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CHICAGO PUBLIC SCHOOLS **BUDGET** 2023 - 2024



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Dear Friends and Colleagues,

Following months of collaboration with our families, educators, and community partners, Chicago Public Schools (CPS) released our [Three-Year Blueprint](#) during the 2022-23 school year. The Blueprint details our strategies to help students continue recovering from the COVID-19 pandemic, and outlines key areas of our District that we will reimagine to better meet student needs in the long term.

Our FY2024 budget is aligned to the goals set forth in the Blueprint, sustaining and enhancing the investments that have guided our students' recovery, helping them build on the progress made over the last school year, and setting them up for success in the future.

This budget, which totals \$9.4 billion, includes an increase of \$243 million in school-based funding — for a total of more than \$450 million in new funding for schools over the past two years. As a result, per-pupil spending at the school level will increase by over \$1,000 next year; 93 percent of traditional District-run schools will see an increase in per-pupil funding, with 90 percent seeing an increase in overall funding next year.

At the school level, this funding will go to support:

- New teaching positions across the District, with additional positions going to schools rated high on the CPS Opportunity Index.
- Increased teacher professional development District-wide and the hiring of more instructional coaches.
- District-funded counselors to serve high-need schools.
- Resources to support schools that are experiencing major changes in enrollment.
- More bilingual instruction programs and staff positions to serve our English learners.

This budget also continues our shift away from enrollment-based funding and toward needs-based funding. Student-Based Budgeting (SBB) makes up just 40 percent of FY2024 school budgets — six percentage points lower than the previous year. The FY2024 budget also increases funding for Equity Grants from \$50 million to \$55 million to ensure that our District's smaller and under-enrolled schools can provide the same quality programming, academic rigor, and robust student supports as their larger CPS counterparts. And to ensure that our diverse learners have the supports and resources to achieve their full potential, CPS is investing an additional \$128 million to support staffing needs for these students.

The FY2024 budget will continue funding the academic priorities that our principals and school communities have let us know are critical to their success. These include reasonable class sizes, limited split classrooms, access to high-quality arts education, and intervention supports. We will also maintain our investments in out-of-school-time and summer programming to keep students safe and engaged, and will continue prioritizing early childhood education by bringing free, full-day pre-k to virtually every neighborhood in Chicago next school year.

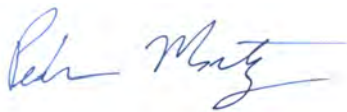
And because the safety of all CPS students remains our absolute top priority, our District will continue funding programs and resources that protect our students' physical safety while also addressing their mental health and emotional well-being. This funding is rooted in the tenants of the Comprehensive Whole School Safety Plan that we introduced this school year, which calls for building out our mental health support system and bolstering social-emotional learning (SEL) resources for students and staff through curriculum, professional development, targeted interventions, and partnerships.

The CPS FY2024 capital budget will follow a different trajectory than in previous years. To ensure that all schools are ready to receive students on day one of the new school year, CPS will pass a scaled-down capital plan in June of 2023 to address all immediate facility needs, including any emergency repairs. However, because our District is currently undergoing a comprehensive review of all facility needs, a supplemental capital plan with funding identified for priority projects will be released later in the school year once this process is complete.

I thank the members of our CPS community who have engaged in our budget planning process thus far, especially our principals, whose feedback has allowed us to shape a budget that will better support each school's unique needs while remaining aligned to our District-wide priorities. We look forward to receiving additional feedback from our stakeholders at upcoming budget hearings, the details of which can be found at cps.edu/budget.

Thanks to the vision of our school leaders, the dedication of our educators, and the partnership of our families and community partners, CPS students made great strides during the 2022-23 school year. The FY2024 budget includes investments that will help our students build on this momentum, moving them closer to recovering fully from the COVID-19 pandemic and going on to achieve success in college, career, and civic life.

Sincerely,

A handwritten signature in blue ink that reads "Pedro Martinez". The signature is fluid and cursive, with a horizontal line extending from the end of the name.

Pedro Martinez
Chief Executive Officer
Chicago Public Schools

Table of Contents

Letter from CPS Leadership

Table of Contents

Reader's Guide.....	1
Budget Overview.....	3
Revenue	18
Pensions	30
Schools and Networks	36
Department Narratives Overview	49
Office of Access and Enrollment.....	51
Office of the Board of Education.....	53
Office of Business Diversity.....	55
Chief Education Office.....	57
Chief Executive Office	59
Chief Operating Office.....	61
Children First Fund	62
Office of College and Career Success.....	65
Office of Communications.....	70
Office of Diverse Learner Supports and Services	72
Office of Early Childhood Education	77
Early College and Career Education.....	81
Office of Equity.....	85
Facility Operations and Maintenance.....	90
Office of Family and Community Engagement.....	95
Finance Office	103
Information and Technology Services	107
Office of Innovation and Incubation.....	110
Office of Inspector General	114
Office of Intergovernmental Affairs	116
Office of Internal Audit and Advisory Services	118
Department of Junior Reserve Officer Training Corps.....	120
Office of Language and Cultural Education.....	122
Law Department	125

Marketing	131
Office of Network Support	133
Nutrition Support Services	136
Planning and Data Management	138
Office of Portfolio Management.....	140
Procurement and Contracts	142
Office of Safety and Security	144
Office of School Counseling and Postsecondary Advising	149
School Quality Measurement and Research	153
Office of Social and Emotional Learning.....	155
Office of Sports Administration	159
Office of Student Health and Wellness.....	162
Student Protections and Title IX Equal Opportunity Compliance Office	166
Office of Student Support and Engagement.....	169
Talent Office	174
Office of Teaching and Learning.....	178
Student Transportation Services	191
Capital	193
Debt Management	198
Cash Management	209
Fund Descriptions.....	212
Organization Chart	215
Appendices	
A – District and Community Demographics.....	216
B – School Funding Formulas.....	218
C – Budget Process	236
D – Financial Policies	238
E – Glossary	244

The CPS FY2024 Proposed Budget is the financial policy plan proposed to the Chicago Board of Education (Board) for the fiscal year beginning July 1, 2023, and ending June 30, 2024. The proposed budget is available to the public at www.cps.edu/budget. Physical copies of the FY2024 Proposed Budget are available at the Board Office at 1 North Dearborn St., Suite 950, Chicago, Illinois 60602.

The FY2024 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

This chapter provides a summary of the District's budget and highlights the District's major strategic initiatives and developments around funding. Specifically, this chapter discusses how the District invests resources to achieve 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 CPS' 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 within CPS, the demographics of the District, and the programs CPS provides 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, FY2024 budget summary, major accomplishments, and key budget initiatives.

Pensions

This chapter provides an 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.

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 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 at www.cps.edu/budget.

More Information

This section includes the following appendices:

- **Appendix A — Demographics:** Provides detailed information about the District's structure, school populations and employees, and the larger communities in which CPS 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.

Introduction

Chicago Public Schools' (CPS) \$9.4 billion FY2024 budget sustains and enhances the investments that have guided our students' recovery from the wide-reaching impacts of the COVID-19 pandemic, helping them build on the progress made over the last school year and setting them up for success in the future.

The investments outlined in this budget are aligned to the Recommitments of Academic Progress, Operational Excellence, and Building Trust outlined in the CPS [Three-Year Blueprint](#) that was introduced by the District in early 2023. Meant to serve as a bridge to our District's next full-scale strategic plan, the Blueprint provides guiding principles that are helping students recover ground that was lost during the pandemic, while putting forward a plan to reimagine how our District can better meet the needs of our city and its children for years to come.

This budget also outlines how CPS is continuing to be good stewards of federal pandemic relief aid, using funds to strengthen academic, social, and emotional resources for our students and school communities.

CPS Highlights

Despite the challenges of the last few years, CPS students have continued to break records and achieve amazing things. Here are the highlights of CPS' performance over the past two school years.

Class of 2022:

- A four-year graduation rate of 82.9 percent. This total is up 2.7 percentage points from the prior year.
- A Freshman On-Track rate of 88.8 percent. Freshman On-Track is among the best indicators we have that our students are starting high school strong and will persist through to graduation.
- 97.5 percent of 12th-graders completed a postsecondary plan prior to graduation. This high percentage of students completing a postsecondary plan is thanks to our District's groundbreaking Learn.Plan.Succeed. initiative that sets our students up for success beyond high school.

Class of 2023:

- These graduates have earned more than \$2 billion in college scholarships to date, which is a record for the District.
- More than 5,000 of our high school graduates have already earned college credit through their completion of dual credit, dual enrollment courses offered by our partners at the City Colleges of Chicago (CCC). More than 600 among this group earned 15 or more college credits, and 120 graduated from high school having already earned their associate degree.
- 884 students sat for International Baccalaureate (IB) exams in 2023 — up from 770 in 2022 — and 9,650 students completed Advanced Placement (AP) exams.
- More than 2,400 12th-graders from 87 District-run schools earned the Illinois Seal of Biliteracy, which is awarded to students who demonstrate proficiency in two or more languages. This is an

increase of 25 percent from the 2021–22 school year, and reflects the District’s intentional investment in bilingual and dual language programming.

Individual School Budget Toplines

To build on this progress, our FY2024 budget totals \$9.4 billion. The District’s operating budget, which covers day-to-day expenses on staff, contracts, and other regular costs, is \$8.5 billion — an increase of nearly \$500 million from the District’s \$8.0 billion operating budget in FY2023.

Individual school budgets make up the largest portion of our District’s overall budget. As a result, the benefits of this funding increase will be felt most directly at the school level:

- District-wide, per-pupil spending is increasing by over \$1,000 in school budgets in FY2024.
- 92 percent of traditional, District-run schools will receive more money per student in their school-level budgets when compared with the 2022–23 school year.
- 90 percent of schools are set to receive increased funding in their school-level budget when compared with the 2022–23 school year.

Overall, school budgets will see an additional \$243 million in funding in FY2024. This is on top of a \$240 million increase in FY2023, meaning that the District has provided \$480 million more directly to our schools over the past two years.

Moving Toward a More Equitable Funding Model

As one of the largest districts in the country serving schools with 40, 400, and even 4,000 students, enrollment simply must be a factor in CPS’ funding formula. However, a purely enrollment-based funding model shortchanges smaller and under-enrolled schools — predominantly serving Black and Latinx students on Chicago’s South and West Sides — that do not benefit from the same economies of scale as our larger schools. As a result, our FY2024 budget takes deliberate steps to allocate resources in a way that is based less on student enrollment and more on student need:

- At the individual school level, this budget continues our multi-year shift away from Student-Based Budgeting (SBB); in FY2024, just 39 percent of school budgets will be allocated according to SBB — down seven percentage points from FY2023.
- We are increasing our Equity Grant program from \$50 million in FY2023 to \$55 million in FY2024, helping to stabilize funding for smaller and under-enrolled schools, mostly on Chicago’s South and West Sides.
- CPS has also updated its Opportunity Index, which is an analytical tool that CPS uses to identify barriers to opportunity including race, socioeconomic status, education, health, and community factors when making certain funding and staff allocation decisions. By applying the updated Opportunity Index to allocate additional teacher positions, instructional coaches, counselors, and other staff positions, we can ensure that the families who are most impacted by inequity have additional support to create strong, vibrant, and healthy school communities.

As a result of these (and other) updates to our funding formula, schools where Black or Latinx youth make up the largest percentage of students have a higher per-pupil spending level than schools where the largest group of students are either White or Asian.

Building on Our Academic Progress

The FY2024 budget contains \$4.8 billion in school-level funding, an increase of more than \$480 million over the past two years. This funding will go to support the priorities that our principals and school communities have told us are critical to their success, including:

- Reasonable class sizes.
- Limited split classrooms.
- Access to high-quality arts education.
- More intervention supports, including the hiring of more nurses, counselors, social workers, academic interventionists, and advocates for students in temporary living situations (STLS).
- Funding for local-level priorities.

Here are some of the new school-level investments that CPS is making in FY2024:

- \$128 million in additional funding for special education teachers and paraprofessionals.
- \$32 million in new funding for teaching positions with an emphasis on our highest-need schools.
- \$15 million increase in funding for bilingual instruction, including \$8 million in additional funding for enrollment adjustments at schools receiving newly arriving students.
- \$13 million in new funding for school nurses, social workers, and case managers, bringing staffing levels to all-time highs in each of these categories.
- \$5 million increase in Equity Grants for smaller and under-enrolled schools.
- Expanding pre-k by 480 seats with programs in all Chicago communities, and increasing the level of direct outreach to parents of young learners.

