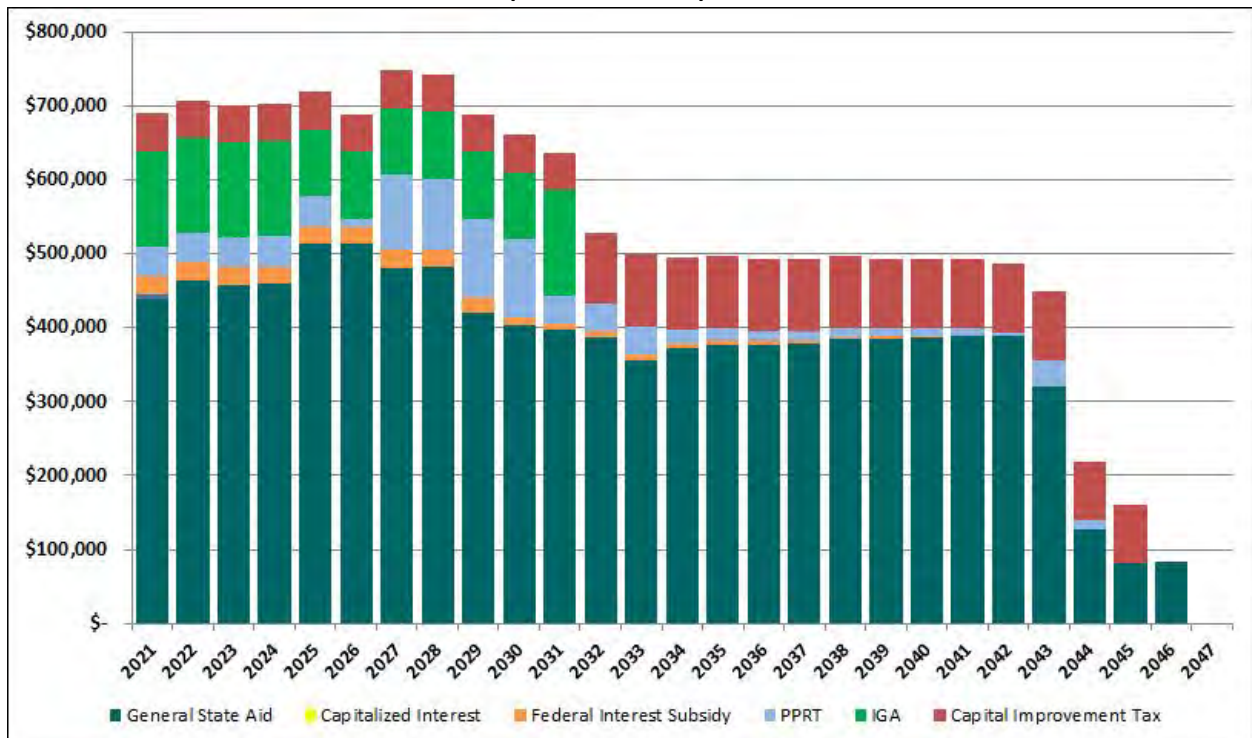
	FY2019	FY2020	FY2021
	Actual	Estimated	Budget
<b>Beginning Fund Balance</b>	<b>785.5</b>	<b>774.0</b>	<b>758.0</b>
<b>Revenues:</b>			
<b>Property Taxes</b>	<b>30.3</b>	<b>0.0</b>	<b>0.0</b>
<b>PPRT</b>	<b>34.9</b>	<b>64.3</b>	<b>39.4</b>
<b>EBF</b>	<b>282.7</b>	<b>381.9</b>	<b>445.6</b>
<b>Federal Interest Subsidy</b>	<b>24.9</b>	<b>24.8</b>	<b>24.8</b>
<b>Other Local (City IGA and Net of Interest Earnings)</b>	<b>140.2</b>	<b>152.35</b>	<b>152.3</b>
<b>CIT</b>	<b>46.7</b>	<b>51.1</b>	<b>51.1</b>
<b>Total Revenue</b>	<b>559.7</b>	<b>674.4</b>	<b>713.2</b>
<b>Expenses:</b>			
<b>Existing Bond Principal payment</b>	<b>112.7</b>	<b>186.0</b>	<b>190.6</b>
<b>Existing Bond Interest payment</b>	<b>514.2</b>	<b>499.6</b>	<b>519.5</b>
<b>Fees</b>	<b>2.7</b>	<b>1.86</b>	<b>0.5</b>
<b>Total Existing Bond Debt Service</b>	<b>629.6</b>	<b>687.4</b>	<b>710.5</b>
<b>Other Financing Sources</b>			
<b>Net Amounts from Debt Issuances</b>	<b>58.7</b>	<b>(2.5)</b>	<b>0</b>
<b>Transfers in /(out)</b>	<b>(0.3)</b>	<b>(0.5)</b>	<b>(0.5)</b>

<b>Total other Financing Sources /(Uses)</b>	<b>58.4</b>	<b>(3.0)</b>	<b>(0.5)</b>
<b>Ending Fund Balance</b>	<b>774.0</b>	<b>758.0</b>	<b>760.1</b>

**Future Debt Service Profile**

The following graph illustrates CPS’ debt obligations on outstanding bonds as of June 30, 2020. This graph does not show the impact of any future bonds required to support future capital budgets or debt restructuring.

**Chart 1: CPS Debt Service Funding Schedule  
(as of June 30, 2020)  
(\$ in Thousands)**



Note: Does not include future long-term bond financings or current and future short-term financings

**Measuring Debt Burden**

External stakeholders, such as taxpayers, employees, parents, government watchdog groups, rating agencies, and bondholders, frequently review CPS’ debt profile to gauge its size and structure as a crucial component of CPS’ financial position. In addition to evaluating the total amount of debt outstanding and the annual debt service payments, external stakeholders also look at the “debt burden” to gauge how much taxpayers bear in debt costs and determine how much debt is affordable for residents, which establishes true debt capacity. Several methods of measuring debt burden are commonly employed for school districts, including comparing existing debt to legal debt limits, measuring debt per capita, and measuring debt as a percentage of operating expenditures.

**Legal Debt Limit**

The Illinois School Code imposes a statutory limit of 13.8 percent on the ratio of the total outstanding property tax-supported debt a school district may borrow compared with a school district’s equalized

assessed value, which generally represents a fraction of total property value in the district. Because the Board has issued alternate revenue bonds for which property tax levies are not extended, these bonds do not count against the legal debt limit imposed by the Illinois School Code. Therefore, total property tax supported debt is extremely low, at less than one percent of the legal debt limit.

### Debt Per Capita

The Board's per capita debt burden, or total debt divided by the City of Chicago's population, has increased in the last decade. As reported in the FY2019 Comprehensive Annual Financial Report, General Obligation debt per capita is \$2,691. This is still considered moderate to slightly above average relative to other comparable school districts. The [Debt Management Policy](#) is available at the Board's website at [policy.cps.edu](http://policy.cps.edu).

**Table 2: Outstanding Long-Term Debt  
(in \$ as of June 30, 2020)**

Description	Closing Date	Maturity Date	Principal Outstanding	Pledged Funding Source for Debt Service
ULT GO Series 1998B-1*	10/28/98	12/01/31	210,846,004	IGA / PPRT
ULT GO Series 1999A*	02/25/99	12/01/31	299,053,453	IGA / PPRT
ULT GO Series 2005A	06/27/05	12/01/32	143,665,000	PPRT / EBF
QZAB Series 2006A	06/07/06	06/01/21	6,852,800	EBF
ULT GO Series 2006B	09/27/06	12/01/36	22,005,000	EBF
ULT GO Series 2009D	07/29/09	12/01/22	9,650,000	EBF
ULT GO BAB Series 2009E	09/24/09	12/01/39	497,545,000	EBF / Federal Subsidy
ULT GO QSCB Series 2009G	12/17/09	12/15/25	254,240,000	EBF
ULT GO QSCB Series 2010C	11/02/10	11/01/29	257,125,000	EBF / Federal Subsidy
ULT GO BAB Series 2010D	11/02/10	12/01/40	125,000,000	EBF / Federal Subsidy
ULT GO Series 2010F	11/02/10	12/01/31	119,495,000	EBF
ULT GO Series 2011A	11/01/11	12/01/41	402,410,000	EBF
ULT GO Series 2012A	08/21/12	12/01/42	468,915,000	EBF
ULT GO Series 2012B	12/21/12	12/01/35	109,825,000	EBF
ULT GO Series 2015CE	04/29/15	12/01/39	280,000,000	EBF
ULT GO Series 2015E	04/29/15	12/01/32	20,000,000	EBF

ULT GO Series 2016A	02/08/16	12/01/44	725,000,000	EBF
ULT GO Series 2016B	07/29/16	12/01/46	150,000,000	EBF
CIT Series 2016	01/04/17	04/01/46	729,580,000	CIT
ULT GO Series 2017A	06/13/17	12/01/46	285,000,000	EBF
ULT GO Series 2017B	06/13/17	12/01/42	215,000,000	EBF
CIT Series 2017	11/30/17	04/01/46	64,900,000	CIT
ULT GO Series 2017C	11/30/17	12/01/34	328,875,000	EBF
ULT GO Series 2017D	11/30/17	12/01/31	74,035,000	EBF
ULT GO Series 2017E	11/30/17	12/01/21	22,180,000	PPRT
ULT GO Series 2017F	11/30/17	12/01/24	147,450,000	IGA
ULT GO Series 2017G	11/30/17	12/01/44	126,500,000	PPRT / EBF
ULT GO Series 2017H	11/30/17	12/01/46	280,000,000	PPRT / EBF / IGA
ULT GO Series 2018A	06/01/18	12/01/35	552,030,000	EBF
ULT GO Series 2018B	06/01/18	12/01/22	10,220,000	EBF
ULT GO Series 2018C	12/13/18	12/01/32	442,580,000	EBF
ULT GO Series 2018D	12/13/18	12/01/46	313,280,000	PPRT / EBF
CIT Series 2018	12/13/18	12/01/46	86,000,000	CIT
ULT GO Series 2019A	09/12/19	12/01/30	225,283,872	IGA
ULT GO Series 2019B	09/12/19	12/01/33	123,795,000	EBF
<b>Total Principal Outstanding</b>			<b>\$8,128,336,129</b>	



**Table 3: Outstanding Short-Term Debt  
(in \$ as of June 30, 2020)**

Description	Maturity Date	Principal Outstanding	Pledged Funding Source for Debt Service
Tax Anticipation Notes, Series 2019B	12/31/20*	500,000,000	Ed Fund Property Tax
<b>Total Principal Outstanding</b>		<b>\$500,000,000</b>	

Note: The maturity date of the 2019B TANs is the earlier of (A) December 31, 2020 or (B) the 60th day following the Tax Penalty Date.

**Table 4: Schedule of General Obligation Debt Service  
Budgeted Requirements to Maturity\*  
(as of June 30, 2020)  
(\$ in Thousands)**

Fiscal Year ending June 30	Total Existing General Obligation Bond Principal	Total Existing General Obligation Bond Interest	Total Existing G.O. Bond Debt Service	Total Existing G.O. PBC Leases	TOTAL
2021	222,381	430,703	653,084		653,084
2022	252,078	425,051	677,129		677,129
2023	258,017	413,722	671,739		671,739
2024	297,182	412,111	709,293		709,293
2025	323,024	402,984	726,008		726,008
2026	313,246	383,463	696,709		696,709
2027	317,653	439,372	757,025		757,025
2028	285,949	404,260	690,209		690,209
2029	298,038	402,468	700,506		700,506

2030	237,076	386,695	623,771		623,771
2031	263,066	337,290	600,356		600,356
2032	195,050	221,461	416,511		416,511
2033	205,115	210,912	416,027		416,027
2034	195,005	202,310	397,315		397,315
2035	211,140	189,139	400,279		400,279
2036	223,290	171,429	394,719		394,719
2037	232,370	164,694	397,064		397,064
2038	246,265	152,069	398,334		398,334
2039	260,930	137,705	398,635		398,635
2040	276,830	122,632	399,462		399,462
2041	293,675	105,794	399,469		399,469
2042	314,039	79,793	393,832		393,832
2043	280,628	75,763	356,391		356,391
2044	285,752	49,579	335,331		335,331
2045	302,876	35,295	338,171		338,171
2046	301,880	17,941	319,821		319,821
<b>TOTAL</b>	<b>\$ 6,892,555</b>	<b>\$ 6,374,635</b>	<b>\$13,267,190</b>	<b>\$0</b>	<b>\$13,267,190</b>

Note: Table is based on budgeted debt service requirements to be deposited within each fiscal year. Excludes issues completed after June 30, 2020 and any future anticipated transactions which were included in the FY2021 budget.

**Table 5: Schedule of Capital Improvement Tax Debt Service  
Budgeted Requirements to Maturity\*  
(as of June 30, 2020)  
(\$ in Thousands)**

Fiscal Year ending June 30	Total Existing CIT Bond Principal	Total Existing CIT Bond Interest	TOTAL
2021		51,084	51,084
2022		51,084	51,084
2023		51,084	51,084
2024		51,084	51,084
2025		51,084	51,084
2026		51,084	51,084
2027		51,084	51,084
2028		51,084	51,084
2029		51,084	51,084
2030		51,084	51,084
2031		51,084	51,084
2032		51,084	51,084
2033	42,615	54,201	96,816
2034	45,000	51,964	96,964
2035	47,535	49,602	97,137
2036	50,205	47,106	97,311
2037	53,170	44,322	97,492

2038	56,260	41,414	97,674
2039	59,540	38,339	97,879
2040	63,010	30,417	93,427
2041	66,685	26,731	93,416
2042	70,565	22,829	93,394
2043	74,680	18,700	93,830
2044	79,040	14,328	93,368
2045	83,645	9,702	93,347
2046	88,530	4,804	93,334
<b>TOTAL</b>	<b>\$880,480</b>	<b>\$1,067,467</b>	<b>\$1,948,397</b>

Note: Excludes issues completed after June 30, 2020 and any future anticipated transactions which were included in the FY2021 budget.

## Cash Management

Chicago Public Schools (CPS) does not receive revenues when it pays expenses. As a result, CPS' cash flow goes through peaks and valleys throughout the year, depending on when revenues and expenditures are received and paid. Further, revenues are generally received later in the fiscal year while expenditures, mostly payroll, are level across the fiscal year—with the exception of debt service and pensions. The timing of these two large payments (debt service and pensions) occurs just before major revenue receipts. These trends in revenues and expenditures put cash flow pressure on the district.

Over the past three years, Chicago Public Schools (CPS) has reduced its short-term borrowing by approximately \$700 million. Despite the unprecedented circumstances related to COVID-19 in the last quarter of FY2020, the district continued to make progress on improving its cash flow by relying less on short-term borrowing and saving approximately \$2 million in short-term interest costs. While CPS continued to use short-term borrowing to support liquidity and operations, the district reduced its short-term borrowing in FY2020 by \$14 million, declining to \$830 million from \$844 million in FY2019. CPS spent approximately four months of the year without short-term borrowing.