In addition to these new investments, CPS is continuing the following key school-level investments from FY2023:

- \$55 million in continued support for expanded summer programs and out-of-school time programs to keep students safe and engaged outside of normal school hours.
- \$45 million to provide teacher professional development District-wide and fund additional instructional coaches at 184 schools.
- \$15 million to provide additional District-funded counselors at 131 of the District's highest-need schools.
- \$11 million to support 80 schools with significant year-over-year enrollment changes to ensure resourcing for programming.
- At least \$10 million in continued funding for the [CPS Tutor Corps](#), which has provided tutoring in reading and math to more than 10,000 students to date.
- \$8 million to support athletics administration, including full-time athletic directors at over half of District high schools.
- Continued central funding of student devices and curricular supports.

- Continued funding for students in temporary living situations (STLS), including 50 advocates for students, at 45 schools with high STLS enrollment.

Increasing Support for Priority Populations

While individual school budgets make up the largest portion of the overall CPS budget, the next-largest portion is centrally managed funding that supports our schools.

The FY2024 budgets for CPS central office departments mirror the priorities of our school-based funding, which are to provide stability to our school communities and continue investing in the programs and resources that support our students' academic, social, and emotional recovery from the COVID-19 pandemic. Specific areas we are focused on improving include:

- Increasing staffing to support priority student groups including Diverse Learners, English Learners, Students in Temporary Living Situations (STLS) and students who are chronically absent or truant.
- Supporting our talent pipelines to ensure greater diversity and fulfill staffing needs in all schools, especially schools that are harder to staff or are experiencing staffing shortages.
- Building out our mental health support system to connect students with resources.
- Bolstering SEL resources for students and staff through curriculum, professional development, targeted interventions, and partnerships.
- Continued funding to support the Community Schools model, investing \$27 million, including \$16 million of CPS resources, for programming at 118 schools.
- Continued funding to provide students with exposure to various career pathways through enhanced Career and Technical Education programming and employment/apprenticeship opportunities including in the growing field of green jobs.
- Continued funding to support students with college readiness through dual credit, dual enrollment, and other early college programs, including our Roadmap with CCC.

Investing in Safe and Supportive Learning Environments

The safety of all CPS students and their communities remains our absolute top priority, which is why our District will continue funding the programs and resources that protect our students' physical safety while also addressing their mental health and emotional well-being. These include:

- \$3.7 million for the Comprehensive Whole School Safety Plan: Introduced early in the 2022–23 school year, this plan outlines continued investments in proactive safety resources like school safety equipment, as well as efforts to build out our mental health support system and expand SEL resources for students and staff through curriculum, professional development, targeted interventions, and partnerships.
- \$13 million for Choose to Change: An evidence-based mentoring program designed to keep young people who are heavily impacted by violence and trauma on track to graduate from high school and out of the criminal justice system.
- \$8 million for Back to Our Future: A high-touch intervention model designed to support youth who have been disconnected from school for at least 12–18 months, providing them with behavioral health services, mentoring and employment opportunities, and other wrap-around supports designed to help them safely reconnect with their school communities.

- \$22 million for Safe Passage: Our program where committed adults from community-based organizations help keep students safe on their way to and from school and during summer programs and activities.

Launching a Multifaceted Capital Plan

The CPS FY2024 capital budget will follow a different trajectory than in previous years. To ensure that all schools are ready to receive students on day one of the new school year, CPS will pass a scaled-down capital plan in June of 2023 to address immediate facility needs, including emergency repairs.

CPS will soon launch a comprehensive review of all facility needs that will include robust stakeholder engagement. A supplemental capital plan with funding identified for priority projects will be released later in the 2023-24 school year, once this process is complete.

Supporting our District’s Long-Term Fiscal Health

CPS has been allocated more than \$2.8 billion in reimbursable federal pandemic relief funds through the Elementary and Secondary School Emergency Relief Fund (ESSER). As of June 2023, we project to have spent 65 percent (\$1.82 billion) of these funds to support our students and families, with \$670 million to be allocated as part of the FY2024 budget, as detailed below.

- \$409 million to support school-level funding for District priorities and other local-level needs.

Investment	Amount (\$ in Millions)
Centrally funded teacher positions at every school on top of core funding allocations	\$104
Funding for early childhood programs above what is funded by state grant funding	\$101
Funding above projected fall 2023 enrollment	\$70
Equity Grant support for small, under-enrolled schools	\$55
Funding for loss cap and program support for schools to address outlier situations and support meeting instructional priorities	\$23
CPS Virtual Academy	\$6
Charter proportionate share of additional investments in school funding and recovery supports	\$50
Total	\$409

- \$228 million to support investments in academic recovery, SEL, and other student supports.

Investment	Amount (\$ in Millions)
Instructional coaching and school-based professional learning	\$45
Summer school programming	\$30
Skyline curriculum materials and supports	\$25
Out-of-school time (OST) programming for all schools	\$25
School assistants and other part-time operational support	\$19
Instructional support leaders and content leads to support teacher professional development	\$15
Re-engagement, home visits, and truancy prevention programs	\$15
Additional centrally funded second counselor positions for high-need schools	\$15
Mental health supports and trauma-informed interventions	\$15
Tutor Corps	\$10
Athletic directors	\$7
Early literacy support	\$3
Universal SEL curriculum	\$3
Chicago Roadmap funding	\$1
Total	\$228

- \$33 million to cover school-based operational positions, other pandemic-related needs, charter school funding, and other contingent expenses.

The decision to invest ESSER funds over several years has been both intentional and strategic. As the ongoing effects of COVID-19 continue to shift, so have the types of support our students need to recover and thrive. The responsible course is to maintain the funding flexibility necessary to adjust to their changing needs.

The below table gives a complete picture of how we have and will continue to allocate ESSER funds for the benefit of our students and schools:

(\$ in Millions)	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025	Total
Operational supports and supplies and other contingent expenses	\$90	\$61	\$66	\$56	\$33	-	\$306
Academic recovery and SEL supports	-	-	\$97	\$150	\$228	-	\$475
School-level funding for District priorities and other local-level needs	\$6	\$456	\$460	\$380	\$409	\$300	\$2,011
Total	\$96	\$517	\$623	\$586	\$670	\$300	\$2,792

Our District’s long-term financial stability is made more complicated by continued inadequate and inequitable funding by the State of Illinois. CPS has made important strategic funding shifts over the last several years and has benefited from federal COVID-19 relief money. However, our District still does not have the appropriate level of funding from the state to meet our students’ needs.

Despite recent improvements, under the state’s own evidence-based funding (EBF) model, CPS is still funded at only 75 percent of what the formula says the District needs to be “adequately” funded. If the state’s EBF formula was fully funded, an additional \$1.4 billion would be available to support schools, providing resources for staff and programs.

Furthermore, CPS is the only district in the state that is required to fund its own teacher pensions. The state covers teacher pension costs for every other District in the state, while providing only 32 percent of CPS’ total cost. The remaining 68 percent (\$700 million) is covered by Chicago taxpayers, a burden no other district in Illinois incurs.

Finally, unlike every other district in the state, CPS has limited access to alternative revenue sources to fund capital projects. Because of this, CPS must use over \$540 million of EBF and other unrestricted funds to make debt service payments on maintenance and building school infrastructure. These dollars would be otherwise eligible for everyday classroom expenses.

To mitigate these funding inequities, CPS has taken a strategic approach to using ESSER funds, outlined above, that has allowed the District to address pressing needs, support instructional priorities, and maintain fiscal stability. CPS, alongside community stakeholders, is currently advocating for additional funding to ensure the state fulfills its commitment so that our families and District can thrive.

Community Engagement Around Budget Priorities

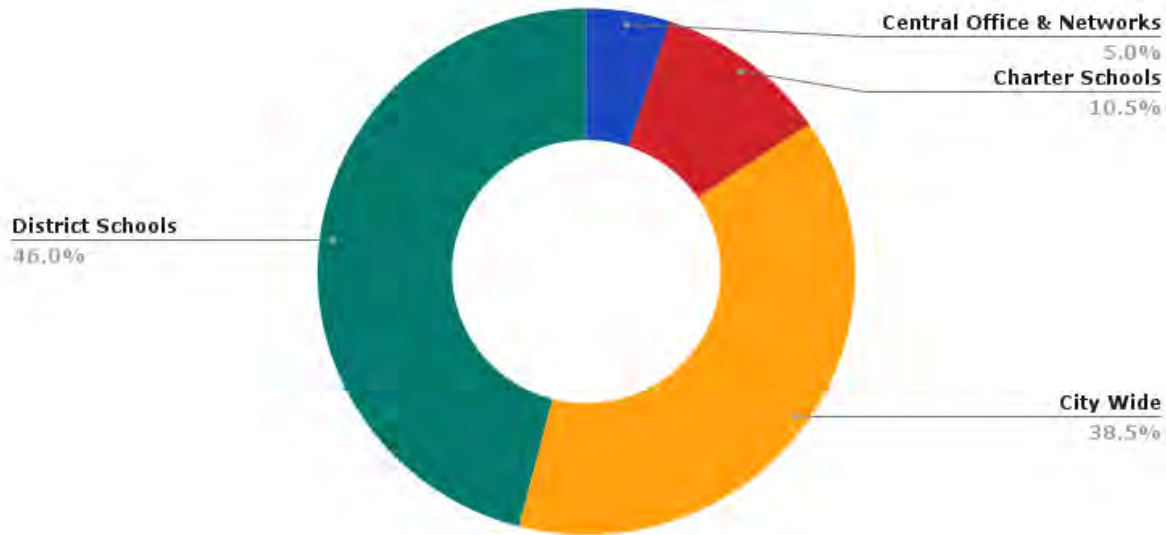
The FY2024 budget is reflective of input from principals, network chiefs, Local School Councils (LSCs), the Principal Advisory Council, and other District partners. This budget also continues to advance the recommendations made by the 2020 School Funding Working Group, which included a diverse array of

stakeholders. This variety of feedback and perspectives has allowed us to shape a budget that will better support each school’s unique needs while remaining aligned to our District-wide priorities. We look forward to receiving additional feedback from our stakeholders at upcoming budget hearings, the details of which can be found cps.edu/budget.

CPS’ Operating Budget by Spending Unit

CPS’ total operating budget includes \$8.49 billion in funding, with 95 percent of these funds directly supporting schools. Funding allocated directly to District, charter, and contract school budgets makes up 56 percent of the operating budget. City-wide funding allocations to provide centrally managed support directly to schools, such as custodians, nurses, social workers, security, and other functions makes up 38 percent. These include funds transferred to schools after the start of the year to account for fall enrollment funding adjustments, grant awards, and other factors. The remaining 5 percent of the CPS operating budget covers central office and network costs providing essential services in support of schools and the district.

Chart 1: FY2024 Operating Budget by Spending Unit



CPS’ Operating Budget by Expense Category

The following table breaks out the District’s same \$8.49 billion operating budget by expense category, to provide an overview of what types of spending CPS has planned in its FY2024 budget.