In FY2020, approximately \$3.8 billion, or 67 percent of CPS' current year revenues excluding non-cash items, were received after February, more than halfway into the fiscal year. The annual debt service payment is made in mid-February, just prior to the receipt of approximately \$1.4 billion of the first installment of property tax revenues. The annual Chicago Teachers' Pension Fund (CTPF) pension payment is made in late June, just before CPS receives approximately \$1.3 billion of the second installment of property taxes (which are due August 3, 2020).

Historically, approximately 49 percent of the Chicago Board of Education's budgeted expenditures are for payroll and associated taxes, withholding, and employee contributions. In addition, the Board's recurring expenses for educational materials, charter school payments, health care, transportation, facilities, and commodities total approximately 41 percent of the Board's budgeted expenditures. The timing of these payments is relatively predictable and spread throughout the fiscal year. Approximately 10 percent of budgeted revenues which flow through the operating account are comprised of debt service, annual pension payments, and interest on short-term debt.

Most organizations set aside reserves in order to weather these peaks and valleys in cash flow. Board policy requires that the Board maintain an operating reserve of at least five percent of the total operating and debt service budget, and the Government Finance Officers Association (GFOA) recommends reserve levels between five and 15 percent of spending. The Board is in the process of updating its fund balance policy to better align itself with the GFOA recommendations. As of June 30, 2020, the district projected that the general fund balance totaled \$524 million and that CPS has approximately \$266 million of cash, with \$500 million in short-term borrowing outstanding.

## Revenues

CPS has three main sources of operating revenues: local revenues, state revenues, and federal revenues.

- **Local Revenues:** Local revenues are largely made up of property taxes. CPS receives \$3.27 billion of property taxes every year, of which \$2.7 billion is issued to the Board's operating fund, \$490 million is distributed to the CTPF through the pension levy, and \$61 million is allocated to capital projects through the Capital Improvement Tax levy. The Board receives property tax revenues in two installments, 96 percent of which are received from February onwards, over halfway through the fiscal year. The first installment of approximately \$1.4 billion is due March 1 and is received into the main operating account in late February or March. The second installment of approximately \$1.3 billion is typically received in July or August, depending on the deadline. Property tax receipts have grown from \$2,352 million in FY2012 to a projected \$3,265 million in FY2021, a compounded growth rate of 3.7 percent.
- **State Revenues:** State revenues are largely comprised of Evidence-Based Funding (EBF) and state grants. EBF is received regularly from August through June in bi-monthly installments. In FY2020, EBF totaled approximately 84 percent of the state revenues received by CPS, up from 57 percent in FY2017 before EBF was created. This increase improves cash flow due to the consistency of the payments. Block grant payments are distributed sporadically, and approximately \$50 million of block grants were vouchered but not disbursed to CPS as of June 30, 2020.
- **Federal Revenues:** The state administers categorical grants on behalf of the federal government once grants are approved. In three of the last four fiscal years, federal revenues were not received until about halfway into the fiscal year. In FY2020, only approximately \$39 million of the \$733 million of federal revenues were received before January 2020. In spring of 2020, CPS was awarded \$206 million of CARES Act federal funds related to COVID-19. As of June 30, 2020, no CARES Act funds have been received, and the Board anticipates receipt of these monies during FY2021.
- **Working Capital Short-Term Borrowing:** The district has the ability to issue short-term borrowing in order to address liquidity issues. Short-term borrowing allows the Board to borrow money to pay for expenditures when cash isn't available, and then repay the borrowing when revenues become available. State statute provides CPS with the ability to issue this type of cash flow borrowing through a Tax Anticipation Note (TAN). In FY2020, CPS issued a maximum of \$830 million in TANs to support liquidity, a decrease of \$14 million from FY2019 which saved \$2 million in interest expenses. These TANs are repaid from the district's operating property tax levy. In response to COVID-19, Cook County waived all late penalties and fees against late property tax payments until October 1, causing uncertainty around the timing of the second installment of property taxes. To support liquidity in FY2021, CPS is prepared to issue TANs against the second installment property taxes as the need arises. This will allow the Board to maintain liquidity despite the uncertainty of the timing of the property tax revenues between July through October. Short-term borrowing requires that CPS pays interest on these bonds. In FY2021, the Board budgeted approximately \$19 million in interest costs for the TANs.

## Expenditures

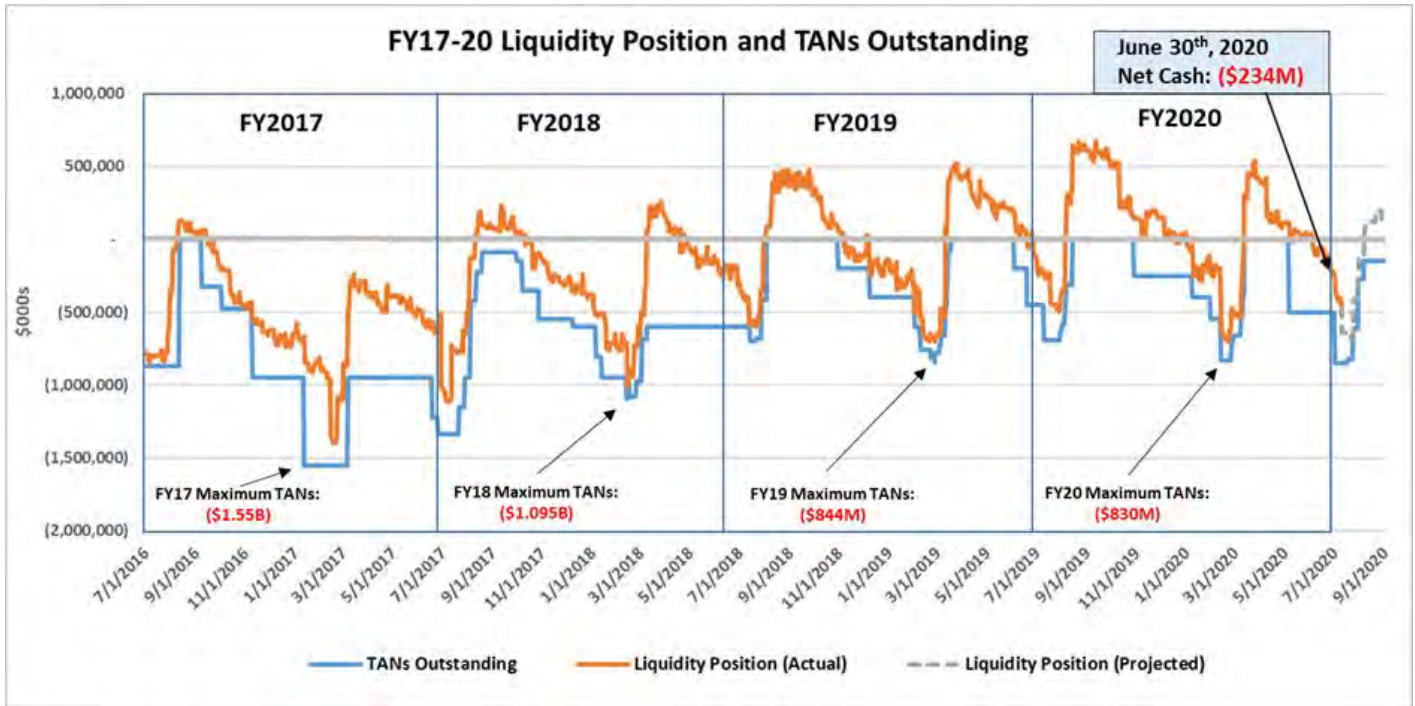
CPS expenditures are largely predictable, and the timing of these expenditures can be broken down into three categories: payroll and vendor, debt service, and pensions.

- **Payroll and Vendor:** Approximately \$3.8 billion of CPS' expenditures are payroll and associated taxes, withholding, and employee contributions. These payments occur every other week, and most of the expenditures are paid from September through July. Approximately \$1.8 billion of CPS vendor expenses are also relatively stable across the year.
- **Debt:** Debt service is deposited into debt service funds managed by independent bond trustees. These debt service deposits are backed by Evidence-Based Funding and are deposited once a year. In FY2020, the debt service deposit from EBF was approximately \$392 million in mid-February. The timing of this debt service deposit comes just before CPS received approximately \$1.4 billion in property tax revenues. The remainder of the bonds are paid by personal property replacement taxes and/or property taxes that are deposited directly with the trustee, meaning they do not pass through the district's operating fund from a cash perspective. The timing and amount of these payments are dictated by the bond documents. Once the trustees have verified that the debt service deposit is sufficient, they provide a certificate to the Board which allows the Board to abate the backup property tax levy that supports the bonds.
- **Pensions:** In FY2020, approximately \$80 million of the pension payment was made on June 26, 2020, while approximately \$13.9 million of the pension payment was made previously during FY2020. The timing of the bulk of the pension payment comes just before CPS receives approximately \$1.3 billion in property tax revenues. In FY2020, a dedicated pension levy will directly intercept \$490 million in revenue to the CTPF—these revenues do not pass through the district's operating funds from a cash perspective. The dedicated pension levy plus the state funding for pensions means that 84 percent of CPS' pension obligation is currently funded by structural funding sources. The Board will contribute \$60 million in August 2020 to the Municipal Employees' Annuity and Benefit Fund (MEABF) due to the City no longer picking up the full employer pension costs for CPS.

## Forecasted Liquidity

The chart below provides CPS' liquidity profile from FY2017 to FY2020. As shown in the chart below, the district spent approximately five months in a net positive cash flow position in FY2020. As noted earlier, the total short-term borrowing was lowered by \$14 million in FY2020—from \$844 million of maximum borrowing in FY2019 to \$830 million in FY2020.

Chart 1: FY2017–FY2020 Operating Liquidity Position





## Fund Balance Statement

Maintaining a baseline level of fund balance, otherwise known as a financial reserve, enhances financial stability for any individual or organization. Just as people keep emergency funds in their checking accounts, Chicago Public Schools (CPS) seeks to maintain a baseline amount of funds within its operating account to ensure smooth day-to-day operations. Additionally, financial reserves provide a cushion for year-to-year fluctuations in financial performance.

In FY2020, CPS projects an additional \$52 million in the district fund balance due to end-of-year revenues exceeding expenditures by \$41 million and \$11 million of transfers into the operating fund. The district's projected financial performance is driven by lower-than-budgeted-expenses from school closures due to COVID-19 in spring 2020 and the additional federal Coronavirus Aid, Relief, and Economic Security (CARES) Act revenues that offset expenses related to COVID-19.

CPS adopted its Fund Balance and Budget Management policy<sup>1</sup> in August 2008. The goals of this policy are to maintain adequate fund balances in various funds to provide sufficient cash flow for daily financial needs, offset significant economic downturns or revenue shortfalls, provide funds for unforeseen emergency expenditures, and secure and maintain strong credit ratings. The definition of fund balances in this context is assets plus deferred outflows in excess of liabilities plus deferred inflows that can be spent in times of need.

### Use of Fund Balance

The Chicago Board of Education's fund balance consists of both restricted and unrestricted amounts. The appropriated portion of fund balance comprises the unspent restricted prior year fund balance. Due to the nature of these funds—which include federal nutrition funding, state funding for early childhood, and school-generated revenue—they can only be spent on the intended use and not for general expenses. As a result, even with a balanced budget, the district will still appropriate a general operating fund balance. In FY2021, \$22 million of the \$6.9 billion operating budget is funded by restricted fund balance.

Debt service funds and capital funds are recorded separately and used for their own restricted purposes. These funds are described more fully in the capital and debt chapters.

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<sup>1</sup> Board Report 08-0827-PO8

**Table 1: Estimated Beginning and End-of-Year Fund Balance in the Operating Funds (in millions)**

	FY2020 Budget	FY2020 Estimated Year-End	FY2021 Proposed Budget
<b>Fund Balance, beginning of period</b>	<b>\$471.8</b>	<b>\$471.8</b>	<b>\$523.6</b>
<b>Total Revenue</b>	6,263.3	6,223.4	6,894.0
<b>Total Expenditures</b>	(6,319.3)	(6,182.3)	(6,916.0)
<b>Operating Surplus/(Deficit)</b>	(56.0)	41.1	(22.0)
<b>Transfers In</b>	-	10.7	-
<b>Net Change in Fund Balance</b>	(56.0)	51.8	(22.0)
<b>Fund Balance, end of period</b>	<b>415.8</b>	<b>523.6</b>	<b>501.6</b>

**Fund Balance Targets**

The fund balance targets established in the Fund Balance policy address the General Fund, Workers' Compensation/Tort Fund, Debt Service Funds, and Capital Projects Funds. For the General Fund, the fund balance target is set between five and 10 percent of the total operating and debt service budgets. For the Workers' Compensation/Tort Fund, the fund balance target is between one and two percent of the operating budget. For the Debt Service Funds, the amount should be sufficient to cover potential risks, as determined by the Treasury Department. All Capital Projects Funds are re-appropriated for capital projects.

Given these targets and the fund balance estimates above, Table 2 below summarizes the fund balance targets.

**Table 2: Fund Balance Targets (in millions)**

Fund Type	FY2020 Fund Balance Target
<b>General Fund</b>	\$329.5 (5%)
<b>Workers' Comp/Tort Fund</b>	\$59.8 (1%)
<b>Debt Service Stabilization Fund</b>	Enough to cover risks

CPS projects that it will meet its fund balance target again in FY2021, as it did in FY2020 for the first time in five years. The Workers' Compensation/Tort Fund will meet fund balance targets at the end of FY2020, and the district believes that its improved financial outlook will allow it to meet all of its fund balance targets in the foreseeable future.

As the district has replaced its variable rate debt with fixed rate debt, and after fully exiting from swaps, there is a minimal need for the Debt Service Stabilization Fund.

The Board is in the process of updating its fund balance policy to better align itself with the Government Finance Officers Association (GFOA) recommendations.

## Fund Descriptions

A fund is an accounting entity with self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses as appropriate. Funds are the control structures that ensure that public dollars are spent only for authorized purposes and within the appropriated amounts. The Chicago Board of Education adopts legal budgets for all governmental fund types. Governmental funds account for the acquisition, use, and balancing of the government’s expendable financial resources and the related current liabilities. Chicago Public Schools (CPS) uses governmental funds that have been historically divided into four types: General Fund, Special Revenue Funds, Capital Projects Funds, and Debt Service Funds.

To control the budget and to comply with generally accepted accounting principles, accounts are organized into governmental funds, each of which is considered a separate accounting entity. Expenditures within each fund are further delineated by unit, grant, program, and account to more fully reflect the planned activities of the fund. The level of budgetary control, which is where management can compare the budget to actual performance in order to demonstrate budgetary compliance, is established for each individual fund, unit, grant, program, and account.