Chart 2: FY2024 Budget by Expense Category (\$ in Millions)

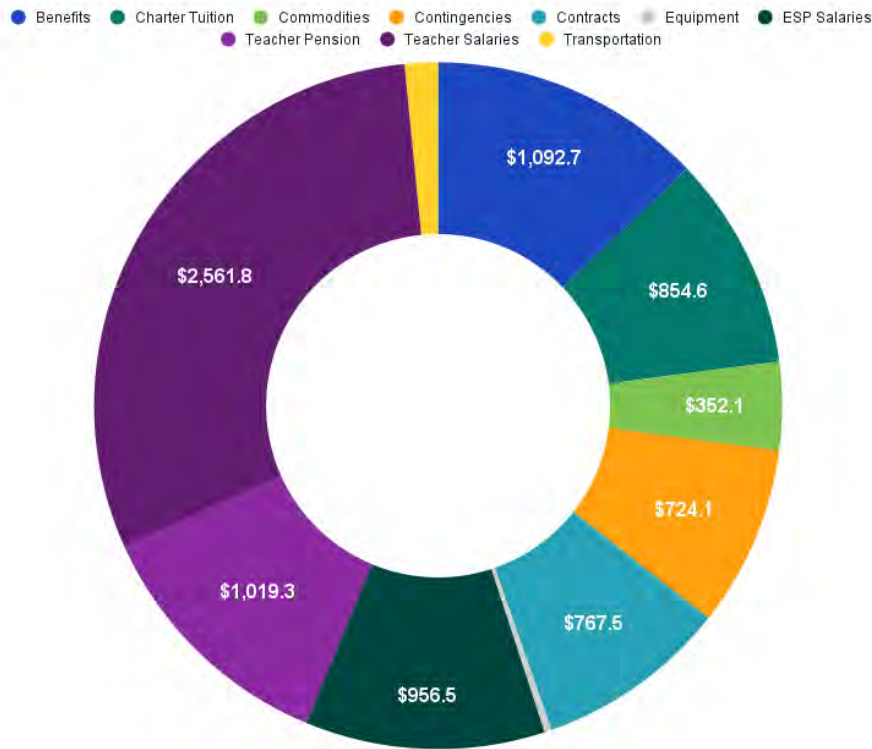


Table 1: FY2024 to FY2023 Operating Budget Comparison by Expense Category (\$ in Millions)

	FY2023 Operating Budget	FY2024 Proposed Budget	FY2024 vs. FY2023 Budget
Salaries	\$3,289.6	\$3,518.3	\$228.7
Benefits	\$1,869.9	\$2,112.0	\$242.1
Contracts	\$1,636.3	\$1,754.7	\$118.4
Commodities	\$356.4	\$352.1	\$(4.3)
Equipment	\$13.2	\$28.2	\$15.0
Contingencies/Other	\$828.5	\$724.1	\$(104.4)
Grand Total	\$7,993.7	\$8,489.5	\$495.8

Salaries and Benefits: 66 percent of the FY2024 operating budget funds employee salaries and benefits. The FY2024 budget for salaries reflects an increase of \$229 million over the FY2023 budget. This is driven by major investments in school-based instructional and support staff, along with the cost of contractual

increases for union employees. FY2024 benefit costs include an increase of \$242 million over FY2023 budget, largely attributed to the District’s required contribution towards the Chicago Teachers’ Pension Fund.

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 and Safe Haven. In addition, this category includes transportation, repair contracts, legal services, waste removal, custodial services, engineering, and other services. FY2024 contractual costs will increase by a projected \$117 million over FY2023 largely driven by contractual increases for the District's repair, custodial, and engineering costs, tech support for student computing devices, and a shift within the budget for early childhood programs from contingency in FY2023 to contractual services in FY2024.

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 FY2024 budget for commodities is \$4.3 million less than FY2023 budget based on increased commodity credits anticipated for the school meals we provide.

Equipment: Equipment pays for the cost of furniture, computers, and similar other non-consumable items. The FY2024 budget includes an increase of \$15 million to provide hygiene product dispensers in all bathrooms and an investment in lunchroom equipment.

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 current system for school funding, 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. The FY2024 contingency budget reflects a reduction of \$104 million, driven primarily by a reduction in pandemic-related grant funding from federal and state sources.

CPS’ Operating Revenues

The following table breaks out the District’s \$8.49 billion operating revenues to provide an overview of where CPS’ proposed FY2024 revenue comes from, with a comparison to the FY2023 budgeted revenues.

Table 2: FY2024 to FY2023 Operating Revenue Comparison (\$ in Millions)

	FY2023 Operating Budget	FY2024 Operating Budget	FY2024 vs. FY2023 Operating Budget
Property Tax	\$3,628.7	\$3,751.9	\$123.2

Replacement Tax	\$340.5	\$538.7	\$198.2
TIF Surplus	\$96.9	\$96.9	\$0.0
All Other Local	\$204.0	\$453.1	\$249.1
Total Local	\$4,270.1	\$4,840.6	\$570.5
State Aid	\$1,611.8	\$1,648.6	\$36.8
State Pension Support	\$308.7	\$322.7	\$14.0
Total State	\$1,920.5	\$1,971.3	\$50.8
Federal	\$1,800.1	\$1,670.6	\$(129.5)
Investment Income	\$3.0	\$7.0	\$4.0
Total Revenue	\$7,993.7	\$8,489.5	\$495.8

Local Revenues

CPS is projected to receive \$3,816 million in property tax revenues in FY2024, which remains the district’s largest single revenue source. A portion of the district’s property tax revenues are restricted for specific uses. Within the operating budget, CPS projects to receive \$557 million from the dedicated Chicago Teacher Pension Fund (CTPF) levy, which assists CPS in paying its annual pension obligation.

Personal Property Replacement Taxes (PPRT) are collected by the state of Illinois and distributed to local governments state-wide. While the tax rates behind the collections are constant, the amount of funding CPS receives from this revenue can vary significantly from year to year. This is because PPRT is a tax that businesses and partnerships, trusts, and S corporations pay on their net Illinois income, along with a tax that public utilities pay on invested income. CPS projects to collect \$539 million in PPRT operating revenue in FY2024.

State law requires that surplus TIF district property tax revenue is proportionally distributed to the taxing bodies within the TIF districts. CPS expects to receive \$96.9 million in TIF surplus funding in FY2024. CPS’ share of TIF surplus funding will be finalized once the City of Chicago passes its budget in the fall.

All other local revenue includes a variety of smaller revenue sources, including school-generated revenue, payments from charter schools, and revenue generated through intergovernmental agreements, including \$142 million from an annual City property tax levy that funds the debt service on CPS issued bonds through the District’s School Building and Improvement IGA.

State Revenues

In FY2024, CPS’ state revenue budget is \$2.49 billion, which comprises 26.6 percent of CPS’ total budget. As discussed above, the state provides funding to CPS through Evidence-Based Funding, support for pension normal cost, and several other appropriations that come in the form of reimbursable or block grants.

Evidence-Based Funding (EBF) is the largest portion of funding that CPS receives from the state of Illinois. In FY2024, EBF represents roughly 70 percent of the \$2.49 billion that CPS is projected to receive from the state.

FY2024 is the seventh consecutive year that CPS has benefited from the State of Illinois making payments to the Chicago Teacher Pension Fund (CTPF). While the state contributions help to offset the impact that CTPF has on CPS' financial health, Chicago remains the only district in Illinois that is required to pay contributions to the district teacher pension fund. In FY2024, the state contribution to CTPF is \$322.7 million, an increase of \$14.0 million from the prior year.

In addition to EBF and teacher pension contributions, CPS is projected to receive \$433 million in revenue from other state appropriated funds and categorical grants. The majority of this funding is from the Early Childhood block grant, which increased from \$221 million in FY2023 to an estimated \$249 million in FY2024. CPS also expects to receive \$12 million for teacher pipeline efforts as part of a new appropriation in the state's recently passed budget.

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.

For additional information on the FY2024 Revenues, please review the Revenue chapter of the budget book.

CPS Personnel Budget

The FY2024 budget includes 45,159 full-time equivalents (FTEs), an increase of 1,781 FTEs from the FY2023 budget. 96 percent of all positions in the FY2024 budget provide direct support to schools.

Chart 3: Of the 45,159 Positions in the FY2024 Budget, 96% Directly Support Schools

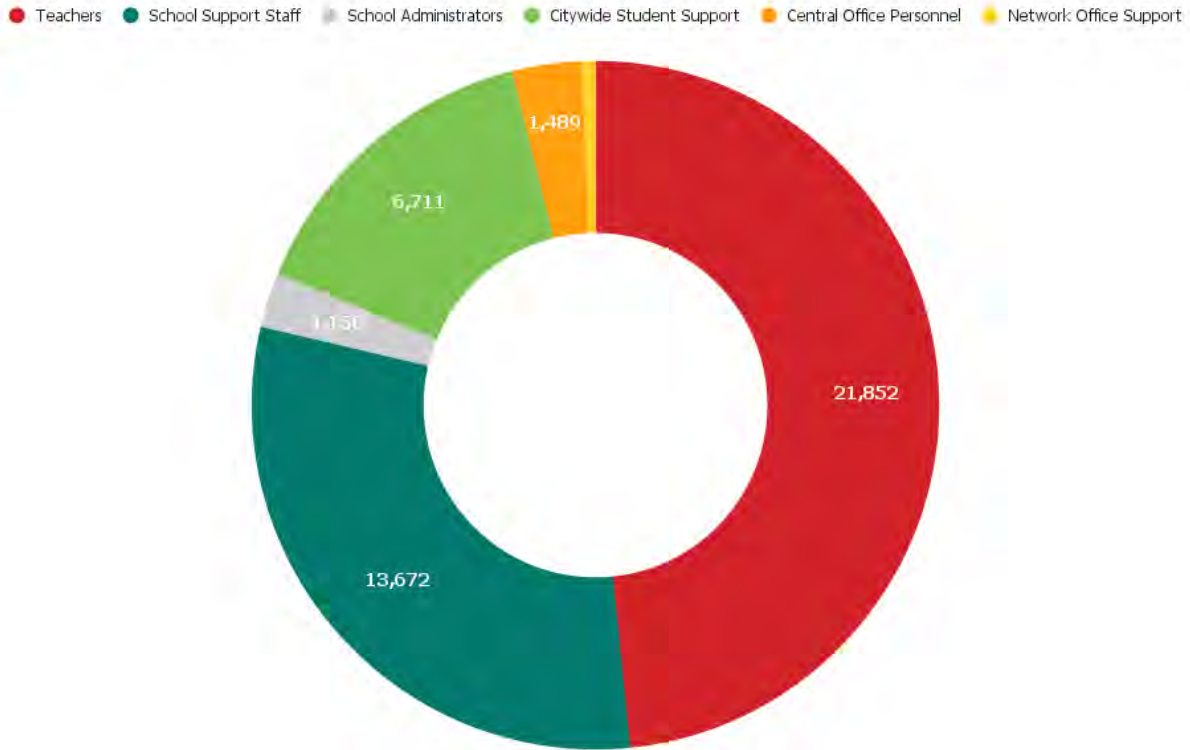


Table 3: FY2024 to FY2023 FTE Comparison

	FY2023 FTE	FY2024 FTE	Increase or (Decrease)
Teachers	21,319	21,852	533
School Support Staff	12,647	13,672	1,025
School Administrators	1,137	1,150	13
Citywide Student Support	6,604	6,711	107
Central Office Personnel	1,380	1,489	109
Network Office Support	291	285	(6)
Grand Total	43,378	45,159	1,781

Note: Totals in above table may not foot due to rounding.

Continued Investments in Staff to Support Schools

The largest and most important investment that our District makes is in our people — the dedicated school leaders, teachers, and staff who inspire, guide, and support our students every day. The District

has budgeted for a total of 45,159 full-time employees (FTE), an increase of 1,781 FTE from FY2023 with allocations that include an additional:

- 533 teachers, driven primarily by growth in special education teachers;
- 1,025 school support staff and administrative staff including classroom paraprofessionals, youth intervention specialists, security guards, restorative justice coordinators, and other school-based personnel;
- 13 school administrators, which includes Principals and Assistant Principals;
- 107 citywide student support personnel, including nurses, social workers, and other personnel working in schools;
- 109 staff in Central Office departments to support investments made in our schools, including:
 - 64 staff across district academic offices to continue our investment in instructional capacity and postsecondary support, including the shift of 12 JROTC positions under the Office of College and Career Success
 - 17 staff to support the District's Title IX, Law, Audit offices, and the Office of the Inspector General, to strengthen support for students and district compliance measures
 - 16 staff in the Talent office primarily funded by new federal grants supporting teacher leadership development
 - 12 staff across CPS operational departments to support Facilities, Security, Nutrition, and Transportation staff in schools, and other related district functions
- 6 additional staff across network offices, including 5 positions supporting a new network for Options schools; overall network office staff reflects a decrease of 6 positions due to the shift of 12 JROTC positions to a central office designation under the Office of College and Career Success

FY2024 Capital Budget Overview

The CPS FY2024 capital budget will follow a different trajectory than in previous years. To ensure that all schools are ready to receive students on day one of the new school year, CPS will seek to pass a scaled-down \$155 million capital plan in June of 2023 to address immediate facility needs, including emergency repairs. The FY2024 capital plan provides funding in five main areas: critical facility needs, interior improvements, programmatic investments, site improvements, and IT upgrades.

The District will soon launch a comprehensive review of all facility needs that will include robust stakeholder engagement to develop an Educational Facilities Master Plan. A supplemental FY2024 capital plan with funding identified for priority projects will be released later in the 2023-24 school year once this process is complete.

CPS is committed to promoting equitable access to high-quality school environments. The District's Equity Office played an important role in developing the past few capital proposals and will continue to do so for the FY2024 capital plan to ensure that resources are distributed equitably across CPS schools so all students can share in the District's record-setting progress.