**CPS Fund Structure**

Fund Type	Fund Name	Fund Number
Operating Fund	<b>General Fund</b>	
	Education Fund Building Operations and Maintenance Fund	114, 115, 117, 124 230
Operating Fund	<b>Special Revenue Funds</b>	
	Tort Fund	210
	IDEA Fund	220
	Lunchroom	312 - 314
	Other Grant Funds	324 - 370
Capital Projects Funds	<b>Capital Projects Funds</b>	401 - 499
Debt Service Funds	<b>Debt Service Funds</b>	514 - 699

### General Fund

The General Fund is the Board’s primary operating fund. It was created in response to the provision of P.A.89-15, which consolidated all of the rate-limited tax levies into the Board’s general education tax levy. The General Fund consists of the Education Fund and the Operations and Maintenance Fund.

- **Education Fund (Funds 114, 115, 117, 124)** is used to account for the revenues and expenditures of the educational and service programs that are not accounted for in any other funds. It includes the cost of instructional, administrative, and professional services; supplies and equipment; library books and materials; maintenance of instructional and administrative equipment; and other costs pertaining to the educational programs. The Education Fund contains the Special Education Fund (114), Regular Education Fund (115), Tuition-based Preschool Fund (117), and School Special Income Fund (124).

- **Special Education Fund (114)** represents centralized service delivery activities and administrative outreach provided for students with disabilities. This fund is supported by local property taxes, state special education reimbursements, and Medicaid reimbursements.
- **Regular Education Fund (115)** represents all instructional and service activities not accounted for in any other funds.
- **Tuition-based Preschool Fund (117)** keeps track of fees received and payments made for the paid preschool program for children whose parents are in need of a full-day education and child-care program for their three- and four-year-old children, or families who are not income-eligible for state- or federally-subsidized programs.
- **School Special Income Fund (124)** accounts for private foundation grants and donations that schools and departments secure independently, as well as revenues that schools generate for school-specific functions.
- **Building Operations and Maintenance Fund (Fund 230)** supports the repair and maintenance of CPS buildings. The fund is used to account for minor building and property expenses, including the cost of improving, repairing, replacing, and maintaining property and building fixtures. The fund also pays for ongoing maintenance costs, such as utility costs, custodial supplies and equipment, and the salaries and benefits of engineers and custodial employees.

### Special Revenue Funds

Generally Accepted Accounting Principles (GAAP) provide special revenue funds to account for and report the proceeds of specific revenue sources that are restricted or committed to specified expenditures other than debt service or capital projects. The use of a special revenue fund type is permitted rather than mandated for financial reporting purposes. For these purposes, CPS includes the special revenue funds within the General Operating Fund.

The Special Revenue Funds include the Workers' Compensation/Tort Fund, School Lunch Funds, and Federal and State Grant Funds.

- **Workers' Compensation/Tort Fund (Fund 210)** is established pursuant to the Tort Immunity Act (745 ILCS 10/1-101 et seq.) and the Illinois School Code (105 ILCS 5/34-1 et seq.). Property taxes constitute the primary funding source, and Section 9-107 of the Tort Immunity Act authorizes local public entities to levy a property tax to fund expenses for tort judgment and settlement, liability, security, Workers' Compensation, unemployment insurance, and risk management. The dollars in this fund, including interest earned on the assets of this fund, should be used only for the purposes authorized under the Tort Immunity Act.
- **School Lunch Funds (Funds 312, 314)** account for school breakfast, lunch, after-school snacks, Head Start snacks, and after-school meals for all children who participate in the programs during the school year. The National School Breakfast and Lunch Programs (Fund 312) are voluntary programs available to all public schools, private schools, and residential child-care institutions that agree to operate a non-profit program offering lunches meeting federal requirements to all children in attendance. Since FY1998, CPS has also been providing after-school meals for children under the Childcare and Adult Food Program; this activity is accounted for in Fund 314.

The Childcare and Adult Food Program establishes a fixed reimbursement amount per meal for eligible students who participate in after-school programs.

- **Federal and State Grant Funds (Funds 220, 324–370)** account for dollars that have usage restrictions imposed by grantors such as federal and state governments. Each specific project is accounted for separately using a complete group of self-balancing accounts in order to meet the grantors' accounting and reporting requirements.

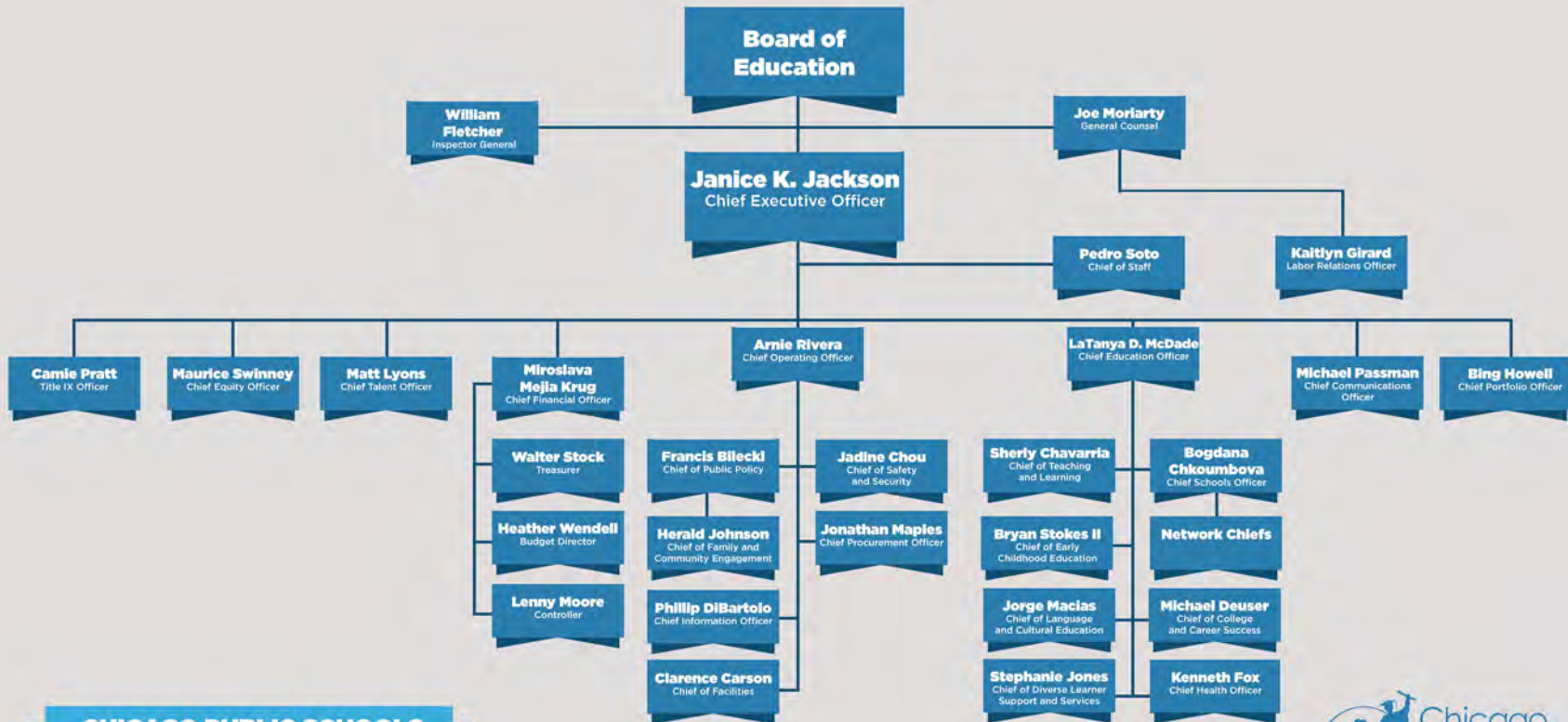
#### **Capital Projects Fund (Funds 401–499)**

The Capital Projects Funds account for financial resources used for major capital acquisition or construction activities. Financial resources result from bond issues, receipts from other long-term financing agreements, or construction or maintenance grants to be used for school capital projects and capital leases. Proceeds from a bond issuance are often recorded in a separate capital fund, consistent with GAAP. However, an aggregated capital projects fund group is sufficient for the purpose of external financial reporting.

#### **Debt Service Funds (Funds 514–699)**

The Board is authorized by state law to issue notes and bonds and to enter into leases for capital improvement projects and cash requirements. Debt service funds are established to account for revenues and appropriations that are used for the payment of principal, interest, lease payment, and other related costs. CPS frequently establishes a separate debt service fund for each bond issue, although they can be aggregated for reporting purposes.

- **PBC Lease Funds (Funds 514, 516, 518)** account for property tax revenues and lease payments to the Public Building Commission (PBC) for debt service on bonds that the PBC sold to fund capital projects for schools that the Board is leasing from the PBC. The Board has lease agreements with the PBC to pay principal, interest, and administrative fees for revenue bonds that the PBC issued to finance capital projects for schools that the Board leases from the PBC. These bonds rely solely on property tax levies.
- **Debt Service Stabilization Fund (Fund 602)** was established by the Board to provide for debt expenditures (e.g. debt service, variable rate payments, and fees) and other uses approved by the Board.
- **Alternate Revenue Bond Funds (Funds 606–699)** account for pledged revenues and payments of principal, interest, and related fees on any alternate bonds. The Local Government Debt Reform Act of the State of Illinois allows the Board to issue alternate revenue bonds based on dedicated revenue sources. The Board has been issuing alternate revenue bonds since 1996 to support construction and renovation of school buildings.



**CHICAGO PUBLIC SCHOOLS**

Organization Chart  
July 2020



## **Appendix A**

### **District and Community Demographics**

#### **INTRODUCTION**

Chicago has a rich history of economic growth and transformation. Our city set a global standard in the 19th century as an industrial giant as it developed a strong base of esteemed manufacturing firms, robust supply chains, and an efficient transport and logistics infrastructure. By the late 20th century, the focus of the city and the region had expanded to embrace a knowledge-based economy while developing a highly-skilled workforce. Today, the Chicago region has emerged as a major hub for national and global corporation headquarters and thriving finance, insurance, law, information technology, marketing/public relations, and logistics business communities.

The economy of Chicago and the region remains large and diverse, boasting a strong foundation of physical, human, technological, and institutional business assets. If the Chicago region were a country, it would be the 21st largest economy in the world. Our city and region are global in character, with a substantial and growing foreign-born population and non-stop flights to over 200 destinations around the world.

#### **CHICAGO POPULATION**

There are approximately 2.7 million people and 1 million households in Chicago, the third largest city in the United States.<sup>1</sup> An estimated 21 percent of the city's population is under 18 years old.

#### **CHICAGO PUBLIC SCHOOLS ENROLLMENT**

Chicago Public Schools (CPS) is the nation's third largest school district. In the 2019–20 school year, CPS enrollment was 355,156, a decline of 6,000 students from the prior school year. CPS has a higher proportion of students of color, low-income students, and English learners as compared to the city's population as a whole and to school districts in the rest of the state.

**Race and Ethnicity:** 46.6 percent of CPS students are Hispanic, 35.9 percent are African American, 10.8 percent are White, 4.2 percent are Asian, and 2.5 percent are multi-racial or other.

**English Learners:** English learners are students eligible for transitional bilingual education, and for whom English is not their native language. 66,946 CPS students were English learners during the 2019–20 school year, which is 18.8 percent of total district student enrollment.

**Income and Poverty:** CPS students are disproportionately low-income as compared to the rest of the state. Students defined as low-income are students aged 3 through 17 who come from families receiving public assistance, live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches.

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<sup>1</sup> As of the 2010 US Census.



**Table 1: CPS Enrollment 2009 - 2020**

	Fall 2010 (FY11)	Fall 2011 (FY12)	Fall 2012 (FY13)	Fall 2013 (FY14)	Fall 2014 (FY15)	Fall 2015 (FY16)	Fall 2016 (FY17)	Fall 2017 (FY18)	Fall 2018 (FY19)	Fall 2019 (FY20)
<b>School- based PK*</b>	23,705	24,232	24,507	23,671	22,873	22,555	20,673	19,441	17,668	17,492
<b>Elementary Schools (K-8)</b>	265,336	266,046	266,555	264,845	261,803	258,563	251,623	244,589	237,779	232,931
<b>High schools (9-12)</b>	113,640	113,873	112,399	112,029	112,007	111,167	109,053	107,352	105,867	104,733
<b>Total Enrollment</b>	<b>402,681</b>	<b>404,151</b>	<b>403,461</b>	<b>400,545</b>	<b>396,683</b>	<b>392,285</b>	<b>381,349</b>	<b>371,382</b>	<b>361,314</b>	<b>355,156</b>

## Appendix B School Funding Formulas

This appendix details the funding formulas used to allocate resources to schools. The appendix is organized in the following sections:

- District schools
  - Student-based budgeting (SBB)
  - Allocations of special education teachers and paraprofessionals
  - Allocations of supplemental bilingual teachers for English learners (ELs)
  - General education allocations to specialty and alternative schools
- Charter schools, contract schools, and Alternative Learning Opportunity Programs (ALOPs)
  - SBB
  - Non-SBB
  - Supplemental funding for schools in independent facilities
  - Special education
  - Allocations of supplemental bilingual teachers for English learners (ELs)
- Allocations of other discretionary funds to all schools

### **DISTRICT SCHOOLS**

#### **STUDENT-BASED BUDGETING (SBB)**

SBB is used to determine the resources a school receives for core instruction. SBB is a per-pupil funding allocation weighted based on grade level and diverse learner category.

For FY2021, the per-pupil allocation, or base rate, was increased to \$4,665.35 from the FY2020 rate of \$4,506.93. The base rate is allocated for students in grades 4–8. Students in grades K–3 receive a weight of 1.07, meaning their allocation is 7 percent higher than the base rate. This allocation reflects the district’s goal of lower class sizes in early grades. High school students receive a weight of 1.24, meaning their allocation is 24 percent higher than the base rate. This allocation provides high school teachers with two preparation periods and ensures high school students are able to meet all graduation requirements.

Diverse learners are required to receive instruction in the least restrictive environment (LRE), which means they should remain in a general education classroom whenever practicable. A diverse learner’s LRE category is based on how much time per school day the student is learning outside of the general education classroom:

**Table 1: LRE Categories for Diverse Learners**

LRE Category	Amount of the School Day Spent Outside of the General Education Classroom
LRE 1	Less than 20%
LRE 2	Between 20% and 60%

LRE 3	More than 60%
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Because elementary LRE 1 and LRE 2 students receive a significant portion of their core instruction in the general education classroom, they receive the same per-pupil SBB funding. These students also receive additional funding to compensate for time outside of the general education classroom. Students with LRE 3 status receive 40 percent of the per-pupil SBB rate because it is assumed they receive their instruction in core subject areas from diverse learner teachers and are in a general education classroom only for special periods such as art, music, or physical education.