The CPS facility portfolio includes 522 campuses and over 800 buildings. Our average facility is over 83 years old, and the total CPS critical facility need is over \$3 billion. Since FY2016, CPS has invested over \$3.5 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.

The FY2024 capital budget is primarily funded by the future issuance of general obligation bonds which are principally repaid by Evidence-Based Funding (EBF). (For more information, please see the Debt Management chapter of the budget book.) A portion of the FY2024 budget is also funded by Tax Increment Financing (TIF) funds, state funding, and other outside resources as they become identified.

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.

For additional information on the FY2024 Capital budget, please review the Capital chapter of the budget book.

FY2024 Debt Budget Overview

The Chicago Board of Education (Board) is authorized by state law to issue notes and bonds, enter into lease agreements for capital improvement projects, and assist in the management of cash flow and liquidity. As of June 1, 2023, the Board has approximately \$8.9 billion of outstanding long-term debt and no outstanding short-term debt. FY2024 includes appropriations of \$785 million for long-term debt service payments. Approximately \$19.5 million of appropriations for interest on short-term debt is included in the operating budget.

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 the program, which include roofs, and windows; state-of-the-art high school science labs; high-speed internet; playgrounds and athletic fields; and the expansion of full-day pre-k.

For additional information on the FY2024 Debt budget, please review the Debt Management chapter of the budget book.

Chicago Public Schools’ finances, like those of districts across the country, have been impacted by the COVID-19 pandemic. The FY2024 revenue budget reflects the unanticipated and historic changes to revenue sources that are the result of the pandemic and recent market fluctuation and inflation. As a unit of local government, CPS’ sources of revenue are categorized by the level of government (local, state, and federal) that collects, distributes, or grants resources to the District—all of which have been impacted by the pandemic.

The largest share of local revenue comes from the Chicago Board of Education’s ability to tax residents on the value of their property. The stability of this revenue source is vital to the financial health and viability of the District. CPS’ ability to extend taxes is governed by the Property Tax Extension Limitation Law (PTELL) that limits the amount CPS can increase its property tax levy by the lesser of the change in the Consumer Price Index (CPI) or five percent. For FY2024 the relevant CPI has been calculated at 6.5 percent, reflecting the impact of inflation seen nationwide. This means that CPS’ increase to the property tax levy will be capped at five percent.

The largest portion of state funding allocated to CPS and other Illinois districts is [Evidence-Based Funding](#), or EBF. The state’s EBF model allocates each year’s new funding through a tiering system that directs new investments in state education funding to districts most in need of resources. At the end of the recent state legislative session, the General Assembly passed a state budget that includes a \$350 million increase in EBF funding. As an under-resourced district, CPS will see additional state funding in FY2024, and, due to the EBF distribution construct, the additional amount will become the base for CPS’ appropriation in FY2025.

The federal government’s response to the pandemic through the passage of [ESSER I, II, and III](#) has allocated a historic level of federal funding to CPS. This one-time revenue has been budgeted to combat the effects of the pandemic on student achievement and well-being—and offset lost revenue and increased costs resulting from the pandemic. The federal aid packages have resulted in allocations totaling \$2.8 billion over five fiscal years beginning in FY2020. Without this financial relief, it would not have been possible to make critical investments in schools and school staff, manage the costs incurred from meeting the technological needs of remote instruction, and ensure school buildings were equipped to welcome back students and educators safely.

The following section details the factors, assumptions, and trends that are the basis of the FY2024 revenue budget.

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

	FY2023 Budget	FY2024 Budget	FY2024 vs. FY2023 Budget
Local Revenues			

Property Tax	\$3,685.3	\$3,816.0	\$130.7
Replacement Tax	\$379.9	\$579.1	\$199.2
Other Local	\$497.2	\$761.3	\$264.1
Total Local	\$4,562.4	\$5,156.4	\$594.0
State Revenues			
EBF	\$1,746.5	\$1,735.1	\$(11.4)
Capital	\$13.3	\$13.3	\$0.0
Other State	\$691.1	\$742.9	\$51.8
Total State	\$2,450.8	\$2,491.3	\$40.5
Federal	\$1,824.7	\$1,699.1	\$(125.6)
Investment Income	\$3.0	\$23.0	\$20.0
Total Revenue	\$8,840.9	\$9,369.9	\$529.0

Table 2: FY2024 Revenue Sources Allocated for Debt, Capital, and Operating Funds (\$ in millions)

	FY2024 Total Budget	Amount for Debt Service	Amount for Capital	Balance for Operating Budget
Local Revenues				
Property Tax	\$3,816.0	\$51.1	\$13.0	\$3,751.9
Replacement Tax	\$579.1	\$40.4	\$0.0	\$538.7
Other Local	\$761.3	\$142.3	\$69.0	\$550.0
Total Local	\$5,156.4	\$233.8	\$82.0	\$4,840.6
State Revenues				
EBF	\$1,735.1	\$503.0	\$0.0	\$1,232.1
Capital	\$13.3	\$0.0	\$13.3	\$0.0

Other State	\$742.9	\$0.0	\$3.8	\$739.1
Total State	\$2,491.3	\$503.0	\$17.1	\$1,971.3
Federal	\$1,699.1	\$24.4	\$4.0	\$1,670.6
Investment Income	\$23.0	\$16.0	\$0.0	\$7.0
Total Revenue	\$9,369.9	\$777.3	\$103.1	\$8,489.5

Table 3: FY2023 to FY2024 Operating Budget Comparison by Revenue Category (\$ in Millions)

	FY2023 Operating Budget	FY2024 Operating Budget	FY2024 vs. FY2023 Operating Budget
Property Tax	\$3,628.7	\$3,751.9	\$123.2
Replacement Tax	\$340.5	\$538.7	\$198.2
TIF Surplus	\$96.9	\$96.9	\$0.0
All Other Local	\$204.0	\$453.1	\$249.1
Total Local	\$4,270.1	\$4,840.6	\$570.5
State Aid	\$1,611.8	\$1,648.6	\$36.8
State Pension Support	\$308.7	\$322.7	\$14.0
Total State	\$1,920.5	\$1,971.3	\$50.8
Federal	\$1,800.1	\$1,670.6	\$(129.5)
Investment Income	\$3.0	\$7.0	\$4.0
Total Revenue	\$7,993.7	\$8,489.5	\$495.8

Local Revenues

Property Taxes

CPS is projected to receive \$3,816 million in property tax revenues in FY2024, which remains the

District's largest single revenue source. A portion of the District's property tax revenues are restricted for specific uses. Within the operating budget, CPS projects to receive \$557 million from the dedicated Chicago Teacher Pension Fund (CTPF) levy, which assists CPS in paying its annual pension obligation. (For more information on the pension levy calculation, please review the Pensions chapter). \$64 million is revenue from the Capital Improvement Tax levy, which includes \$51 million dedicated to paying debt service on bonds issued for capital improvements and \$13 million in additional levy receipts.

The remaining \$3,195 million of CPS' property taxes are free to fund any other operating costs. \$3,052 million of this is from the CPS property tax education levy and \$111 million is revenue from Transit Tax Increment Financing (TIF). CPS expects another \$32 million from changes to the property tax code from [Public Act 102-0519](#), which allows Illinois school districts to receive the amount of property tax levied but not received due to property tax bill refunds processed through the State Treasurer's Office.

The FY2024 budget includes an increase in property taxes of \$131 million, \$15.8 million of which comes from the District's Transit TIF collections, \$7.5 million of which is attributable to increased Capital Improvement Tax collections, and \$5.5 million of which comes from increased pension levy collections. The remaining \$102 million increase is driven by the District's property tax levies for operating costs, attributable to the factors described below.

Impact of Inflation

CPS' property tax levy is subject to PTELL, which limits the amount school districts can extend or collect from a taxing district. Each year, CPS levies property taxes to fund the operations of the public school system. The amount that CPS requests through the Board of Education cannot reflect an increase greater than the lesser of the change in the Consumer Price Index (CPI) or five percent. Tying tax increases to CPI is intended to prevent taxpayers from being overburdened by government activity that is irrespective of larger economic trends and has a subsequent impact on taxpayers.

The Illinois Department of Revenue is responsible for publishing the CPI that will be used for any government unit subject to PTELL. For the FY2024 property tax levy calculation, the calculated [CPI](#) is 6.5 percent. Following PTELL laws, the CPI is therefore capped and the applied CPI to the FY2023 extension base is five percent. Due to continued high rates of inflation nationwide, this inflation rate is consistent with the prior year's capped rate of five percent.

Inflationary increases under PTELL impact only the District's education levy and are expected to add \$139 million to the District's projected property tax collections.

Impact of Assessments and New Property

The Cook County Assessor's office reassess property values on a triennial cycle. The City underwent its regular reassessment in 2021. However, forecasting the impact of the reassessment is challenging. This is not only because of the off-cycle COVID-19 reassessment performed by the Cook County Assessor's Office in 2020, but also because Assessor Kaegi's office has publicly shared that assessments prior to Kaegi taking office have been historically inaccurate. These assessments were not equitably or fairly

distributing the tax burden to different neighborhoods and communities throughout the County, specifically throughout Chicago. The FY2024 budget includes an estimated year-over-year growth of two percent, the normal rate of growth expected in an off-cycle assessment year.

Additionally, property that was either constructed during a given tax year, or newly taxable as part of the incremental value of an expired TIF district, is not included in the base property amount that is capped under PTELL. Both new property and the incremental equalized assessed value (EAV) of an expiring TIF district are taxed at the same rate as existing properties.

In tax year 2023, an anticipated amount of \$609 million of newly constructed property and \$788 million of incremental TIF EAV is projected to be newly available under CPS' tax levies and will subsequently become part of the 2024 tax base.

Changes due to assessments, new property, and expiring TIF districts are expected to add \$46 million to the District's projected property tax collections. In FY2023, however, the post-budget [extension of six TIF districts](#) reduced CPS' projected property tax collection below budget by \$83 million. This reduction, carried into FY2024, means that the total change due to these factors will be a net reduction of \$37 million below the FY2023 budget.

Other Property Tax Considerations

A smaller portion of 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. In FY2024, CPS projects that Transit TIF revenues will be \$111 million, representing an increase of just over \$16 million from the FY2023 revenue budget of \$95 million.

Personal Property Replacement Taxes (PPRT)

[Personal Property Replacement Taxes \(PPRT\)](#) are collected by the State of Illinois and distributed to local governments state-wide. While the tax rates behind the collections are constant, the amount of funding CPS receives from this revenue can vary significantly from year to year. This is because PPRT is a tax that businesses and partnerships, trusts, and S corporations pay on their net Illinois income, along with a tax that public utilities pay on invested income. As corporate and investment income fluctuates, so does the amount received by local government agencies, including CPS.

The collection rates, found below, are greatest for the Corporate Income Tax (CIT) and are therefore used to provide the basis of the CPS revenue budget.

- Corporations pay a 2.5 percent replacement tax on their net Illinois income.
- Partnerships, trusts, and S corporations pay a 1.5 percent replacement tax on their net Illinois income.
- Public utilities pay a 0.8 percent tax on invested capital.

Prior to the late 1970s, local governments and school districts were statutorily allowed to levy taxes on business properties. After the General Assembly revoked that ability, legislation instituting PPRT was passed to mitigate the revenue loss to local taxing agencies. The portion of PPRT disbursed to Illinois local government agencies reflects the amount collected in tax year 1977. For CPS, the portion of collected PPRT distributed is 14 percent.

Due to economic factors and the impact of pass-through entity tax legislation, [PA 102-0658](#), PPRT outperformed FY2023 expectations with a projected end-of-year total of \$605 million in CPS revenue, approximately \$225 million greater than the FY2023 budgeted total of \$380 million. In FY2024, PPRT receipts are budgeted to decrease by 4.3 percent relative to projected FY2023 revenue. CPS projects to collect \$579 million in PPRT revenue in FY2024. With debt service payments from PPRT totaling \$40 million, the remaining \$539 million of PPRT revenue will be available to support operating costs.

This decrease reflects [Illinois Corporate Income Tax \(CIT\) estimates](#) from the State's Office of Budget and Management that anticipate a year-over-year loss of 3.1 percent due to the anticipated economic factors in FY2024. The change is the net amount of CIT disbursed after diversions to the refund fund and the amount diverted by the Governor for the local government distributive fund. The refund fund deposit is a percentage established by the Illinois Department of Revenue to fund corporations' requests for refunds from CIT taxes collected.