High school LRE 1 students receive the same funding as general education students because they may be in the general education classroom for every period. Students with LRE 2 status receive 70 percent of the high school per-pupil SBB rate because they will likely receive instruction from diverse learner teachers for at least two periods in core subject areas. Students with LRE 3 status receive 40 percent of the high school per-pupil SBB rate because it is assumed they only take elective subjects in the general education setting. More information on additional funding for diverse learners is detailed later in this chapter.

**Table 2: FY2021 SBB Rates**

Enrollment Category	SBB Weighting	SBB Rates
K–3 Gen Ed / LRE 1 / LRE 2	1.07	\$4,991.92
4–8 Gen Ed / LRE 1 / LRE 2	1.00	\$4,665.35
9–12 Gen Ed / LRE 1	1.24	\$5,785.03
K–3 LRE 3	40% of 1.07	\$1,996.77
4–8 LRE 3	40% of 1.00	\$1,866.14
9–12 LRE 2	70% of 1.24	\$4,049.52
9–12 LRE 3	40% of 1.24	\$2,314.01

**Total Amount of SBB Allocation**

For FY2021, the SBB allocation is \$1.67 billion, which is a \$43 million increase from the FY2020 budget.

**Table 3: Distribution of SBB Allocation for FY2020 and FY2021 (in thousands)**

	FY2020	FY2021
Base SBB Rate Allocation	\$1,361,714	\$1,376,021

Teacher Salary Adjustment for District Schools	\$32,510	\$31,613
Multiple Building Adjustment for District Schools	\$1,325	\$1,950
Misc Adjustments	\$932	\$932
Equity Grant	\$30,694	\$44,466
Other Adjustments	\$2,292	\$3,772
Contingency	\$4,290	\$5,481
<b>Total SBB Dollar Distribution</b>	<b>\$1,433,757</b>	<b>\$1,464,235</b>
Cost of Foundation Positions for District Schools	\$188,522	\$201,025
<b>Total SBB Allocation</b>	<b>\$1,622,279</b>	<b>\$1,665,260</b>

### Enrollment Counts for SBB Adjustments

Initial funding for SY2020–21 is based on the 20th-day enrollment count in SY2019–20. This approach ensures schools will not see a budget reduction in the fall, even if enrollment declines. However, if a given schools’ enrollment in the fall exceeds 20th-day enrollment in SY2020–21, they will receive additional SBB funding. This model allows schools to plan confidently for the year ahead and provides school-based staff greater certainty about their positions.

The following rules apply to the counting of enrollment for funding purposes:

- Official enrollment counts are based on enrollment data collected by the district student information system on a specified enrollment count date.
- Students are not included in the enrollment count if they are not scheduled at the school or if they have not been in attendance for at least one full school day as of the enrollment count date.
- Schools are responsible for ensuring that enrollment, scheduling, and attendance information is up to date in CPS’ student information system by the enrollment count date.
- If a student is included in the enrollment count, but enrollment and attendance records are subsequently updated to show that the student was not enrolled in the school on the enrollment count date, the student shall be retroactively excluded from the enrollment count, and the school’s funding shall be adjusted accordingly.

### SBB Funds Distributed Outside of the Per-Pupil Rate

The SBB model includes four categories of funding that is distributed to district schools outside of the per-pupil rates.

#### *Foundation Positions*

Every district school is allocated three foundation positions—one principal, one counselor, and one clerk—in addition to the school’s per-pupil allocation. The total cost of foundation positions in

district-run schools in FY2021 is \$201 million.

#### *Teacher Salary Adjustment*

The teacher salary adjustment allocation is provided to mitigate the financial shortfall for schools with an average SBB teacher cost that exceeds the district-wide average cost. Both the district-wide and school-specific teacher salary averages are calculated, and the district schools that have a higher average staff salary than the overall district average receive a teacher salary adjustment to help pay their staff costs. The averages are adjusted based on estimated resignations and retirements that will take effect before SY2020–21. The exact adjustment amount is calculated by multiplying the difference between the school’s average and the district’s average by the number of staffed teachers at the school, then subtracting the estimated resignations and retirements. The teacher salary adjustment is recalculated every year to account for school and district staffing changes. Therefore, it is possible for a school to receive a teacher salary adjustment this year and not receive one next year. In FY2021, the calculated average SBB teacher cost is \$104,891, and the total cost for teacher salary adjustments in district-run schools is \$31 million.

#### *Equity Grants*

To ensure that students who attend schools with low or declining enrollment rates receive the benefits that their peers attending larger schools receive, CPS provided \$44 million in equity grant funding to 255 elementary (ES) and high schools (HS) that need additional support. Schools below a specific enrollment threshold (450 for ES and 600 for HS) and whose location is deemed “underutilized,” will receive an equity grant that equals \$800 for ES and \$1,200 for HS per student below the threshold. Neighborhood schools, regardless of utilization status, located in economically disenfranchised areas also receive an additional \$100,000 allocation.

#### *Multiple Building Adjustment*

For SY2020-21, there were 26 schools with a branch building that is a significant distance from the main school building that received a \$75,000 allocation. This allocation is provided to help cover the staffing costs of a clerk or other administrative support needed at the second building.

The total cost of the FY2021 multiple building adjustment in district-run schools is \$2 million.

### **ALLOCATIONS OF SPECIAL EDUCATION TEACHERS AND PARAPROFESSIONALS**

#### **Diverse Learner Allocation**

In FY2021, schools received an allocation of centrally-funded special education teachers and paraprofessionals to serve diverse learners outside of cluster programs.

A school’s FY2021 diverse learner allocation is based on the number of special education teachers and paraprofessionals needed to deliver the support and services defined in their students’ Individualized Education Plans (IEP). Initial allocations are determined by each schools’ special education population as of Spring 2020. Allocations may be updated during the year in response to changes in student support needs.

#### **Cluster Programs**

Schools with cluster programs receive additional centrally-funded positions for each cluster program, as shown in the following table:

**Table 5: Cluster Allocations**

Type of Cluster Program	No. of Teachers	No. of Paraprofessionals
Mild/Moderate	1	2
Severe/Profound	1	3
Deaf/Hard of Hearing	1	1
Vision Impairment	1	1
Multisensory	1	1
Early Childhood Instructional	1	1

Additional centrally-funded paraprofessional positions have been allocated for students in cluster programs who require full-time dedicated paraprofessional support.

**ALLOCATIONS OF SUPPLEMENTAL BILINGUAL TEACHERS FOR ENGLISH LEARNERS**

Supplemental bilingual funding is determined by the Office of Language and Cultural Education (OLCE). In FY2021, OLCE continued the allocation of supplemental bilingual teachers based on the allocation model introduced in FY2016.

All schools are legally required to provide Transitional Bilingual Education (TBE) and/or Transitional Programs of Instruction (TPI) for their EL students. Supplemental bilingual resources are allocated to district-run schools to support student needs based on EL enrollment.

**Table 6: Supplemental Bilingual Position Allocations for District-Run Schools**

EL Enrollment	250 +	200-249	100-199	50-99	20-49	Less than 20
Supplemental Position (EL Resource Teacher)	1.0 SUP TBE/TPI teaching	1.0 SUP TBE/TPI teaching	0.5 SUP TBE/TPI teaching	0.5 SUP TBE/TPI teaching	0.5 SUP TBE/TPI teaching	-
Per-Pupil Allocation	-	-	-	-	-	\$450/pupil
DLE Coordinator (DLC)	Each traditional CPS school approved for a Dual Language Education (DLE) Program (implementing or in a planning year) receives a 0.5 supplemental (SUP) DLC position.					

Bilingual Advisory Committee Funding	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	-
EL After School Tutoring (EL Grades 2-8, 9-12)	\$5,500	\$5,500	\$5,500	\$5,500	\$5,500	-
ELPT Annual Stipend	\$3,000	\$2,500	\$2,000	\$1,500	\$1,000	\$1,000

Twenty-six schools received a position allocation, based on program enrollment, to support dual language programs in FY2021.

Additionally, OLCE will provide Title III funding to support after-school tutoring programs to provide bilingual and English as a Second Language (ESL) academic support for EL students. There were 245 schools eligible to apply for the \$5,500 tutoring funds.

- 245 schools with 20 or more EL students will receive \$1.3 million in Title III funding to launch EL after-school tutoring programs, altogether serving more than 45,000 EL students.
- 434 schools are eligible to have their designated EL Program Teacher (ELPT) receive a stipend that varies from \$1,000–\$3,000 a year, depending on the number of ELs in the program.
- 302 schools are eligible to receive \$1,000 in Bilingual Advisory Committee (BAC) funds once they submit proof that they have established a BAC.

## GENERAL EDUCATION ALLOCATIONS TO SPECIALTY AND OPTIONS SCHOOLS

### Specialty Schools

Within the district, 10 specialty schools primarily serve students with significant diverse learning needs; three early childhood centers have only pre-kindergarten students. Because of the specialized focus of these schools, core instruction funding is not provided through SBB. As such, these schools receive additional staff positions, as well as funding for non-personnel resources. Most of the classroom teachers are special education teachers or early childhood teachers, both of which are funded by the Office of Diverse Learner Supports and Services and the Office of Early Childhood Education.

Specialty schools also receive the following general education resources:

- Foundation positions, one principal, one counselor, and one clerk, which is the same administrative base that all district schools receive through SBB.
- A staff allocation of general education teachers to ensure that teachers in self-contained classrooms receive coverage for their preparation periods; these teachers generally teach art, music, or physical education.
- An allocation for non-personnel items, equal to \$35,000 per school, plus \$150 for each Pre-K student, \$300 for each elementary school student, and \$400 for each high school student.

### Alternative Schools

There are four alternative schools within the district that provide a pathway toward high school graduation for students who have dropped out of traditional high schools (e.g., over-age students without enough credits to graduate, pregnant students, or students in confinement).

These schools include:

- Consuella B. York Alternative High School (located at the Cook County Jail)
- Nancy B. Jefferson Alternative High School (located at the Cook County Juvenile Temporary

- Detention Center)
- Simpson Academy High School for Young Women (serving pregnant students)
- Peace and Education Coalition High School (serving students at risk of dropping out or returning dropouts)

These schools are not funded through SBB, nor is their funding based on any formula tied to enrollment. Enrollment counts at alternative schools can often be misleading, given the highly-transient nature of the student body population. Rather, the core allocation given to alternative schools is based on the programs run at the school and the needs of the students served.

**CHARTER SCHOOLS, CONTRACT SCHOOLS, ALTERNATIVE LEARNING OPPORTUNITY PROGRAMS (ALOPs), AND SAFE SCHOOLS**

**STUDENT-BASED BUDGETING (SBB)**

Like most district schools, charter schools, contract schools, and Alternative Learning Opportunity Programs (ALOPs) receive funding for their core instruction through SBB. The SBB rates for these schools, however, are modified to include additional components of SBB distributed to district schools outside of the per-pupil formula. These allocations, including foundation positions, teacher salary adjustment, multiple building adjustment, and equity grants, are translated to per-pupil amounts and added to the base rate to determine a modified base rate for charters, contracts, and ALOPs.

**Table 7: Calculation of Modified SBB Base Rate for Charter Schools, Contract Schools and ALOPs**

	<b>FY2021 District School Allocation</b>	<b>District School Enrollment</b>	<b>Per-Pupil Equivalent</b>
Foundation Positions	\$201,024,738	275,744	\$729.03
Teacher Salary Adjustment	\$31,613,602	275,744	\$114.65
Multiple Building Adjustment	\$1,950,000	275,744	\$7.07
Equity Grant	\$44,466,800	275,744	\$161.26
<b>Per-Pupil Equivalent for Contract/ALOP</b>	<b>\$279,055,140</b>	<b>275,744</b>	<b>\$1,012.01</b>
<b>District School Base Rate</b>			<b>\$4,665.35</b>
<b>Modified Charter/Contract/ALOP Base Rate</b>			<b>\$5,677.36</b>

The modified SBB base rate for charter schools, contract schools, and ALOPs is applied using the same weights as used for district schools, as outlined in Table 8.

**Table 8: FY2021 SBB Rates for Charter Schools, Contract Schools, and ALOPs**



<b>Enrollment Category</b>	<b>SBB Weighting</b>	<b>SBB Rates with Equivalents</b>
K–3 General Education / LRE 1 / LRE 2	1.07	\$6,003.93
4–8 General Education / LRE 1 / LRE 2	1.00	\$5,677.36
9–12 General Education / LRE 1	1.24	\$6,797.04
K–3 LRE 3	40% of 1.07	\$3,008.78
4–8 LRE 3	40% of 1.00	\$2,878.15
9–12 LRE 2	70% of 1.24	\$5,061.53
9–12 LRE 3	40% of 1.24	\$3,326.02

**NON-SBB**

Charter schools, contract schools, ALOPs, and Safe School programs receive a per-pupil equivalent for services that are provided in-kind to district schools, including operations and maintenance, security, Chicago Board of Education-funded programs (e.g., magnet, selective enrollment), and Central Office management. The non-SBB allocation is the entire amount of general funds in the operating budget, excluding special education, SBB allocation, and a limited set of items that are classified as district-wide shared obligations.

**Table 9: FY2021 Non-SBB Allocation**

	<b>FY2021 Budget (in \$ thousands)</b>
General Funds Excluding Special Education (Funds 115, 129, 210, 230)	\$4,099,611
Less SBB (Includes foundation positions, teacher salary adjustment, multiple buildings adjustment, equity grants)	\$2,039,476
Less Supplemental Aid	\$260,391
Less State Bilingual Funding	\$35,482
Less District-Wide Shared Obligations	\$1,020,301
<b>Amount of Non-SBB to be Distributed on Per-Pupil Basis</b>	<b>\$743,961</b>

Table 10 lists the district-wide shared obligations that are not included in the non-SBB allocation:

**Table 10: District-Wide Shared Obligations**

	<b>FY2021 Budget (in \$ thousands)</b>
Unfunded Pension Liability	\$ 619,001
Facilities Supplement for Charter/Contract/ALOP	\$72,339
Interest on Short-Term Debt	\$18,800
Core Instruction for Options, Specialty, Safe Schools	\$9,886
Real Estate Leases	\$18,796
Risk Management/Insurance	\$9,160
Transportation/Drivers Ed	\$1,855
Early Childhood (funded with General Funds)	\$58,881
New and Expansion Schools/School Transition	\$3,249
Offsetting revenue from Charters, JROTC, and E-Rate	\$69,335
Contingency	\$25,000
Vacancy Savings	\$114,000
<b>Total District-Wide Shared Obligations</b>	<b>\$1,020,301</b>

After removing the district-wide shared obligations, the non-SBB rate was based on an estimated non-SBB allocation of \$743 million. The non-SBB allocation includes the following categories of funding:

**Table 11: FY2021 Non-SBB Allocation By Category**

<b>Category</b>	<b>Description</b>	<b>FY2021 Budget (in \$ thousands)</b>
Operations	Operations and maintenance of school buildings, including cost of engineers, custodians, utilities, repairs, and Central Office operations management	\$348,950

Security	Security guards in school buildings and Central Office management of security operations	\$91,737
IT Phone/Data Network	Telephone and high-speed data wiring and network infrastructure in school buildings	\$28,498
Central Office Services	Central Office services funded from local sources, other than operations, security, and IT phone/data	\$159,102
School-Based Programs	Funding for magnet, selective enrollment, IB, STEM, JROTC, and other programs that provide supplemental funding to schools from local funds	\$103,097
Vacancy Savings	Estimated amount that district-run schools will underspend in SBB or other local funds due to vacancies—in FY2021, district-run schools are not allowed to reallocate vacancy savings for other purposes.	\$(114,000)
<b>Subtotal of Above Items</b>		<b>\$617,384</b>
Non-SBB Tuition	Charter per-pupil share of the above spending categories	\$126,578
<b>Total Non-SBB</b>		<b>\$743,962</b>

The non-SBB base rate is determined by dividing the components of the non-SBB allocation by the total weighted enrollment for district-run schools. For the first three components—operations, security, and IT phone/data networks—the total weighted enrollment includes charter school students who attend school in a CPS-owned facility.