TIF Surplus and Other Local Resources

State law requires that surplus TIF district property tax revenue is proportionally distributed to the taxing bodies within the TIF districts. CPS expects to receive \$97 million in TIF surplus funding in FY2024. CPS' share of TIF surplus funding will be finalized once the City of Chicago passes its budget in the fall.

All other local revenue includes a variety of other revenue sources, including school-generated revenue, payments from charter schools, and revenue generated through intergovernmental agreements (IGAs), including \$142 million from an annual City property tax levy that funds the debt service on CPS issued bonds through the District's School Building and Improvement IGA.

Local Contributions to Capital

FY2024 local capital revenue of \$82 million assumes \$65 million in reimbursements for ongoing TIF-related projects, plus \$4 million from the Metropolitan Water Reclamation District and the Department of Water for Space to Grow projects. The budget also includes \$13 million from Capital Improvement Tax collections not tied to existing bond issuances.

State Revenue

In FY2024, CPS' state revenue budget is \$2,491 million, which comprises 26.6 percent of CPS' total budget. As discussed above, the state provides funding to CPS through EBF, support for pension normal cost, and several other appropriations that come in the form of reimbursable or block grants.

Evidence-Based Funding

EBF is the largest portion of funding that CPS receives from the State of Illinois. In FY2024, EBF represents 69.6 percent of the \$2,491 million that CPS is projected to receive from the state.

Since its inception in 2017, the state has allocated EBF funds to districts using a formula that maintains existing funding levels for all districts and targets new funding to the districts that are least well-funded. The formula first allocates each district its Base Funding Minimum, a total reflecting the previous year's EBF allocation. This provision provides crucial stability for CPS as it ensures that, regardless of enrollment or demographic trends, CPS will receive at least the same funding as the year prior, absent the state taking an unprecedented and highly unlikely step of disinvesting from EBF funding.

The second component of the formula allocates new, or "tier," funding based on a formula that targets the least well-funded districts. To evaluate funding levels of districts across the state, the state first calculates "adequacy targets" for each district, reflecting the evidence-based level of resources needed for each district to educate its students. Adequacy targets include, for example, the additional resources necessary to educate low-income students, special education students, and English language learners, along with the financial resources needed to provide funding for technological devices and instructional materials.

Funding adequacy, expressed as a percentage, is then calculated by dividing each district's available local resources by its adequacy target, indicating each district's ability to meet its specific needs. The FY2023 calculations, the most recent calculations currently available, indicate that CPS' funding adequacy is 74.6 percent.

Tier funding is then distributed using a formula that allocates the most funding to "Tier 1" schools, or those least adequately funded. Until FY2023, CPS had been a Tier 1 district since the inception of EBF, reflecting the high-needs of the District and historical levels of underfunding. Due primarily to short-term changes to revenue and expense factors within the EBF formula, CPS fell to Tier 2 in FY2023. At the time of publication, the Illinois State Board of Education (ISBE) has not publicly shared updated tier designations, but CPS anticipates remaining in Tier 2 for FY2024. Based on this designation and the \$350 million of new EBF funding in the state's recently passed FY2024 budget, CPS expects to receive an additional \$27 million in tier funding in FY2024, less than eight percent of the total new funding.

While CPS expects to receive an additional \$27 million in FY2024 tier funding, the FY2024 budget will reflect an \$11 million decrease from the original FY2023 budget. This is due to the FY2023 budget assumption that CPS would remain a Tier 1 district and the projected growth in EBF funds diverted to state-commissioned charter schools, who receive a portion of CPS' EBF allocation before it is distributed to the District.

Since 2019, CPS has received an additional allocation of EBF funding that is the result of property tax

adjustments. This amount totals just over \$16 million and is included in the total EBF funding amounts.

State Contribution to Teacher Pensions

FY2024 is the seventh consecutive year that CPS has benefited from the State of Illinois making payments to the Chicago Teacher Pension Fund (CTPF). While the state contributions help to offset the impact that CTPF has on CPS' financial health, Chicago remains the only district in Illinois that is required to pay contributions to its teacher pension fund. In FY2024, the state contribution to CTPF is \$322.7 million, an increase of \$14 million from the prior year's contribution of \$308.7 million, but only 32 percent of the District's total teacher pension cost. See the Pensions chapter for more information.

Additional State Funds including Categorical Grants

In addition to EBF and teacher pension contributions, CPS is projected to receive \$434 million in revenue from other state-appropriated funds and categorical grants. The majority of this funding is from the Early Childhood Block Grant, which increased from \$221 million in FY2023 to an estimated \$249 million in FY2024. CPS also expects to receive \$12 million for teacher pipeline efforts as part of a new appropriation in the state's recently passed budget.

State Contribution for Capital

The state capital revenue total of \$17.1 million comprises \$13.3 million in gaming revenue for new construction projects and \$3.8 million in other potential state grants.

Federal Revenue

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 pre-k through 12th grade. These grants are dedicated to specific purposes and cannot supplant local programs. Medicaid reimbursement and Impact Aid are the only federal funding sources without any restrictions.

Every Student Succeeds Act (ESSA)

- **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 \$265.7 million in Title I funding in FY2024. The anticipated total grant award for FY2024 is \$331.5 million, which includes allowable carryover of \$33.8 million from the previous year and \$32 million from anticipated allocation adjustment from the state.
- **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 \$16.2 million in FY2024.
- **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 FY2024 is \$2.2 million, which includes

allowable carryover of \$1 million 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 \$29 million to be awarded for the FY2024 Title II-A grant, which includes a current award of \$19 million and an estimated \$10 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 \$13.2 million for FY2024, which includes allowable carryover of \$5 million 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 \$41.1 million to be awarded for the FY2024 Title IV-A grant, which includes a carryover of \$20 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 anticipates a total of \$12 million to be awarded in FY2024, a decrease of \$2.7 million from the previous year.
- **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 anticipated total grant award for FY2024 is \$114,017, which includes a decrease of \$99,076 from the prior year.

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 FY2024 totaling \$102.1 million.
- **IDEA Room and Board:** This grant provides room and board reimbursement for students attending facilities outside of Chicago and is estimated at \$6.7 million in FY2024.
- **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 \$472,268 from a competitive grant for FY2024.

Total FY2024 IDEA funding equals \$110.6 million, including small competitive grants and carryover from the previous year in the preschool grant.

Child Nutrition Programs

CPS participates in state- and federally-funded Child Nutrition Programs, including the:

- School Breakfast Program (SBP)

- National School Lunch Program (NSLP)
- Child and Adult Care Food Program (CACFP)
- Summer Food Service Program (SFSP)
- Fresh Fruit and Vegetable Program (FFVP)

Under the Child Nutrition Programs (CNP), CPS offers free breakfast, lunch, after-school supper, after-school snacks, Saturday breakfast, and Saturday lunch during the school year. The District also serves breakfast and lunch during summer school and offers fresh fruit and vegetables to elementary school students during the school year.

In 2012, CPS began participating in the Community Eligibility Provision program. All schools are now part of this program, which provides free breakfast and lunch to all students regardless of income eligibility. CPS is reimbursed for all meals at the maximum free reimbursement rate under each CNP.

CPS anticipates \$214 million in federal reimbursements for FY2024. These revenues include:

- \$201 million for school lunches, breakfast, snacks, and donated foods
- \$10 million for CACFP
- \$3 million for FFVP

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. In addition, LEAs in Illinois may now seek reimbursement for Medicaid-eligible services provided by Medicaid-eligible providers to any Medicaid-enrolled student. Medicaid provides reimbursement for the:

- Delivery of covered direct medical services provided to any Medicaid-enrolled child
- 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, but not limited to: audiology, developmental assessments, medical equipment, medical services, medical supplies, medication administration, nursing services, occupational therapy, physical therapy, psychological services, school health aides, social work, speech/language pathology, and specialized transportation. When these services are provided to a Medicaid-enrolled student, 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 FY2024 are projected to be \$50.9 million, subject to the level of healthcare services rendered in the upcoming school year. FY2024 Medicaid revenues are strengthened by recent changes in state policy expanding eligible services and providers, 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.

Other Federal Grants

This category includes competitive funding 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 FY2024 Perkins formula grant is anticipated to be \$8.1 million, which includes an estimated rollover of \$1.3 million.
- **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. The FY2024 federal E-rate grant is anticipated to be \$8.9 million.

Elementary and Secondary School Emergency Relief Funding

In response to the COVID-19 pandemic and its subsequent impact on school districts throughout the country, the federal government has taken steps to support new pandemic-related costs and provide funding relief for impacted revenues through three rounds of emergency funding.

The first round of Elementary and Secondary School Emergency Relief funding (ESSER I) was allocated to school districts through the Coronavirus Aid, Relief, and Economic Security (CARES) Act, passed by Congress in March 2020. CPS received \$206 million in ESSER I funding that was used to support costs in the FY2020 and FY2021 budgets, allowing the District to support emergency remote learning and school reopening costs required by the onset of the pandemic.

Congress passed the second round of relief funding (ESSER II) in December 2020, which generated \$794 million for CPS over the course of FY2021 and FY2022.

The final, most significant round of federal funding came in April 2021 with Congressional approval of the American Rescue Plan, within which a third round of ESSER funding (ESSER III) directed nearly \$1.8 billion to CPS. This funding will be available through September 2024 and, similar to ESSERs I and II, will provide the necessary funding to combat the effects of the pandemic on learning loss and the social and emotional well-being of students, safely open schools, and support priority investments.

The District projects to have \$970 million in ESSER III funding remaining at the end of FY2023, of which \$670 million will be included in the FY2024 budget with the remaining \$300 million slated for FY2025. The FY2024 budget's ESSER III funding is aligned to investments in the three ESSER priority areas: 1) emerging stronger post-pandemic, with a focus on a safe return to in-person instruction; 2) maintaining continuity of service including staffing and adding additional resources in schools, and 3) resource equity addressing the disproportionate impact of COVID-19 on communities of color and low-income communities. A detailed list of investments is included in the Budget Overview chapter.

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

(BABs)

In FY2024, 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 5.7 percent for federal sequestration. See the Debt Management chapter for more information.

Federal Contribution for Capital

The federal capital revenue total of \$4 million is funded by the federal E-Rate grant.

The FY2024 Budget will include a historic high of \$1,022.5 million for the Chicago Teachers' Pension Fund (CTPF). With a strong investment market in FY2022 and increased pension levy revenues, CPS did not need to spend any of its operating revenue on CTPF contributions for FY2023 — the first time in the last twenty years where CTPF was wholly funded by dedicated state and local revenue sources. However, weak investment returns and higher-than-assumed salary increases in FY2023 will require that CPS once again contribute operating revenues in FY2024 to satisfy its statutory contribution obligations.

The structural changes enacted in FY2017 and FY2018 that altered the funding mechanisms supporting the CTPF provided several key measures to ensure long-term pension health. In FY2017, the Illinois General Assembly granted CPS the ability to implement a property tax levy dedicated to funding the CTPF at a tax rate of 0.383 percent of the Equalized Assessed Value (EAV) of Chicago properties. That rate was then raised in FY2018 to a maximum rate of 0.567 percent. Additionally in FY2018, the State of Illinois (the State) made a commitment to pay the employer's normal cost for pension obligations, which is the amount of future pension benefits that CTPF-eligible employees will accrue over a given fiscal year. In FY2024, this normal cost comes out to 30.1 percent of the total employer contribution amount. Despite these improvements, however, CPS still bears legacy costs that have — aside from FY2023 — required the use of operating revenue to cover the difference between the levy's revenue and CPS' statutory pension payment. Nonetheless, CPS continues to make all statutory contributions to the CTPF in accordance with the pension ramp, which has the mandate that CTPF be 90 percent funded by FY2059.