Total weighted enrollment for the non-SBB rate is not the same as the total weighted enrollment for the SBB rate for the following reasons:

- 1) Diverse learner students are counted the same as general education students in the non-SBB rate. Some diverse learners receive a different SBB rate because much of their instruction is provided by special education teachers. Since the non-SBB rate is based on the administrative and operational support provided to schools, general education and diverse learner students are counted the same way.
- 2) Enrollment for all schools is included—not just SBB schools.

The following table shows the calculation of the FY2021 non-SBB base rate:

**Table 12: Calculation of FY2021 Base Non-SBB Rate**

Category	FY2021 Budget	Weighted Enrollment	Per-Pupil Amount
Facilities and Maintenance	\$348,950	317,596	\$1,098.72

Security	\$91,737	317,596	\$288.85
IT Phone/Data Network	\$28,498	317,596	\$89.73
Central Office	\$159,102	301,252	\$528.14
Programs at Schools	\$103,097	301,252	\$342.23
Vacancy Savings	(\$114,000)	301,252	(\$378.42)
<b>Total</b>	<b>\$617,384</b>		<b>\$1,969.24</b>

The following table shows the FY2021 non-SBB rates for all grade levels:

**Table 13: FY2021 Non-SBB Rates**

Non-SBB Rates	ES K-3	ES 4-8	HS 9-12
Weighting	1.07	1.00	1.24
Per-Pupil Amount for All Schools	\$2,107.09	\$1,969.24	\$2,441.86

**SUPPLEMENTAL FUNDING FOR SCHOOLS IN INDEPENDENT FACILITIES**

In FY2021, charter school, contract school, and ALOP facilities not owned by CPS will receive a facility supplement of \$1,625.00 per pupil to cover the costs of renting or owning the school facility. The FY2021 rate reflects an increase of \$167.25 from the FY2020 rate of \$1,457.75, reflecting the increase in per-pupil spending on the district's debt service related to capital improvements on CPS buildings.

Charter and contract schools that are housed in a CPS-owned building do not receive the facilities supplement but are allowed to occupy the CPS-owned facility at the nominal rental rate of \$1 per year.

**Enrollment Counts for SBB, Non-SBB, and Facilities Supplement Adjustments**

SBB, non-SBB, and facilities supplement funding for charter and contract schools is based on two enrollment counts per the CPS calendar: a first semester count date on the 20th school day determines first semester funding and a second semester count date on the 10th day of the second semester determines second semester funding.

Beginning in FY2020, charter and contract schools have been funded on the greater of the prior and current year enrollment counts for each semester to reflect the same funding policy CPS applies to district schools.

SBB, non-SBB, and facilities supplement funding for ALOP schools will remain based on quarterly enrollment counts as verified by attendance.

The following rules apply to the counting of enrollment for funding purposes:

- Enrollment counts are based on enrollment data in the district’s system after the close of business on the enrollment count date.
- Students are not included in the enrollment count if they are not enrolled at the school on the enrollment count date, or if they were not enrolled for at least one full day as of the enrollment count date. Schools are responsible for ensuring that enrollment, scheduling, and attendance information is up to date in CPS’ student information system on enrollment count dates.
- If a student is included in the enrollment count, but enrollment and attendance records are subsequently updated to show that the student was not enrolled in the school on the enrollment count date, the student will be retroactively excluded from the enrollment count, and the school’s funding will be decreased accordingly.

**Safe School Program**

CPS funds one Safe School program for students who have been expelled from traditional schools due to violence. It is funded like an ALOP, with a floor of 100 students, regardless of the actual number of students enrolled, to ensure that spots are available when needed. CPS receives a Regional Safe School grant from the State of Illinois, which helps pay these costs.

**SPECIAL EDUCATION**

**Charter and Contract School Special Education Funding**

In SY2020–21, charter and contract schools will receive a per-pupil allocation based on the number of students with IEPs at each school. Similar to district school allocations, we used a March 2020 enrollment snapshot to determine each school’s allocation for SY2020–21, based on the following rates:

**Table 14: Special Education Per-Pupil Funding Rates**

	LRE 1	LRE 2	LRE 3
Elementary School	\$11,845.00	\$14,214.00	\$17,767.50
High School	\$9,594.45	\$11,513.34	\$14,392.19

Instead of reimbursements for services rendered, these per-pupil amounts will be paid on a quarterly basis along with regular charter and contract tuition payments. These per-pupil allocations will not be automatically adjusted, but schools with extraordinary resource needs may request a review of their funding.

**ALOP Special Education Funding**

ALOP schools are assigned special education teacher and paraprofessional positions using the same allocation methodology as district-run schools.

**Table 15: Special Education Reimbursements**

Position	Maximum for average position	Maximum for any individual position

Allocated teacher positions (license required)	\$92,700	\$113,300
Allocated paraprofessional (license required)	\$41,200	\$54,590
Clinician allocation (license required)	\$92,700	\$113,300

1. Special Education Teacher Reimbursement

- a. The school will hire its own special education teacher(s) based on the school's population of students with disabilities. CPS will reimburse the school on a quarterly basis. This reimbursement will be based on CPS' determination that each special education teacher possesses the proper license(s) as required by the State of Illinois and that the number of full-time equivalent (FTE) teacher positions for reimbursement does not exceed the CPS-approved allocation for the school.
- b. The maximum reimbursement rate for any FTE special education teacher is \$113,300 per year. The maximum reimbursement rate for all FTE special education teachers for each school is an average per-teacher reimbursement rate of \$92,700 per FTE special education teacher.
- c. The quarterly reimbursement to the school for FTE special education teachers will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved, FTE teachers for the percentage of the quarter's instructional days for which the teacher was employed; or (ii) aggregate sum of the actual salaries and benefits paid to CPS-approved special education teachers employed at the school for the percentage of the quarter's instructional days for which the teacher was employed.

2. Special Education Paraprofessional Reimbursement

- a. The school will hire its own paraprofessionals to provide the necessary supports required by its students' IEPs.
- b. CPS will reimburse the school on a quarterly basis. This reimbursement will be based on CPS' determination that each special education paraprofessional providing instructional support is highly qualified in accordance with the federal Every Student Succeeds Act (ESSA) standards and that the number of FTE paraprofessional positions for reimbursement does not exceed the CPS-approved allocation for the school.
- c. The maximum reimbursement rate for any FTE special education paraprofessional is \$54,590 per year. The maximum reimbursement rate for all FTE special education paraprofessionals for each school is an average per-paraprofessional reimbursement rate of \$41,200 per FTE paraprofessional.
- d. The quarterly reimbursement to the school for FTE special education paraprofessionals will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved FTE paraprofessionals for the percentage of the quarter's instructional days for which the paraprofessional was employed; or (ii) aggregate sum of the actual salaries and benefits paid to the CPS-approved, special education paraprofessionals employed at the school for the percentage of the quarter's instructional days for which the paraprofessional was employed.

3. Special Education Clinician Reimbursement

- a. If clinicians are required by the students' IEPs, the school will hire its own clinicians to provide

the necessary supports.

- b. The school may have the Board furnish clinicians to serve the school’s students with disabilities, only if a waiver is given by CPS.
- c. If the school hires its own clinicians, then CPS will reimburse the school on a quarterly basis. This reimbursement will be based on CPS’ determination that each clinician possesses the proper license(s) as required by the State of Illinois and that the number of FTE clinicians does not exceed the CPS-approved allocation for the school.
- d. The maximum reimbursement rate for any FTE clinician is \$113,300 per year. The maximum reimbursement rate for all FTE clinicians for each school is an average per-clinician reimbursement rate of \$92,700 per FTE clinician.
- e. The quarterly reimbursement to the school for FTE clinicians will be the lesser of the (i) product of the maximum reimbursement rate multiplied by the number of CPS-approved FTE clinicians at the school for the percentage of the quarter's instructional days for which the clinician was employed; or (ii) aggregate sum of the actual salaries and benefits paid to the CPS-approved clinicians at the school for the percentage of the quarter's instructional days for which the clinician was employed.

**4. Special Education Case Manager Reimbursement**

- a. The school shall appoint and pay a salary and benefits to its own qualified case manager.
- b. CPS will provide the school with a stipend for a qualified case manager that is equivalent to the amount given to case managers at district-run schools. The amount of the stipend is to be determined, pending an agreement between the Board and the Chicago Teachers Union.
- c. A case manager shall be deemed qualified if he or she has appropriate licenses and/or certifications as determined by the district. At least two years’ experience in the field of special education is recommended/preferred.

An individual serving as a case manager may receive only one stipend, even if the individual is serving more than one school. Related service providers are allocated using the same staffing formulas as district-run schools. The district will continue to reimburse schools for the actual cost of the related service providers. Schools are expected to hire their own related service providers and are reimbursed for their expenses at the following rate:

**Table 16: Special Education Reimbursements**

Position	Maximum for average position	Maximum for any individual position
Related service providers (license required)	\$92,700	\$113,300

**ALLOCATIONS OF SUPPLEMENTAL BILINGUAL FUNDING FOR ENGLISH LEARNERS**

Charter/contract schools, ALOPs, and Safe School programs (collectively, “charter schools”) receive supplemental bilingual grant funding based on EL enrollment in the following tiered system:

**Table 17: State Funding for Charter Schools**

Tier	EL Enrollment	No. of Schools	FY2021 Supplemental Funding Allocation
1	100+ EL students enrolled	40	\$46,000
2	0 to 99 EL students enrolled	93	\$450 per EL student

**Table 18: Federal Title III Funding for Charter Schools**

Tier	EL Enrollment	No. of Schools	FY2021 Supplemental Funding Allocation
1	250+ EL students enrolled	6	\$46,000
2	0 to 249 EL students enrolled	127	\$104 per EL student

Illinois Charter School Law now requires all charter schools to provide bilingual instruction to EL students. Charters are on a reimbursement system and must submit requests for reimbursement for expenses related to EL instruction. Charter schools are allocated grant funds in lieu of positions because Charter Management Organizations operate independently of CPS. Therefore, CPS cannot allocate positions but can allocate equitable funding based on EL enrollment at charter schools.

## CHARGES AND FEES

### Facilities Charges for Schools in CPS-Owned Facilities

Charter schools, contract schools, and ALOPs occupying a CPS-owned facility are responsible for the operating costs of the building. Schools are charged for facilities costs based on per-pupil rates reflecting the average operating costs throughout the district.

Facilities charges are assessed for facilities and maintenance, security, and IT, with the per-pupil rates for each listed in Table 19. The FY2021 rate for each charge is the same as the corresponding component in the calculation of the base non-SBB rate (see Table 12, above).

**Table 19: Per-Pupil Rates for Facilities Charges**

Deduction Type	FY2020 Rates	FY2021 Rates
Facilities and Maintenance	\$1,045.38	\$1,098.72
Security	\$258.24	\$288.85
IT	\$85.72	\$89.73
<b>Total Facilities Charge</b>	<b>\$1,389.34</b>	<b>\$1,477.30</b>



Schools can opt out of the district’s security and IT services. Charter and contract schools that are the sole occupant of a CPS facility can also opt out of facilities and maintenance services. Schools that are sharing a facility with another school are not allowed to opt out of facilities and maintenance services.

Schools will not be charged for any component of the facilities charges from which they have opted out.

**Employer Pension Contribution Charges**

Under the SBB model, charter schools receive per-pupil funding based on an SBB allocation that includes the amounts spent on employer pension costs of certified teachers. For this reason, each contract school reimburses the district for the employer pension costs for its employees who participate in the Chicago Teachers Pension Fund. Schools are charged 11.16 percent of the salary costs of participating employees, consistent with the pension normal cost estimates for FY2021. Pension payments are deducted from quarterly tuition payments. Pension charges will not apply to special education teachers, aides, or clinicians.

**Administrative Fee**

Schools are charged a three percent administrative fee to cover the district’s costs in overseeing schools and programs. The following table shows how the administrative fee is assessed for each funding source.

**Table 20: Administrative Fees**

Funding Source	Fee	How Admin Fee Will be Charged
SBB	3%	Total fee for SBB, non-SBB, SA, and Special Education will be deducted from quarterly tuition payments.
Non-SBB	3%	
Supplemental Aid (SA)	3%	
Special Education	3%	
Facilities Supplement	–	No admin fee.
Title I	–	No admin fee. District’s administrative costs are deducted prior to the allocation of Title I funds.
Title II	–	No admin fee. District administrative costs covered in Title I.
Title III	2%	Admin fee is capped at 2% per grant rules. 2% fee deducted from Title III payments.
State Bilingual	3%	Fee deducted from state bilingual payments.

**ALLOCATIONS OF OTHER DISCRETIONARY FUNDS TO ALL SCHOOLS**

### **Supplemental Aid (SA)**

As part of the FY2021 budget, charter schools, contract schools, and ALOPs will receive Supplemental Aid (SA) funding for Pre-K–12 students, which will follow the same spending rules as local funds. Funds are distributed to the schools in proportion to the number of pupils enrolled who are eligible to receive free or reduced-price meals under the federal Child Nutrition Act of 1966 and the National School Lunch Act as of a single point in time from the previous school year.

### **ESSA Title I**

CPS allocates federal Every Student Succeeds Act (ESSA) Title I funds to schools with high concentrations of low-income children that need supplementary services. The formula used to determine a school's eligibility for these funds is based on the ratio of Temporary Assistance to Needy Families (TANF) and free and reduced-price lunch school data as a percentage of enrollment. The data must be collected at a single point in time for the entire school system, and the district used January 9, 2020 as the collection point for FY2021.

In FY2021, the Title I poverty index is the weighted average of the number of students ages 5–17 who qualify for free or reduced-price lunch (70 percent weight) and the number of students ages 5–17 who qualify for TANF (30 percent weight), rounded up to the nearest whole number.