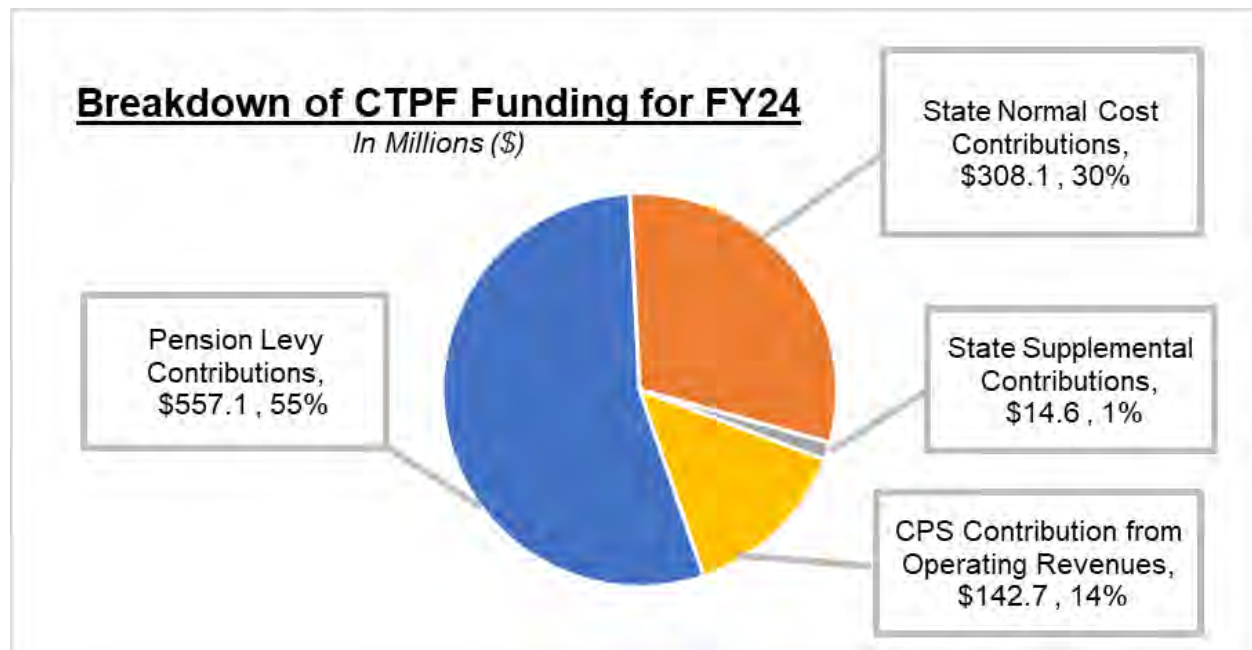
These costs are a burden unique to CPS. CPS remains the only school district in the State of Illinois with its own teachers' pension system separate from the statewide Teachers' Retirement System (TRS). Full-time salaried CPS teachers and other licensed teaching staff are part of the CTPF, which, until recently, has been funded almost entirely by Chicago taxpayers with little support 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, portions of their income, corporate, and sales taxes paid to the State go toward funding TRS costs, but Chicagoans alone are responsible for supporting the CTPF through property taxes and other local revenue streams.

Per the CTPF's [2022 actuarial report](#), the total statutory, or required, employer contribution to the CTPF for FY2024 will be \$1,022.5 million. Of that number, the State will pay \$322.7 million, which is comprised of the projected normal cost of \$308.1 million and \$14.6 million to offset the benefit increases enacted under Public Act 90-0582 (this is set at 0.544 percent of the CTPF's total payroll pursuant to Public Act 90-0655). This total of \$322.7 million also includes \$65 million in the form of a health insurance subsidy for retirees. The pension property tax levy is projected to raise \$557.1 million in FY2024, up \$5.5 million from FY2023. This means that the Chicago Board of Education will be responsible for funding the remaining \$142.7 million differential to meet the total required contribution for CPS of \$699.8 million.

While the pension property tax levy increased in gross revenue from FY2023 to FY2024, the bump in revenue was not enough to offset the spike in required contributions resulting from a sluggish investment market. [In the FY2021 actuarial report for the CTPF](#), the total required employer contributions was estimated to be \$880.1 million for FY2024. The impact of the 2022 investment market

was so intense that [in the FY2022 actuarial report](#), the total required employer contribution was upped to \$1,022.5 million, an increase of \$142.4 million or 16 percent above the original estimate. This unplanned increase in cost affects CPS, rather than the State, since the State's contributions remain constant while CPS is required to absorb the statutorily determined growth within its own resources.

Chart 1: Projected FY2024 Funding for Required CTPF Employer Contributions
(\$ in Millions)



Depressed Investment Returns Created Unexpected Growth for FY24 CPS Contributions

The funded ratio of the CTPF based on the actuarial value of assets (AVA) decreased to 46.8 percent as of June 30, 2022, down from 47.5 percent on June 30, 2021. This actuarial value is determined by a four-year smoothing method that helps account for unexpected gains or losses and provides better baselines for long-term fiscal planning. Therefore, it is much more stable year-to-year than the market value of assets (MVA) detailed below. Despite this one-year drop, the AVA funded ratio for the plan is up 0.1 percent from June 30, 2020.

The decrease in the funded ratio stems from a lower-than-expected return on the actuarial value of assets in FY2022, which came in at 6.0 percent instead of the assumed rate of 6.5 percent. When using the MVA to estimate, which examines the unadjusted returns within a fiscal year, we see that the funded ratio dropped from 53.2 percent in FY2021 to 45.3 percent—a -8.6 percent change. It is important to note that this is a result of overarching market volatility and is not isolated to CPS. In fact, [most large pension plans experienced losses during FY2022](#). It was this drop that drove the reassessment of mandatory contributions explained on the prior page: \$142.4 million more than expected. This swing in asset value mandates these larger contributions to cover for the losses experienced during the prior fiscal year.

The unfunded actuarial accrued liability for CTPF (UAAL) grew by \$620.4 million to \$13.812 billion, driven primarily by unexpected investment losses due to market forces and larger-than-assumed salary increases over FY2022, which are tied to collective bargaining agreements and negotiated salary increases. The UAAL is calculated by taking the total accumulated cost of pension benefits and subtracting the value of the total assets in the plan’s possession.

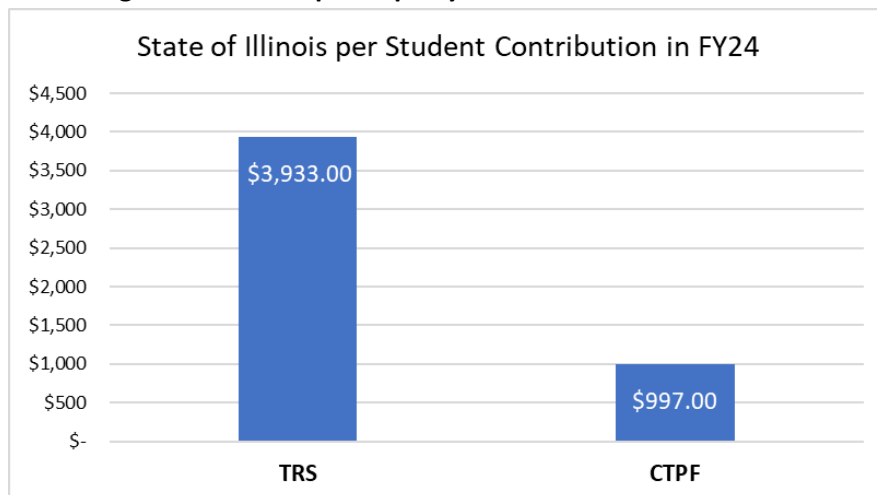
The State Continues to Fund CTPF at a Lower Rate than the TRS

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 \$322.7 million in FY2024 for CTPF teacher pension costs, which represents 32 percent of the total employer contribution. In comparison, [the State is projected to contribute \\$6.04 billion toward the employer contribution to the TRS in FY2024](#), the vast majority of the employer contribution for this fiscal year. [In FY2021 and FY2022, the State’s contribution to the TRS made up about 98 percent of the total employer compensation](#), leaving local districts responsible for covering just 2 percent of the employer contribution to the system.

To demonstrate this discrepancy, in FY2022, the State contributed an average of \$48.49 to the TRS for every \$1 that local school districts contributed to the TRS. For FY2022, the State gave just \$0.42 for every \$1 that the Chicago Board of Education contributed to the CTPF. In FY2024, the State will provide around \$0.46 for every \$1 that the Chicago Board of Education will contribute.

Another way to think about this difference is to examine the average contribution from the State to the two retirement funds on a per pupil basis. In FY2024, the State’s estimated contribution to TRS amounts to a pension contribution for downstate and suburban school districts of \$3,933 [per student](#), while CPS only received \$997 [per student](#).

Chart 2: Average Contribution per Pupil by the State to the TRS and CTPF in FY2024



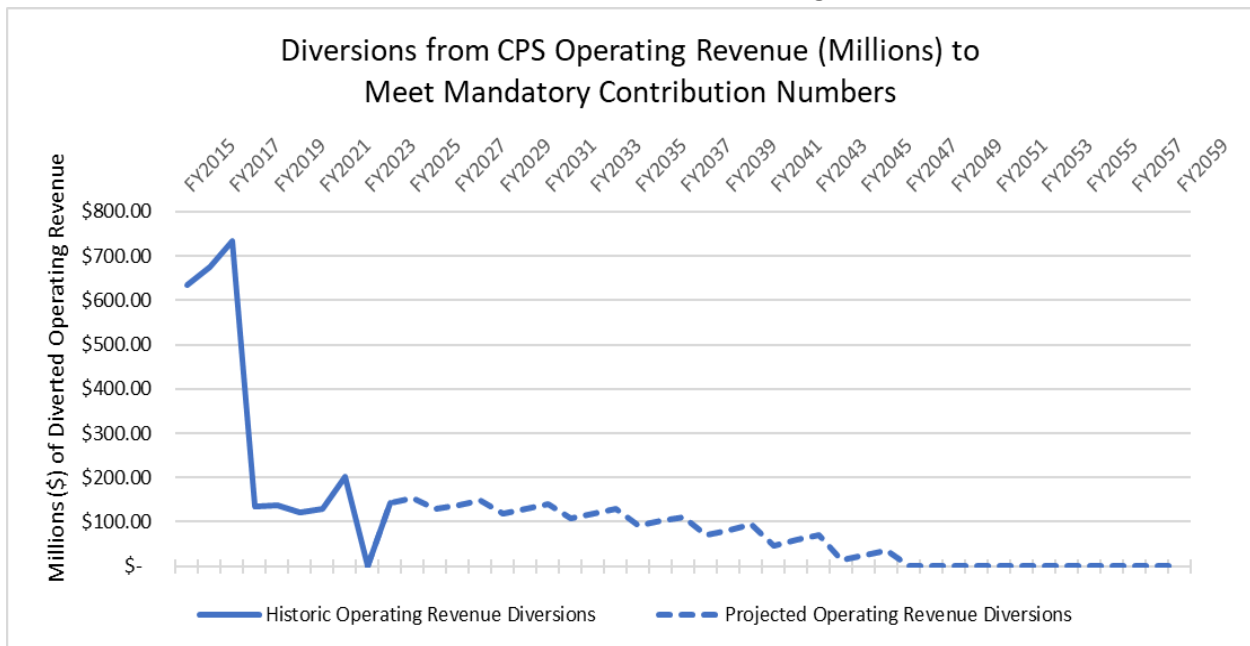
CPS’ Employer Contribution Requirements: Diverting Operating Funds to Bridge the Gap

In FY2024, CPS is projected to contribute \$699.8 million for Chicago teachers’ pensions, with \$142.7 million of its own operating revenue and \$557.1 million from the dedicated pension levy. The State will pick up the other \$322.7 million, of which \$308.1 million is for CTPF normal costs, and \$14.6 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 percent of CTPF’s total teacher payroll.

In FY2023, \$551.6 million of pension levy revenues made up the entirety of CPS’ contribution to the CTPF. In FY2024, CPS will contribute \$557.1 million in levy revenue to the CTPF, but that alone will not be enough to meet the statutory obligation. While Chicago property values are projected to experience continued growth in the long-term, bringing with it increased opportunity for additional revenue, the rate of increase for the levy revenues in FY2024 was not able to keep up with the need for additional funds to compensate for investment losses incurred over the prior year.

While the levy’s revenue increased 0.1 percent from FY2023 to FY2024, the projected CPS required contribution for FY2024 increased 23.3 percent over the same year-long time period. Therefore, in FY2024, CPS must once again divert \$142.7 million in additional operating revenue to help complete the statutory contributions. Based on estimations of pension levy growth due to an increased EAV, CPS will continue to rely on operating revenue to bridge the gap of statutory contributions until approximately FY2047.