Once data is collected, CPS ranks schools and allocates additional funding. Schools with a poverty index below 40 do not receive Title I funds, even if the school has eligible students. However, if a school meets the poverty threshold for Title I eligibility one year, but their poverty index decreases to below 40 the next year, they may retain their Title I eligibility per federal provisions under ESSA.

Schools have received a Title I allocation based on their calculated Title I poverty index and their enrollment on January 9, 2020. Schools with higher concentrations of poverty receive more Title I funds per eligible students. The per-pupil allocation rate increases as the poverty index for the schools increases. A school with a poverty index of 40 receives an allocation of \$671 per eligible student. As the poverty index increases by one, the per-pupil allocation increases by \$13.42 per pupil. A school with a poverty index of 41 receives \$684.42 per pupil. A school with a poverty index of 50 receives \$805.20 per pupil.

Schools can budget SA and Title I funds at their discretion but must remain in compliance with regulations and guidelines. It is important to remember that the poverty rate calculations for Title I are more stringent than the calculations for SA. SA considers only the number of students who qualify for free and reduced meals, and it is not unusual for CPS schools to have poverty rates of 99 or 100 percent using that measure. The Title I poverty measure also looks at the number of students who qualify for TANF, and far fewer CPS students meet this standard.

## **Appendix C Budget Process**

The Board is required by the Illinois School Code to adopt an annual budget for each fiscal year no later than 60 days after the beginning of the fiscal year. The Chicago Public Schools' fiscal year starts July 1 and ends the following June 30.

Additionally, per the Illinois School Code:

- A proposed budget must be prepared and made available for public review at least 15 days prior to its finalization.
- The Board is required to hold at least two public hearings at least five days after copies of the proposed budget are made available for review.
- Notice of budget hearing dates must be published in a City of Chicago newspaper at least five days prior to the time of the hearing.
- The Board must adopt a budget within the first 60 days of each fiscal year.

The proposed budget is available at [cps.edu/budget](https://cps.edu/budget). Copies of the budget are available at the Board Office for review.

### **Budget Planning**

Budget planning consists of two main components: school budget planning and department budget planning. Schools receive funding allocations in the spring for the upcoming school year through Student-Based Budgeting (SBB) and other funding streams. For FY2021, CPS increased the SBB base rate by 3 percent, a continued and higher increase from the previous two fiscal years. For the third consecutive year, school budget allocations were based on prior year enrollment figures (FY2020 20th day), rather than projected fall enrollments (see Appendix B for more information on school funding). FY2021 will also represent the second year of "equity grant" funding, which allocates additional dollars to schools with low and declining enrollment.

Department budgets were developed through rigorous engagement between CPS senior leadership and department leadership. FY2021 department budget proposals prioritize critical initiatives, as identified by senior leadership and the Board, in an effort to direct as many resources as possible to schools and classrooms. Additionally, department budgets were developed with the goal of aligning with the district's three main commitments as outlined in the CPS Vision: academic progress, financial stability, and integrity.

FY2021 marks the sixth year of using the Hyperion budgeting tool, which brings consistency and ease of use to the budget process for schools and central office.

### **Budget Calendar**

In the fall of 2019, the Office of Budget and Grants Management (OBGM) began the FY2021 budget planning process by developing revenue and expenditure assumptions for the upcoming fiscal year. Over several months, starting in early 2020, OBGM engaged with central office departments and senior leadership to develop school and department budgets.

OBSM released school budgets and guidance to principals in April 2020. For the first time, the school budget process took place virtually due to the COVID-19 pandemic. Throughout the spring, OBSM worked closely with schools and departments to develop their budget proposals and integrate them into the FY2021 proposed budget.

### **Public Involvement**

Prior to the release of FY2021 school budgets, CPS engaged in an inaugural series of public workshops around school funding. These events, held throughout the city in January and February 2020, provided attendees with background and context for how CPS funds schools, and allowed for table discussion and feedback that informed the proposed FY2021 budget.

Informed by the public feedback, a working group composed of parents, principals, and other CPS stakeholders published [this report](#) on the future of school funding. As outlined in the recommendations within the report, the work towards the described future state will continue in FY2021 with an ongoing commitment to phase two Working Group Sessions and Public Engagement Forums.

Each year, before the school budget planning process is complete, Local School Councils (LSC) from each school must hold public meetings to discuss and cast an approval vote on their school's budget proposal. During the LSC approval process, school budget documentation, as well as budget guidance resources, are shared with each LSC.

As stated above, the Board is required by the Illinois School Code to make the proposed budget available for review by stakeholders and the press at least 15 days prior to its finalization. Additionally, CPS holds at least two public hearings before the budget is voted on by the Board.

Due to the COVID-19 pandemic, all public engagement related to the FY2021 budget, including LSC meetings, public hearings, and Board approval, will take place virtually.

### **Board Adoption of the Budget**

The Board is anticipated to vote on the FY2021 proposed budget at its meeting in August 2020.

## **Appendix D Financial Policies**

Chicago Public Schools (CPS) is responsible for providing Pre-K through 12<sup>th</sup> grade education in the City of Chicago. It is an independent local government entity with its own authority to levy property taxes. The Board of Education is directed by the Illinois School Code (105 ILCS 5/34-43) to adopt an annual school budget for each fiscal year no later than 60 days after the beginning of the fiscal year, which begins July 1 and ends June 30. The annual budget includes a set of policies to be followed in managing financial and budgetary matters, allowing the Board to maintain its strong financial condition now and in the future.

### **Balanced Budget Policy**

The Board is required by the Illinois School Code to balance its budget each year within standards established by the Board, consistent with the provisions of Article 105 ILCS 5/34-43. The Board defines a "balanced budget" as when the total resources, including revenues and spendable prior-year fund balances, equal or exceed the total budgeted expenditures, and a "structurally balanced budget" as when the total projected revenues that the Board accrues in a fiscal year are equal to or greater than the total expenditures. Revenues and expenditures are defined in accordance with Generally Accepted Accounting Principles (GAAP). The Board's current policy is that all funds should be structurally balanced unless they include the spendable prior-year fund balance that is available under the terms of the Board's Fund Balance Policy.

**General Fund:** Although a structurally balanced budget is the goal for the General Fund, the prior-year spendable fund balance can be appropriated in the following budget year for one-time expenditures, or under certain circumstances if the spendable fund balance exceeds five percent of the operating and debt service budget for the new fiscal year. The one-time expenditures are listed under the Fund Balance and Budget Management Policy.

**Workers' Compensation Tort Fund:** The restricted fund balance in the Workers' Compensation Fund can be used only for expenses specified by the Illinois School Code 105 ILCS 5/18-8.05, such as unanticipated large tort, property loss, workers' compensation, or liability claims.

**Grant Funds:** All grant funds shall be structurally balanced.

**Capital Projects Funds:** All spendable fund balances in the Capital Projects Funds will be re-appropriated in the following year for eligible construction and renovation projects.

**Debt Service Funds:** Funds restricted for debt service are monies held as required by a bond indenture or similar agreement and maintained mostly with bond trustees.

### **Fund Balance Policy**

Section 5/34-43 of the Illinois School Code authorizes the Board to accumulate a fund balance. The stated goals of maintaining a fund balance are to provide adequate working capital to ensure uninterrupted services in the event of budgetary shortfalls, to provide for capital improvements, and to achieve a balanced budget within a four-year period. It is the policy of the Board to retain sufficient funds to achieve these goals for operating funds. To achieve this stable financial base, CPS manages its financial resources by establishing fund-balance policies for governmental funds, which consist of the

Operating Funds (General Fund and Special Revenue Funds), Capital Projects Funds, and Debt Service Funds.

### **Fund Balance Target**

Fund balance targets are established for the General Fund, the Tort Fund, Debt Service Funds, and Capital Projects Funds. The set amounts differ for each fund and require an annual review. Factors included in the determination of fund balance targets include predictability of revenues, legal requirements, bond indentures, potential volatility of expenditures, and liquidity requirements. The stabilization fund target is a percentage of operating and debt service budget.

- **General Fund**

- **Stabilization Fund Balance (Assigned Fund Balance):** The policy requires the Board to maintain a minimum of five percent and a maximum of 10 percent of the operating and debt service budgets for the new fiscal year as a stabilization fund. The five percent is estimated to be the historical minimum cash requirement to provide sufficient cash flow for stable financial operations. The chief financial officer (CFO) will propose to the Board a reasonable target amount that is within this range during the budget process. It is the Board's goal that this stabilization fund will not be utilized unless there is an unforeseen financial emergency and a corresponding consensus decision among the Board members.
- **Stabilization Fund Balance Replenishment:** In the event that the stabilization fund decreases below five percent, the CFO will prepare and present to the Board a plan to replenish it. If necessary, any surplus that CPS generates will first go toward replenishing the stabilization fund until the minimum five percent goal is achieved and then to the fund balance. The Board must approve and adopt a plan to restore these balances to the target levels within a 12-month period. If restoration of the stabilization fund cannot be accomplished without severe hardship, then the CFO or director of Office of Budget and Grants Management (OBGM) may request that the Board approve an extension of this restoration deadline.
- **Use of Excess Fund Balance above the Stabilization Fund:** When the stabilization fund is adequately established, any excess above the required stabilization funds can be assigned for appropriation in the following budget year for one-time expenditures, or under certain circumstances as outlined below:
  - When the Board decides to not increase its property tax levy to the maximum allowable under Property Tax Extension Limitation Law (PTELL)
  - To offset a temporary reduction in revenues from local, state, and federal sources
  - To retire the Board's debt
  - To fund major legal settlements or liability claims made against the Board
  - To fund necessary one-time equipment or capital spending
  - To pay for costs related to an unforeseen emergency or natural disaster
  - To pay for specific education initiatives lasting no more than three years
- **Workers' Compensation/Tort Fund:** The fund balance target for the Workers' Compensation/Tort Fund shall be no less than one percent and no more than two percent of the operating budget.

- **Capital Projects Funds:** Fund balance shall equal the unused bond proceeds, revenues, and available fund balances from the previous fiscal year. All spendable fund balance in the Capital Projects Funds will be re-appropriated in the following year for eligible construction and renovation projects.
- **Debt Service Funds:** Funds restricted for debt service are monies held as required by a bond indenture or similar agreement and maintained mostly with escrow agents. The Treasury Department will determine a proper level of fund balance each year.

The Board is in the process of updating its fund balance policy to better align itself with the Government Finance Association (GFOA) recommendations.

### **Monitoring and Reporting**

In conjunction with the submission of the annual budget, the CFO shall annually prepare a statement about the status of the fund balance in relation to this policy and present the findings to the Board. Should the CFO disclose that the stabilization funds will decline below five percent of the upcoming operating and debt service budget, a recommendation for fund balance accumulation shall be included in the annual statement.

### **One-time Revenue**

The Board Policy states that revenue shall be considered one-time if it was not present in the prior fiscal year and if it is unlikely that it will be available in the following fiscal year. The policy further states that CPS shall not use one-time revenues to fund ongoing expenditures. To do so might mean that CPS would be unable to make up the gap created by the expiration of the one-time revenues in the next budget period, a situation that could lead to service cuts. Under the policy, one-time revenues would support only one-time expenditure items described below:

- To retire the Board's debt
- To fund major legal settlements or liability claims made against the Board
- To fund necessary one-time equipment or capital spending
- To pay for costs related to an unforeseen emergency or natural disaster
- To pay for specific education initiatives lasting no more than three years
- To increase the size of CPS' budget stabilization fund

### **Basis of Budgeting and Revenue Recognition**

The budgeting and accounting policies of the Board are based on GAAP. The Governmental Accounting Standards Board is the standards-setting body for governmental accounting and financial reporting. These governing bodies require accounting by funds so that limitations and restrictions on resources can be easily explained.

Budgets are presented using the modified accrual basis of accounting.

Under the revenue recognition policy adopted in FY20, revenues are recorded when they become measurable and available. Property taxes are typically recognized as current revenues as long as they are available within 60 days after a fiscal year ends. Federal, state, and local grants are recognized as revenues when eligible requirements imposed by grantors have been met and as long as they are collected within 60 days of the end of a fiscal year.

Expenditures are recorded when the related liability is incurred, regardless of the timing of related cash outflows. One exception is that debt service expenditures are recorded only when payment is due. Only revenues and expenditures anticipated during the fiscal year are included in the budget. Unexpended funds in the General Funds and Workers' Compensation/Tort Fund revert to the fund balance at the close of a fiscal year. Unexpended capital funds are carried forward from year to year until projects are completed.

### **Budgetary Control and Budget Transfer**

Budgetary control is exercised at the school, department, and system-wide levels with the adoption of the budget, and at the line-item level through accounting controls. The monitoring of expenditures and revenues is a crucial component of the management of the budget. In the event of an unexpected decline in revenue, certain non-essential expenses would be the first to be identified and frozen to ensure a balanced budget at year-end.

Because a budget is only a plan, transfers between line items during the year are permitted. All budget transfers follow an established fund transfer policy and approval process. All transfers requiring Board approval will be reported at the monthly Board meeting. The following are a few of the guidelines for making transfers:

- Funds may be transferred within a fund, between units, accounts, programs, or, in certain circumstances, grants. OBGM recommends and reports transfers over \$1,000 to the Board for approval.
- No transfer may be made between any of the statutory funds supported by property taxes.
- Transfers shall not exceed 10 percent of the fund during the first half of the fiscal year, and no appropriation shall be reduced below an amount sufficient to cover all obligations that will be incurred against the appropriation, consistent with statute (105 ILCS 5/34-50).

### **Budget Amendments/Supplemental Budgets**

The Illinois School Code (105 ILCS 5/34-47 and 48) authorizes the Board to make additional or supplemental expenditures rendered necessary to meet emergencies or unforeseen changes. After the adoption of the annual school budget, the Board may, by a vote of two-thirds of its voting members, pass an additional or supplemental budget, thereby adding appropriations to those made in the annual school budget. Such a supplemental or additional budget is considered an amendment of the annual budget for that year. However, any appropriations thus made shall not exceed the total revenues that the Board estimates it will receive in that year from all revenue sources and any fund balance not previously appropriated. In case of emergencies such as epidemics, fires, unforeseen damages, or other catastrophes happening after the annual school budget has been passed, the Board, by a concurring vote of two-thirds of all the members, may make any expenditure and incur any liability. The Board is required to hold two public hearings both on budget amendments and supplemental budgets.