Chart 3: Diversions from Operating Revenues are Projected to Continue until 2047 Without Increased State Funding

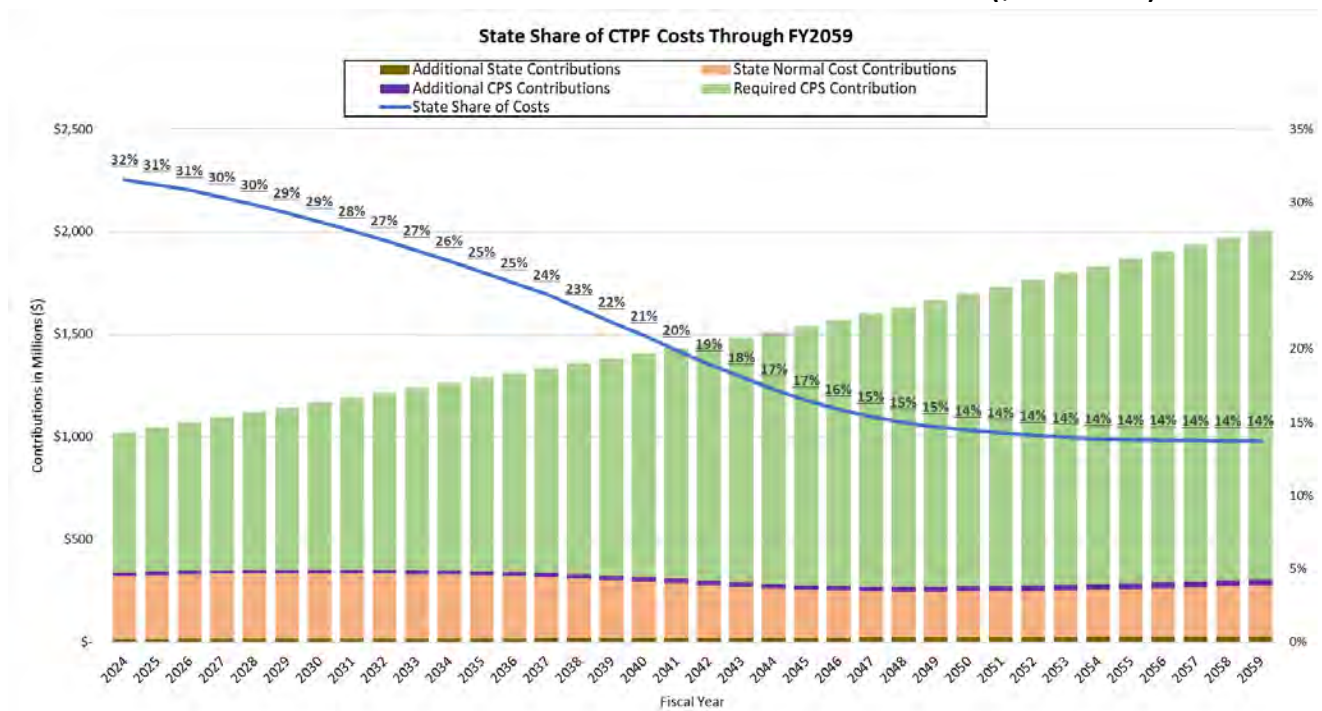


Pension Contributions by the State and Individual Employees

As the total employer contribution costs continue to increase in accordance with the actuarially required amount to reach a 90 percent funded 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 pursuant to Public Act 90-0655 to cover increased cost of benefit increases enacted under Public Act 90-0582.

In FY2024, the State’s contribution is projected to make up 32 percent of the total employer contribution, and this is scheduled to decline to 14 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 becomes “Tier II” teachers who are entitled to a less generous level of benefits than “Tier I” employees. 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. More discussion on the State’s EBF formula can be found in the Revenue chapter of the Budget Book.

Chart 4: The State Share of CTPF Contributions will Shrink in Future Years (\$ in Millions)

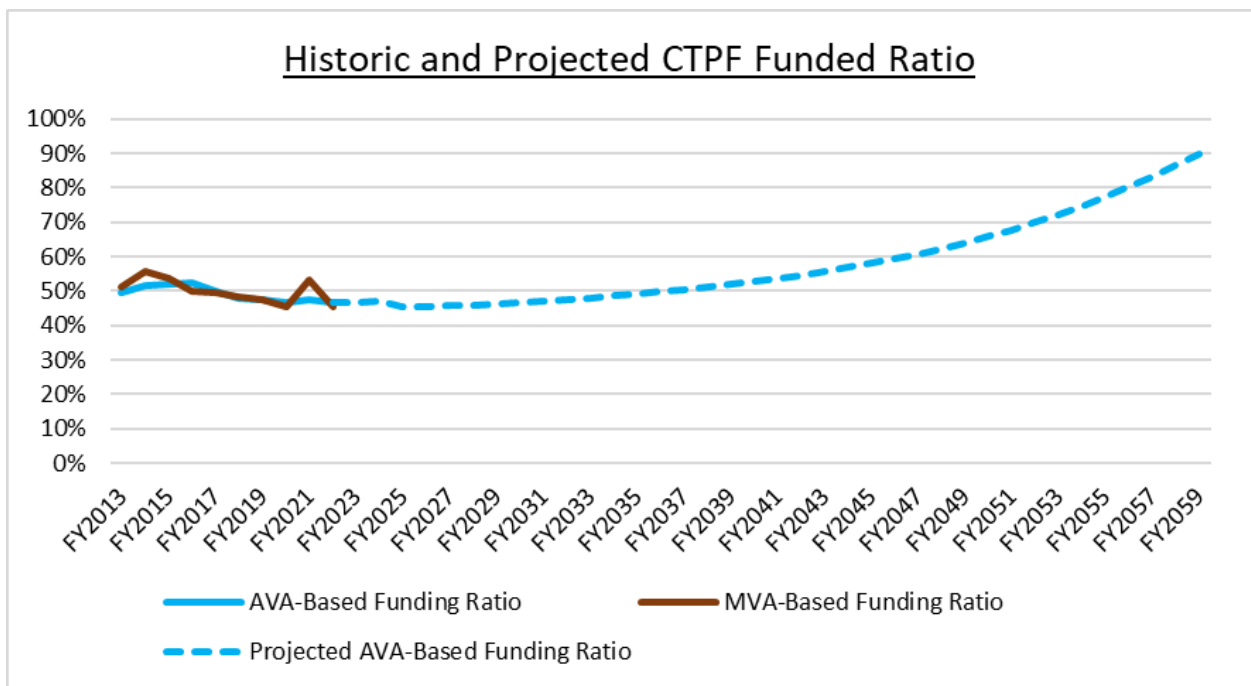


At the individual level, employees covered by CTPF are required by statute to contribute 9 percent of their salary to pensions. However, from 1981 through 2017, CPS paid the first 7 percent on the employee’s behalf, in addition to its own employer contribution. Under the 2019–24 Collective Bargaining Agreement with the Chicago Teachers Union, CPS no longer pays the initial 7 percent for “Tier II” employees hired on or after January 1, 2017, leaving them to contribute the entirety of that 9 percent.

Decline in Funded Ratio Led to Increased CPS Contributions

Until June 30, 2001, CTPF had a funded ratio of 100 percent, 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 percent, below a 90 percent threshold, and therefore CPS was statutorily required to begin making employer contributions. State funds would not begin to ramp up in earnest, however, until the passing of Public Act 99-521, which took effect in 2017. As seen in the graph below, despite the investment losses seen in FY2023, the District is on course to meet the FY2059 deadline of being 90 percent funded. A full explanation of the designated baseline ramp can be found in the [FY2022 Actuarial Valuation Report](#).

Chart 5: CTPF Funded Ratio Through FY2059 (Actuarial Value of Assets and Market Value of Assets)



MEABF Contributions

Employees of CPS that do not participate in the CTPF participate in the Municipal Employees’ Annuity and Benefit Fund (MEABF). The MEABF is a City of Chicago pension annuity fund established to fund retirement for most civil servant employees of the City of Chicago. Non-teacher employees of CPS are also allowed to be part of the fund.

From FY2020 to FY2023, CPS reimbursed the City for a portion of the City's cost attributable to District employees that participate in the fund. In FY2024, CPS anticipates paying the city a portion of the on-behalf-of cost. The exact amount of CPS’s contribution for the FY2024 portion to MEABF will be funded by TIF revenue above and beyond the FY2024 approved and other appropriate local resources.

Chicago Public Schools (CPS) is investing in the continued academic success of its students by allocating over \$4.8 billion directly in school budgets in FY2024. This is an increase from the \$4.6 billion budgeted for FY2023.

In FY2024, schools will receive funding directly into school-level budgets through a variety of enrollment and needs-based formulas. Funds allocated directly to schools in FY2024 reflect an increase of more than \$243 million year-over-year and are intended to ensure that all schools can meet the following instructional and school design priorities:

- Reasonable class sizes
- Limited splits
- Access to arts
- Intervention supports
- Local-level priorities

The FY2024 budget builds on the District's approach in prior years by providing additional centrally funded resources for schools. In addition to the \$4.8 billion in direct funding, centrally budgeted resources will provide age-appropriate tech devices for every student as well as curriculum and teacher devices for all schools that are adopting the District's Skyline curriculum. Since these costs have traditionally been paid for out of direct allocations to schools, the centralization of this funding allows schools to invest more in local-level, school-specific priorities.

For funds allocated through the student-based budget (SBB) formula, the rate has been increased in FY2024 to align with the teacher salary increase in the Chicago Teachers Union (CTU) contract. The base SBB rate for FY2024 is \$5,147.57 per pupil, as compared to \$4,973.50 in FY2023. The only District-managed schools that do not receive SBB dollars are the ten specialty schools and four District-run Options schools, which are discussed in later sections of this chapter, along with charter and contract schools that are also budgeted differently. For additional information on school funding formulas, please review Appendix B.

The District's approach to direct school funding also includes new investments over and above schools' SBB per-pupil allocations. The SBB funding represents less than half of the funding that District schools will receive. In FY2024, CPS is increasing funding outside of the per-pupil formula to improve equity in school resourcing, including investments in equity grants for small schools, additional District-funded full-time equivalent (FTE) allocations, and increases in Supplemental Aid and Title I rates for low-income students.

Equity grants support small schools with declining enrollment to help schools meet instructional priorities. The FY2024 equity grants provide \$55 million in school-based funding to support 257 elementary and high schools. CPS continues to prioritize funding for students from low-income households by increasing Supplemental Aid allocations from \$1,025 to \$1,061 per student and maintaining total school-based Title I funding despite declining enrollment across the District.

The following sections discuss funding for instructional priorities and additional funding received by schools.

Enrollment

Budget allocations for SY2023–24 that incorporate an enrollment metric are utilizing each school’s 20th day enrollment during SY2022–23. Funding schools based on prior year enrollment ensures that schools will not see a budget reduction in the fall, even if enrollment declines. As in previous years, schools will receive additional funding if their enrollment on the 20th day of the new school year exceeds their FY2023 budget baseline enrollment. This model allows schools to plan confidently for the year ahead without concern for potential budget reductions in fall, while also ensuring schools have sufficient resources to meet their priorities for their current students.

Throughout the 2022–23 school year, the district has also seen an increase in newcomer students after the 20th day. Schools with post-20th day increased enrollment due to newcomer arrivals will see additional adjustments in their FY2024 budgets.

For more information on student demographics, including enrollment, please see Appendix A.

Table 1: FY2023 Enrollment by School Type

School Type	FY2023 20th Day Enrollment		
	Pre-K	K-12	Total
Traditional District-Run Schools	16,035	248,410	264,445
Charter Schools	-	51,566	51,566
Contract Schools	-	2,065	2,065
District Specialty Schools	368	1,281	1,649
District Options Schools	-	468	468
ALOP/SAFE	-	1,788	1,788
Total District Enrollment	16,403	305,578	321,981

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 633 schools in FY2024. Table 2 provides the school count by type.

Table 2: FY2024 Number of CPS Schools by School Type

School Type	Description	FY2023	FY2024
Traditional District schools	District-run schools funded through SBB	498	499
Charter schools	Public schools managed by independent operators and certified under state charter law	111	109
Contract schools	Public schools managed by independent operators under a contract with the district	9	8
District specialty schools	District-run schools that primarily serve students with significant diverse learning needs or early childhood students	12	12
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
		635	633
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 FY2023 and FY2024.