### **Cash and Investment Management Policy**

In accordance with the Illinois School Code (105 ILCS 5/34-28) and Public Funds Investment Act (30 ILCS 235/1), the Board adopted an investment policy that provides guidelines for the prudent investment of all public funds and outlines the policies for maximizing efficient cash management. The ultimate goal is to manage public funds in a manner that will meet cash flow needs, ensure security, and provide the highest investment return while complying with all state and local requirements governing the investments of public funds. To achieve these goals, the Treasury maintains cash-flow forecasts that



closely match cash on hand with projected disbursements. To minimize the potential risk and losses, the Board limits investments to the safest types of securities, pre-qualifies the financial institutions, and diversifies the investment portfolios. The Treasury evaluates and monitors the portfolio regularly. For additional detail, see the Cash Management chapter of the budget book, as well as the Investment Policy: <https://policy.cps.edu/download.aspx?ID=27>

### **Debt Management Policy**

The Board established a debt management policy that sets forth the parameters for issuing debt and managing the outstanding debt portfolio. Additionally, the policy provides guidance for the debt payment structure that directly affects the Board's finances, the types and amounts of permissible debt, the timing and method of sale that may be used, the structural features that may be incorporated, and the selection of swap advisors. The purpose of this policy is to enhance the Board's ability to issue and manage its debt in a fiscally conservative and prudent manner and to ensure the Board's continued access to the capital markets. The Board will match the term of the borrowing to the average useful life of the projects financed and will seek the best possible credit rating in order to reduce interest costs. Every project proposed for debt financing should be accompanied by amortization schedules that best fit within the existing debt structure. Every project should also minimize the impact on future operating and maintenance costs of the tax and debt burden on the General Fund and the overlapping debt of other local governments. The Treasury will determine the mix of variable- and fixed-rate debt that best manages its overall interest costs while considering risks and benefits associated with each type of debt. See the Debt chapter of the budget book, as well as the Debt Management Policy: <http://policy.cps.k12.il.us/download.aspx?ID=42>

## Appendix E

### Glossary

**Account:** A budget attribute used to group funds with a similar purpose, such as supplies, salaries, or travel expenses. Sometimes referred to as the “object” of the expenditure, the account is what the dollars will be spent on.

**Accrual Basis:** The accounting technique under which transactions are recognized when they occur, regardless of the timing of estimated cash flow.

**Accrued Expense:** An expense incurred and recorded on the books but not payable until a later date.

**Adopted Budget:** The budget ultimately approved and authorized by the Board that authorizes spending for the fiscal year based on appropriations in the budget.

**Ancillary Classrooms:** Identified for elementary schools only. Refers to the number of allotted classroom spaces required for non-homeroom uses, such as science labs, computer labs, resource rooms, special education rooms, after-school programs, or community organization special programs. The number of ancillary classrooms can be identified by subtracting the number of allotted homeroom classrooms from the total number of classrooms.

**Appropriation:** An authorization to make expenditures and incur obligations for a specific purpose during a specific time period granted by a legislative body, in this case the Board.

**Assessed Valuation (AV):** The value placed on all taxable property for tax purposes. This amount is subject to the state equalization factor and the deduction of exemptions.

**Average Daily Attendance (ADA):** The aggregate number of pupil days of attendance divided by the number of days in the regular school session. Attending school for five or more hours while school is in session constitutes one pupil day of attendance. The average daily attendance from the best three month’s of the prior year is used to calculate General State Aid for the current year.

**Balance Sheet:** A statement of an organization’s financial position at a specific point in time. It includes assets, liabilities, and fund balances.

**Bill (HB or SB):** Legislation drafted in the form of an Act to be introduced to the Illinois General Assembly and identified with a bill number. HB refers to a bill introduced to the House and SB refers to a bill introduced to the Senate. Bills are available on the General Assembly website at [ilga.gov](http://ilga.gov).

**Block Grant:** A state or federal grant program that consolidates several previously separate categorical grant programs into one larger grant. Block grants usually allow the recipient agency more flexibility than separate grants for the use of the resources.

**Bond:** A written promise to pay a specified sum of money, called the “face value” or “principal amount,” at a specified future date with a specified periodic interest rate.

**Bonded Debt:** The portion of indebtedness represented by outstanding bonds.

**Bond Rating:** An assessment of a specific bond issue’s credit risk.

**Bond Redemption and Interest Fund:** A debt service fund for the receipt and disbursement of annual tax levies proceeds for the payment of the principal and interest on specific bond issues.

**Budget:** An estimate of income and expenditure for a set period of time.

**Budget Classification:** A series of numerical codes used to categorize items of appropriation by unit, fund, account, program, and grant.

**Budgetary Control:** The control or management of a governmental or enterprise fund in accordance with an approved budget to keep expenditures within the limits of available revenue appropriations.

**Capital Development Board (CDB):** The State of Illinois’ government organization that administers the School Construction program.

**Capital Outlay:** An expenditure that results in the acquisition of or addition to fixed assets. Capital outlay has an anticipated useful life of more than one year; can be permanently identified as an individual unit of property; belongs to land, buildings, structures and improvements, or equipment; constitutes a tangible, permanent addition to the value of city assets; does not constitute repair or maintenance; and is not readily susceptible to loss.

**Capital Project:** A specific and identifiable improvement or purpose for which expenditures are proposed within the capital budget or capital improvement program.

**Capital Project Fund:** A fund created to account for financial resources to be used for the acquisition or construction of major capital facilities or equipment.

**Categorical Revenue:** Funds from local, state, federal, or private sources that can, by law, only be used for specific purposes (e.g., Every Student Succeeds Act revenue).

**Change Orders:** Modifications of scope and/or costs related to a project.

**Chicago Board of Education (Board):** The local government organization established to provide elementary and secondary education in the city of Chicago.

**Chicago Public Schools (CPS):** The Pre-K through 12th grade school system that operates under the Chicago Board of Education.

**Chicago Teacher Pension Fund (CTPF):** The pension fund for Chicago teachers, principals, and administrative staff with teaching certificates. Teachers, principals, and administrative staff in the rest of the state belong to the Illinois Teacher Retirement System (TRS).

**Common Core State Standards (CCSS):** A set of standards outlining what students are expected to learn at every grade level in order to be prepared for success in college and career. CCSS is designed to be relevant to the real world and help students succeed in a global economy.

**Contingency:** A budgetary reserve set aside for emergencies or unforeseen expenditures.

**Continuous Improvement Work Plan (CIWP):** The two-year school improvement plan required in all Chicago Public Schools. The purpose of the CIWP is to establish each school's mission, its strategic priorities, and the steps the school will take to accomplish its goals.

**Coronavirus Aid, Relief, and Economic Security Act (CARES Act):** The federal economic relief package passed by Congress in March 2020 in response to the impact of the COVID-19 pandemic.

**Personal Property Replacement Taxes (PPRT):** A tax instituted in 1979 to replace the Corporate Personal Property Tax. PPRT consists of a state income tax on corporations and partnerships and a tax on the invested capital of public utilities. The tax is collected by the Illinois Department of Revenue and distributed to over 6,000 local governments based on each government's share of Corporate Personal Property tax collections in a base year.

**Cost of Living Adjustment (COLA):** The cost of living adjustment commonly refers to the amount or percentage change to salary and/or benefits in order to protect income from being eroded by inflation.

**Debt Service:** The amount of money required to pay the principal and interest on all bonds and other debt instruments according to a predetermined payment schedule.

**Debt Service Fund:** A fund established to make principal and interest payments on long-term debt.

**Deficit:** An excess of expenditures over revenues in a given period.

**Depreciation:** The portion of a capital asset cost that is charged as an expense during a particular period. This is the process of estimating and recording the lost usefulness, expired useful life, or diminution of service from a fixed asset.

**Education Support Professional (ESP):** Position classification for non-teacher/principal support staff. This category covers positions such as custodians, engineers, and security guards, as well as most Central Office staff.

**Effective Date:** The date on which a Public Act takes effect (i.e., the date it becomes generally enforceable).

**Effective Tax Rate:** The ratio of taxes billed to the market value, generally expressed as a percentage.

**Elementary and Secondary School Emergency Relief Grant (ESSER):** Federal grant authorized by the CARES Act to provide emergency assistance to local education agencies for COVID-19 response. States distribute funds to districts based on their share of Title I funding.

**Encumbrance:** Obligation in the form of a purchase order and/or contract which is chargeable to an appropriation and which reserves a part of the fund balance because the goods or services have not been received. When paid, the encumbrance is liquidated and recorded as an expenditure.

**Enrollment Efficiency Range:** The number of students is within 20 percent of **Ideal Program Enrollment** (see definition).

**Enterprise Fund:** A fund established to account for operations that are financed and operated in a manner similar to private business enterprises, where the intent of the governing body is to finance or recover the costs of providing the goods or services to the general public on a continuing basis primarily through user charges.

**Equalization:** The application of a uniform percentage increase or decrease to assessed values of various areas or classes of property to bring assessment levels, on average, to a uniform level of market value.

**Equalization Factor (multiplier):** The factor that must be applied to local property assessments to bring about the percentage increase that will result in an equalized assessed valuation equal to one-third of the market value of the taxable property in a jurisdiction.

**Equalized Assessed Valuation (EAV):** The assessed value multiplied by the State of Illinois equalization factor minus adjustments for exemptions. This gives the property value from which the tax rate is calculated.

**Every Student Succeeds Act (ESSA):** In December 2015, President Barack Obama signed into law the Every Student Succeeds Act (ESSA), which updates and replaces the No Child Left Behind Act of 2001 and has been in full effect since the 2017–18 school year.

**Evidence-Based Funding (EBF):** State revenue provided to school districts to support basic education programs. The amount that each school district receives depends upon the educational needs of the school district, the size of the local tax base, the amount of tax effort by the local school district (in certain cases), and the foundation level. The EBF formula works so that every child in the state has access to resources for his or her education at least equal to the foundation level.

**Exemption:** The removal of property from the tax base. An exemption may be partial, such as a homestead exemption, or complete, such as a church building used exclusively for religious purposes.

**Expenditure:** The outflow of funds paid for an asset or service. This term applies to all funds.

**Extension:** The actual dollar amount billed to the property taxpayers of a district. All taxes are extended by the County Clerk.

**Federal Special Education I.D.E.A. Program Fund Revenue:** Provides supplemental programs for all students with disabilities ages 3–21.

**Federal Lunchroom Revenue:** Revenue from the federal program that supports free and reduced-price meals for children from low-income families.

**Fiscal Year (FY):** The time period designated by a system signifying the beginning and ending period for recording financial transactions. The Chicago Public Schools fiscal year begins July 1 and ends June 30.

**Fixed Asset:** An asset of a long-term character that is intended to continue to be held or used, such as land, buildings, machinery, and equipment.

**Full-Time Equivalent (FTE):** A unit that indicates the workload of an employee in a way that makes workloads comparable across various contexts. An FTE of 1.0 means that the person is equivalent to a full-time worker, while an FTE of 0.5 signals that the worker is only half-time or works full-time for half a year.

**Fund:** A separate accounting entity with a self-balancing set of accounts that comprise its assets, fund equity, revenues, and expenditures. Money and other fund assets are set aside in an account for specific purposes and activities in accordance with legal requirements. A school or department may have resources available from several funds. Examples include the General Fund, Workers' Compensation/Tort Fund, and the Federal Title I Fund.

**Fund Accounting:** A governmental accounting system that organizes its financial accounts into several distinct and separate sets of accounts, or "funds," designated by their different functions.

**Fund Balance:** A fund's assets minus its liabilities, as determined at the end of each fiscal year. Any reservations of fund balance are deducted, leaving a remaining unreserved fund balance.

**GASB 24 — Governmental Accounting Standards Board Statement #24:** Establishes accounting rules for pass-through grants, food stamps, and on-behalf payments for fringe benefits and salaries. As it relates to "on-behalf payments," GASB 24 requires payments made by other governments to be included as revenues and expenditures as long as they are for employee benefits.

**GASB 54 — Governmental Accounting Standard Board Statement #54:** In order to improve consistency and clarity in fund balance reporting, GASB 54 establishes a hierarchy of fund balance classifications categorized by the extent to which governments are bound by constraints on resources reported in the funds. The hierarchy includes:

1. **Non-spendable Fund Balance:** Amounts that cannot be spent, such as inventories, prepaid amounts, and the principal of a permanent fund. Additionally, long-term loans, notes receivables, and property held for resale would be reported as non-spendable unless the proceeds are restricted, committed, or assigned.
2. **Restricted Fund Balance:** Amounts constrained for a specific purpose by external parties, constitutional provision, or enabling legislation.

3. **Committed Fund Balance:** Amounts constrained for the specific purposes determined by a formal action of the government's highest level of decision-making authority. Formal action is also required by the same group to remove or change the constraints placed on the resources.
4. **Assigned Fund Balance:** For all governmental funds other than the general fund, any remaining positive amounts not classified as non-spendable, restricted, or committed. For the general fund, assigned fund balance is the amount constrained to be used for a specific purpose by a governing board, body, or official that has been delegated the authority to assign such amount.
5. **Unassigned Fund Balance:** Amounts not classified as non-spendable, restricted, committed, or assigned. The general fund is the only fund that would report a positive amount in unassigned fund balance.

**General Fund:** The primary operating fund used to account for all revenue and expenditures except those related to specific programs that are accounted for separately in special purpose funds.

**General Obligation Bonds:** Bonds that finance public projects, such as new school buildings. The repayment of the bonds is made from property taxes and is backed by the full faith and credit of the issuing entity.

**Generally Accepted Accounting Principles (GAAP):** A uniform minimum standard of, and guidelines to, financial accounting and reporting. GAAP governs the form and content of an entity's basic financial statements, encompassing the conventions, rules, and procedures necessary to define accepted accounting practices at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. They provide a standard by which to measure financial presentations.

**Government-Funded Funds and Special Grant Funds:** Funds established by the Board to account for programs that are fully reimbursable by the state or federal government and special grants.

**Governmental Accounting Standards Board (GASB):** Organization that establishes accounting standards for state and local governments in the United States.

**Grant:** A contribution given by a government entity, private foundation, or other type of organization to support a particular activity or function.

**Homeroom Classrooms:** Refers to the number of allotted classroom spaces required for homeroom use. Homerooms are important for tracking daily attendance and distributing report cards. The number of classrooms allotted for homeroom use is determined by multiplying the total number of classrooms by 0.769, rounding down to the nearest whole number.

**Hyperion:** Performance management software owned and managed by Oracle. CPS implemented Hyperion in June of 2015 and utilizes the system for planning, budgeting, and forecasting revenue and expenditures.

**Ideal Program Enrollment (Ideal Capacity):** For elementary schools, this equals the number of Allotted Homeroom Classrooms multiplied by 30. For high schools, this equals the total number of instructional classrooms multiplied by 30 and then multiplied by 80 percent.

**Illinois School-Based Health Services Program:** In September 1994, the Illinois Department of Public Aid (now the Illinois Department of Healthcare and Family Services) submitted a Medicaid State Plan Amendment, which expanded the range and scope of existing covered services and increased reimbursement rates. The program, based on 42 CFR 440.13D(d) of the Social Security Act, allows the district to receive reimbursements through Medicaid for certain services provided to eligible children.

**Illinois State Board of Education (ISBE):** The state organization created to oversee elementary and secondary education in Illinois.

**Individuals with Disabilities Education Act (IDEA) — PL 94-142:** Federal law requiring school districts to provide appropriate education services to children with disabilities. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities.

**Inter-government Agreement (1997 IGA) with City of Chicago — October 1, 1997:** The 1997 IGA represents a unique financing arrangement between the City of Chicago and CPS to pay for the construction of new schools, school building additions, and the renovation of existing schools and equipment. Per the agreement, the city helps the Board finance its Capital Improvement Program by providing it with funds to pay debt service on bonds issued by the Board for such purpose. The amount to be provided by the city will be derived from the proceeds of ad valorem taxes levied in future years by the city on all taxable property.

**Inter-government Agreement using Tax Increment Financing (IGA-TIF):** This agreement secures revenues from certain eligible TIF districts, which will be used by CPS to pay for the construction of new schools.

**Interest Earnings:** Earnings from available funds invested during the year in United States treasury bonds, certificates of deposit, and other short-term securities consistent with our investment policies.

**Investments:** Securities and real estate held for the production of revenues in the form of interest, dividends, rentals, or lease payments. Investments do not include fixed assets used in governmental operations.

**Levy:** Amount of money a taxing body authorizes to be raised from the property tax.

**Liabilities:** Debts or other legal obligations arising out of transactions in the past that must be liquidated, renewed, or refunded at some future date.

**Local School Councils (LSC):** LSCs comprise six parents, two community members, two teachers, one non-teacher staff member, the school's principal, and a student representative (for high school LSCs only). The LSC is responsible for approving how school funds and resources are allocated, developing



and monitoring the annual School Improvement Plan, and evaluating and selecting the school's principal.

**Long-term Debt:** Debt with a maturity of more than one year after the date of issuance.

**Lowest Performing School:** An ISBE summative designation referring to a Title I eligible school that is among the lowest performing five percent of all schools within the state, or any high school in the state with a graduation rate equal to or lower than 67 percent. A Lowest Performing school is eligible for comprehensive support under the state's IL-Empower system of supports.

**Lunchroom Fund:** A fund for the assets, liabilities, receipts, and disbursements of the School Lunchroom Program.

**Maintenance:** All materials or contract expenditures covering repair and upkeep of buildings, machinery, equipment, systems, and land.

**Medicaid Revenue:** Revenue from the federal Medicaid program that the Board receives as reimbursement for the provision of Medicaid-eligible services to eligible children.

**Miscellaneous Revenues:** Proceeds derived from notes and bonds sold by the Board, interest on investments and undistributed property taxes, collections from food service sales, rental of property, gifts, donations, and the sale of Board-owned real estate.

**Mission Statement:** Designation of a department's purpose or benefits; how the department supports the overall mission of the system.

**Modified Accrual Basis:** An accounting method commonly used by government agencies that combines accrual- and cash-based accounting. Under this basis, revenues are recognized when they become both "measurable" and "available" to finance expenditures of the current fiscal period. Expenditures are recognized when the related fund liability is incurred, with the following exceptions: (1) inventories of materials and supplies that may be considered expenditures, either when purchased or when used; (2) prepaid insurance and similar items that do not need to be reported; (3) accumulated unpaid vacation, sick pay, and other employee benefit amounts that need not be recognized in the current period, but for which larger than normal accumulations must be disclosed in the notes to the financial statements; (4) interest on special assessment indebtedness that may be recorded when due rather than accrued, if offset by interest earnings on special assessment levies; and (5) principal and interest on long-term debt that are generally recognized when due.

**Multiplier:** See Equalization Factor.

**Multi-Tiered Systems of Support (MTSS):** A five-tiered performance system based on school performance metrics that provide multiple lines of evidence for measuring school quality.

**Network:** Geographical grouping of schools for management and support purposes.

**Northwestern Evaluation Association Measures of Academic Progress (NWEA MAP):** Adopted by CPS in SY2015–16 as the uniform assessment for all students applying to a selective enrollment school, academic center, or gifted school.

**Object:** Specific nature or purpose of an expenditure. Object codes are common across all units, programs, and projects. Examples of objects include professional services and teacher salaries. Also referred to as *accounts*.

**Operating Budget:** Financial plan outlining estimated revenues, expenditures, and other information for a specified period (usually one fiscal year). Long-term costs, such as those related to capital projects, are typically excluded from the operation budget.

**Operating Expenses:** Proprietary fund expenses that are directly related to the fund's primary service activities.

**Operating Expense Per Pupil:** Gross operating cost of a school district for K–12 programs (excludes summer school, adult education, bond principal retired, and capital expenditures) divided by the average daily attendance for the regular school term.

**Operations and Maintenance (O&M):** Represents the portion of taxes assessed for the maintenance and operations of the system's facilities.

**Public Act (P.A.):** Public Acts are available on the General Assembly website at [ilga.gov](http://ilga.gov).

**P.A. 87-17:** Property Tax Extension Limitation Law that imposes a tax cap in Lake County, Will County, DuPage County, McHenry County, and Kane County, as well as the prior year's Equalized Assessed Valuation (EAV) on Cook County. The tax cap limits the annual growth in total property tax extensions in the operating funds of a non-home rule government to either five percent or the percentage increase in the Consumer Price Index (CPI), whichever is less. The previous year's EAV provision limits extensions in rate-limited funds to the maximum tax rate multiplied by the previous year's EAV for all current district property.

**P.A. 88-593:** Public Act that requires all five state pension funds to reach 90 percent funding by the year 2045; also established a state goal of funding the Chicago Teachers' Pension Fund at between 20 percent and 30 percent of state funding for the teacher retirement system.

**P.A. 89-1:** Property Tax Extension Limitation Law that imposes a tax cap in Cook County. The provisions of this tax cap are the same as in P.A. 87-17.

**P.A. 89-15:** Public Act that gives the mayor of Chicago effective control of the Board; also changed the financial structure of the Board.

**P.A. 93-21:** Public Act that defines the current state poverty grant formula and defines the poverty count to be used for this grant as the unduplicated count of children in any one of four low-income programs

(Medicaid, KidCare, Temporary Assistance for Needy Families (TANF), and food stamps); excludes children who are eligible for services from the Department of Children and Family Services.

**P.A. 93-845:** Public Act that authorized school districts to continue to file for adjustments of the previous year's GSA claims to reflect revenue lost due to property tax refunds.

**P.A. 94-976:** Property Tax Extension Limitation Law that set the maximum extension rate for funds subject to tax caps, including the rate that requires voter approval. This does not allow a local government to exceed its total tax cap limit, but it does make it much less likely that tax rate limits in specific funds will prevent the local government from taxing up to its tax cap limit.

**P.A. 96-490:** Public Act that changed the value of the property tax bills mailed in the spring from 50 to 55 percent of the previous year's total bill.

**P.A. 96-889:** Public Act that created a new second-tier pension plan for the state pension funds and the Chicago Teachers' Pension Fund; changed the required funding schedule for the Chicago Teachers' Pension Fund.

**P.A. 97-8 (SB 7):** Public Act that makes significant changes to teacher tenure, layoff, and dismissal policies; changes the process for resolving collective bargaining impasses.

**Penalty Date:** Date by which property tax bills are due and payable. In Cook County, the penalty date for first-half tax bills is normally March 1, and the penalty date for second-half tax bills is typically August 3, however the date in 2020 was extended to October 1 in light of the COVID-19 pandemic.

**Pension:** A defined benefit amount paid regularly to a former employee during his or her retirement.

**Pension Funded Ratio:** A percentage measurement of actuarially-calculated assets compared to actuarially-determined pension liabilities.

**Pension Relief:** A legislative action by the Illinois General Assembly that temporarily reduced required pension contributions by CPS. The relief, which lasted three years, expired in FY2013.

**Per Capita Tuition Charge (PCTC):** A funding formula that ISBE uses to quantify the amount a school district pays from its own resources for each student.

**Performance Measures:** Specific measures of the workload and key outcomes of each department. These provide information about how effectively and efficiently the department is operating.

**Program:** Instructional or functional activity.

**Program Description:** The description includes department/bureau mission, goals, accomplishments, performance measures, and total expenditures and staff counts.

**Project:** An activity that usually must be accomplished within a specified time period and whose costs are generally reimbursed by the state or federal government.

**Property Tax Revenue:** Revenue from a tax levied on the equalized assessed value of real property.

**Proposed Budget:** Financial plan presented by the Chief Executive Officer for consideration by the Board.

**Public Hearing:** A formal open meeting held to present information and receive public testimony on a local issue.

**Public Building Commission (PBC):** The Chicago municipal corporation from which local government taxing authorities lease facilities. The PBC issues bonds, acquires land, and contracts for construction for capital projects of other local governments associated with the facilities that are being leased. Annual payments on these leases are included in the local government's tax extensions.

**Public Building Commission (PBC) Lease/Rent Fund:** Debt service fund for the receipt and disbursement of the proceeds of an annual tax levy for the rental of school buildings from the PBC. Most of the rental payment is used by the PBC to make debt service payments on revenue bonds that were issued to finance capital projects in PBC-leased schools.

**Public Building Commission (PBC) Operation and Maintenance Fund:** Fund for the receipt and disbursement of the proceeds of an annual tax levy for operation and maintenance of PBC-leased buildings.

**Prior Year's Equalized Assessed Valuation (EAV):** Provision of P.A. 87-17 which requires that extension limits for rate-limited funds for Cook County governments be determined using the EAV one year prior to the year of the levy.

**Rate Limited Fund:** Fund accounting for the accumulation and use of revenue generated by a rate-limited tax levy.

**Reserve:** Account used to indicate that a portion of a fund balance is restricted for a specific purpose, or an account used to earmark a portion of a fund balance to indicate that it is not available for expenditure. A reserve may also be an account used to earmark a portion of fund balance as legally segregated for a specific future use.

**Revenue Bonds:** A municipal bond whose principal and interest are payable exclusively from a revenue source (rather than a tax source) that is pledged as the payment source before issuance.

**Safe Passage:** A program designed to increase children's safety as they walk to and from school by placing CPS employees along designated safe passage routes.

**School Actions:** Significant changes to schools that require Board approval. Examples of school actions include consolidations and school moves.

**Seal of Biliteracy:** This is an award given by a school, district, or county office of education in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. It is designed to function as a nationally-recognized standard of achievement in bilingual education. In Illinois, the State Seal of Biliteracy is designated on the high school diplomas and transcripts of graduating public school pupils attaining proficiency in one or more languages in addition to English.

**Social Impact Bond (SIB):** A debt instrument that commits a public sector entity to pay for improved social outcomes that result in public sector savings. Private investors inject capital into the specified social initiative and are paid a financial return by the public entity only if social outcomes are achieved. SIBs are also known as “Pay for Success Bonds” or “Social Benefit Bonds.”

**Space Use Status:** There are three Space Use Statuses: Underutilized, Efficient, and Overcrowded. Underutilized is defined as school enrollment less than the lower end of the Enrollment Efficiency Range. Efficient is defined as school enrollment within the Enrollment Efficiency Range. Overcrowded is defined as school enrollment more than the upper end of Enrollment Efficiency Range.

**Space Utilization Index:** A school's enrollment expressed as a percentage above or below the Ideal Program Enrollment of the facility.  $\text{Space Utilization Index} = (\text{Enrollment} - \text{Ideal Program Enrollment}) / \text{Ideal Program Enrollment}$ . Also known as Utilization Rate, which is equal to Space Utilization Index plus 100 percent.

**Special Revenue Funds:** A fund used to account for specific revenue source proceeds (other than special assessments, expendable trusts, or major capital projects) that are legally restricted to expenditures for specific purposes.

**State Aid Pension Revenue:** Revenue from an annual state appropriation to fund a portion of the employer contribution to the Chicago Teachers’ Pension Fund.

**State Statute:** A law enacted by the Illinois General Assembly and approved by the governor.

**Student-Based Budgeting (SBB):** A flexible, per-pupil funding model giving principals more control over the resources they can use to best meet the needs of their students. Unlike the district’s prior quota funding methodology, which provided specific positions for each school, SBB provides dollars based on the number of students at each school, allowing principals to structure the school in a way that best serves its students. CPS moved to the SBB approach in FY2014.

**Supplemental Aid:** Funding stream provided to schools that replaces Supplemental General State Aid. The previous state funding law required CPS to distribute \$261 million of Supplemental General State Aid directly to schools based on their poverty levels. The new funding law does not have this requirement, but CPS has maintained the poverty-based distribution methodology in the form of Supplemental Aid.

**Tax Base:** The total value of all taxable real and personal property in the city as of January 1 each year, as certified by the Appraisal Review Board. The tax base represents net value after all exemptions.

**Tax Caps:** Abbreviated method of referring to the tax increase limitations imposed by the Property Tax Extension Limitation Laws (P.A. 87-17 and P.A. 89-1). A tax cap places an upper bound on the amount of government tax that an individual might be required to pay.

**Tax Increment Financing (TIF):** A public financing method of providing local property tax funding for economic development projects within a designated TIF area.

**Tax Rate:** The amount of a tax stated in terms of a percentage of the tax base.

**Tax Rate Limit:** Maximum tax rate that a county clerk can extend for a particular levy. Not all tax levies have a tax rate limit.

**Tax Roll:** Official list showing the amount of taxes levied against each taxpayer or property in the county.

**Teacher Pension Levy:** A rate-capped property tax levy dedicated exclusively to paying the CPS employer cost to the Chicago Teachers' Pension Fund (CTPF). It is 0.567 percent of base Equalized Assessed Value (EAV) in Chicago from the prior year, and of new property from the current year. It was permitted by Public Act 99-0521, and further altered by Public Act 100-0586.

**Title I Grant:** Federal grant that provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

**Title II Grant:** Federal grant that seeks to increase student achievement by supporting the placement and development of highly qualified, effective leaders in every school.

**Tort Fund:** Used to collect tort fund revenue received from a special property tax earmarked to fund expenses related to tort judgment and settlement, liability, security, workers' compensation, unemployment insurance, and risk management. The monies in this fund, including interest earned on the assets of this fund, should be used only for the purposes authorized under the Tort Immunity Act.

**Total Classrooms:** Refers to the number of classroom spaces (located within a permanent non-leased building) designed to be used as classrooms regardless of current use, including science labs, art rooms, resource rooms, and special education rooms, but excluding spaces not designed as classrooms, such as offices, lunchrooms, libraries, gymnasias, and auditoria.

**Underperforming School:** An ISBE summative designation referring to a school with one or more subgroups with low achievement. An Underperforming School is eligible for targeted support under the state's IL-Empower system of supports.

**Vacancy Savings:** The anticipated savings resulting from the delay in staffing new and vacant positions.

**Unit:** Each school, Central Office department, network office, or other special operating entity represented by a five-digit number. Examples of units include the Law Department and DuSable High School.

**Uniform Pension System:** A standard pension system that treats all teachers and all taxpayers in a given state exactly the same. References to a “uniform pension system” as it relates to CPS expresses the desire for CPS to be treated exactly the same as other Illinois school districts in terms of receiving state funding to cover annual teacher pension costs.