Table 3: School Openings and Closings Between FY2023 and FY2024

School Short Name	Description	Change
District Run Schools		
New Bronzeville-Englewood High School	Opened by Board Action.	+1
	Net Change in District Run Schools	+1

Charter Schools		
Urban Prep – Bronzeville High School	Board of Education voted not to renew the charter and to terminate its charter school agreement.	-1
Urban Prep – Englewood High School	Board of Education voted not to renew the charter and to terminate its charter school agreement.	-1
	Net Change in Charter Schools	-2
Contract Schools		
Hope Learning Academy	The Board of Directors of Hope Institute made the decision to not renew their agreement at the end of 2022-2023.	-1
	Net Change in Contract Schools	-1
	Total Net Change in Schools	-2

School Budget Overview

The FY2024 budget contains more than \$4.8 billion budgeted at school units. The following tables show fund and position allocations by school type and funding category.

Table 4: FY2024 Funding in School Budgets, by School Type and Department (\$ in Thousands)

School Type	SBB and Other Core Funding*	Special Education	Bilingual	Early Childhood	Programmatic Funding	Title I	Supp. Aid	Operations	Other Programs	Total
District Run	\$1,863,099	\$935,623	\$43,496	\$221,730	\$207,199	\$137,149	\$205,049	\$172,070	\$50,576	\$3,835,991
Charter/Contract Traditional	\$385,810	\$95,196	\$5,932	\$0	\$21,213	\$45,351	\$46,098	\$215,827	\$0	\$815,427
Charter/Contract Options	\$28,464	\$7,448	\$148	\$0	\$2,943	\$2,902	\$3,317	\$17,953	\$0	\$63,175
ALOP	\$14,064	\$0	\$265	\$0	\$1,249	\$2,068	\$1,655	\$8,863	\$0	\$28,164
Specialty	\$9,008	\$50,367	\$792	\$4,806	\$6,312	\$821	\$1,550	\$1,410	\$0	\$75,066
District Options	\$2,188	\$5,999	\$113	\$0	\$5,006	\$12,499	\$435	\$375	\$1	\$26,616
SAFE	\$809	\$0	\$0	\$0	\$47	\$32	\$31	\$505	\$0	\$1,424
Total	\$2,303,442	\$1,094,633	\$50,746	\$226,536	\$243,969	\$200,822	\$258,135	\$417,003	\$50,577	\$4,845,863

*Includes SBB, equity grants, additional teacher positions allocated by opportunity index and school size, Teacher Salary Adjustment, Program Support, Loss Cap and Foundation Positions.

Table 5: FY2024 Positions in School Budgets, by School Type and Department (FTEs)

School Type	SBB and Other Core Funding*	Special Education	Bilingual	Early Childhood	Programmatic Funding	Title I	Supp. Aid	Operations	Other Programs	Total
District Run	14,507.4	10,344.0	331.5	2,161.0	1,591.0	1,017.5	1,651.5	3,374.5	574.5	35,552.9
Charter/ Contract Traditional	0.0	0.0	0.0	0.0	0.0	0.0	0.0	79.0**	0.0	79.0
Charter/ Contract Options	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0**	0.0	20.0
ALOP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Specialty	31.0	607.0	6.5	49.0	74.0	1.5	3.0	27.0	0.0	799.0
District Options	12.0	50.0	1.0	0.0	35.0	82.5	1.0	7.0	0.0	188.5
SAFE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	14,550.4	11,001.0	339.0	2,210.0	1,700.0	1,101.5	1,655.5	3,507.5	574.5	36,639.4

*Includes SBB, equity grants, additional teacher positions allocated by opportunity index and school size, Instructional Support FTE, and Title II to support reduced class size, and other school-specific allocations.

**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.

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 allocation of funds to charter and contract school budgets. 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 allocates 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 FY2024, please see Appendix B.

Table 6: Projected SBB and Non-SBB Tuition Funding at Charter and Contract Schools

	FY2024 Budget
Number of schools	109
Number of K–12 students (FY2023 20th day count)	53,631
SBB funding, in millions	\$404.2
Non-SBB funding, in millions	\$130.8

Total general education tuition payments, in millions	\$535.0
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Alternative Learning Opportunity Programs (ALOPs)

ALOPs provide different educational options for youth who have not been consistently enrolled in school.

Table 7: Projected SBB and Non-SBB Tuition Funding at ALOPs

	FY2024 Budget
Number of programs	8
Number of K–12 students (FY23 20th day count)	1,752
SBB funding, in millions	\$14.0
Non-SBB funding (operations), in millions	\$4.9
Total general education tuition payments, in millions	\$18.9

Specialty Schools

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

- Four high schools that serve only diverse learners (Northside Learning Center, Southside Occupational Academy, Ray Graham Training Center, and Jacqueline B. Vaughn Occupational High School).
- Three early childhood centers that serve pre-k students and a significant number of diverse learners enrolled in primary grades (Blair Early Childhood Center, Daniel C. Beard Elementary School, and Wilma Rudolph Learning Center).
- Five early childhood centers serving only pre-k students (Lincoln Park Early Learning Center, Northwest Early Childhood Center, Barbara Vick Early Childhood and Family Center, Velma Thomas Early Childhood Center, and Stock School).

In FY2024, specialty schools will receive \$4.3 million in funding for core instruction, which comes through both discretionary dollars and centrally funded positions, in addition to \$3.1 million for Supplemental Aid, Title I, and bilingual 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 Office of Early Childhood Education and the Office of Diverse Learner Supports and 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 who are in confinement, at risk of dropping out of school, or have dropped out and wish to return. District Options schools include one school located at the Cook County Jail (Consuella B. York Alternative High School), one school located at the Cook County Juvenile Temporary Detention Center (Nancy B. Jefferson Alternative High School), one school that serves

pregnant and parenting students (Simpson Academy for Young Women), and one school that serves students who previously dropped out of school and students who are at risk of dropping out (Peace and Education Coalition Alternative High School).

In FY2024, District Options schools will receive a core allocation of \$1.8 million for teachers and administrative positions. In addition, the schools will receive \$13 million in Supplemental Aid, Title I, and bilingual allocations 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 just over \$1.4 million, a portion of which is covered by a state Regional Safe Schools grant.

Additional Funding Received By Schools

Schools receive additional funding to meet specific student needs, including funding for diverse learners, bilingual students, early childhood students, program costs, and school operations. Please review 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 students' Individualized Education Programs. Initial allocations are determined by each school's special education population as of spring 2023. Allocations may be updated during the year in response to changes in student 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 FY2024 budget contains \$51 million in supplemental funding for schools, which includes hiring 339 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 FY2024 and will provide 23 new and free full-day preschool classrooms. 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 FY2024 budget contains \$373 million in funding for early childhood education, both in CPS and in community-based programs managed by the City of Chicago. This includes \$219 million allocated at 371 elementary schools and early learning centers for early childhood programs, including universal pre-k and child-parent centers. An additional \$101 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 three and four, and are funded primarily from the state’s Early Childhood Block Grant, with most of the remainder coming from local funds. CPS also provides state grant funding to community-based providers for early childhood programs up to age five, 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 8.

Table 8: Board Funded Programs

	Positions (FTE)			Budget (\$ in Millions) **		
	FY2023 Budget	FY2024 Budget	Change	FY2023 Budget	FY2024 Budget	Change
Academic Centers	1.0	0.0	(1.0)	\$0.1	0.0	\$(0.1)
Classical Schools*	0.0	0.0	0.0	\$1.8	\$2.1	\$0.3
Critical Language Initiative	30.0	31.0	1.0	\$3.7	\$3.8	\$0.1
Dual Language	40.0	40.0	-	\$4.8	\$4.8	-
International Baccalaureate	143.5	154.5	11.0	\$19.0	\$18.8	\$(0.2)
JROTC	144.0	135.0	(9.0)	\$16.1	\$15.0	\$(1.1)
Magnet Cluster Programs	118.0	118.0	-	\$15.3	\$15.5	\$0.2

Magnet Schools	159.4	146.0	(13.4)	\$21.2	\$19.3	\$(1.9)
Montessori Programs	49.0	63.5	14.5	\$4.1	\$5.0	\$0.9
Regional Gifted Centers	0.0	12.0	12.0	\$2.5	\$3.9	\$1.4
Regional Gifted Centers ELL	7.0	10.0	3.0	\$0.9	\$ 1.3	\$0.4
Selective Enrollment HS	35.0	35.0	-	\$5.1	\$5.1	\$-
STEM and STEAM Programs	95.0	86.0	(9.0)	\$12.0	\$10.9	\$(1.1)
Totals	821.9	831.0	9.1	\$106.6	\$105.5	\$(1.1)

**Classical Schools and Regional Gifted Centers (including ELL) receive funds through which schools purchase positions, on top of the FTE listed in the table. While the funds are included in the Budget amounts, those positions are not included here as they are subject to principal discretion and may change throughout the year based on school-level decisions.*

***FY24 positions reflect estimated average salary cost for new positions*

Discretionary Funds

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

Supplemental Aid funds are distributed to schools based on the number of students eligible to receive free or reduced-price meals under the criteria established by the federal Child Nutrition Act of 1966 and the National School Lunch Act. For FY2024, CPS increased the rate from \$1,025 to \$1,061 per student, providing \$261 million in total funding. Supplemental Aid follows the same spending rules as local funds, allowing 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. Over 87 percent of qualifying CPS schools will receive \$203 million in Title I funding in FY2024.

Operational Expenses

Schools receive additional positions, services, and funding for various operational expenses. In FY2024, 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.
- **School Operational Support:** Full-time school assistants have been provided to all schools with an enrollment of more than 600 students, and schools with fewer students will receive a part-time position to provide school-level operational and supervisory support.

Other operational expenses are managed centrally to support the effective use of resources. 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 or non-public schools are entitled to federal support through Every Student Succeeds Act (ESSA) (Title IA & D, Title II, Title III, Title IV) and the Individuals with Disabilities Education Act (IDEA). CPS must set aside a share of the federal funds it receives to make services available to eligible private or non-public 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 \$41 million under ESSA. 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 as compared to the student’s designated CPS neighborhood school. FY2024 amounts are projections; the final amounts will be determined after the District’s applications are approved by the Illinois State Board of Education.

Table 9: FY2024 Budget for Private School Programs

Federal Program	FY2023 Budget	FY2024 Budget
Title I (improving academic achievement of disadvantaged students)	\$30,474,054	\$32,203,164
Title IIA (teacher and principal training and recruiting)	\$2,613,800	\$2,613,000
Title III (Language instruction for ELs)	\$502,900	\$630,037
Title IVA (Student support and academic enrichment)	\$3,000,508	\$3,015,300
Individuals with Disabilities Education Act (IDEA-Flow Through)	\$2,848,389	\$2,477,083
Individual with Disabilities Education Act	\$39,414	\$17,200

IDEA-Pre-School)		
Title I, Part D (Neglected)	\$681,622	\$533,672
Subtotal Prior to Covid Relief Funding	\$40,160,687	\$41,489,456
ARP IDEA (Flow Through)	\$474,308	\$27,093
ARP IDEA (Pre-School)	\$1,782	\$1,782
Total	\$40,636,777	\$41,518,331

Networks

District-run schools are organized into networks, which provide administrative support, strategic direction, and leadership development to the schools within the network. There are 18 networks to meet the unique needs of both elementary and high schools. Schools are either geographically organized into one of the 13 elementary or four high school networks, or they are part of the citywide Options network. Beginning in FY2022, CPS began transitioning schools previously managed by the Academy for Urban School Leadership (AUSL) into the District-managed network structure. Schools formerly in the AUSL network are transitioning into their geographic network over a three-year period, with 16 schools in FY2022, nine in FY2023, and the remaining six in FY2024.

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 Plans, 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. 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 Supports 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. In FY2024, 64 principals are anticipated to retain ISP status.

Table 10: FY2024 Network Structure

Network	City Planning Zones
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)
ISP	Citywide - Independent Schools not assigned to networks
Options	Citywide - Options schools assigned to Options-specific network

In FY2024, each network will receive a \$110,000 non-personnel budget for administrative expenses and professional development. 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 11: FY2024 Network Budgets

Network	FY24 Personnel	FY24 Non-Personnel	FY24 Total Budget
1	\$1,729,034	\$110,000	\$1,839,034
2	\$1,617,355	\$110,000	\$1,727,355
3	\$1,998,778	\$110,000	\$2,108,778
4	\$1,674,377	\$110,000	\$1,784,377
5	\$1,887,521	\$110,000	\$1,997,521
6	\$1,812,663	\$110,000	\$1,922,663
7	\$1,661,534	\$110,000	\$1,771,534
8	\$1,713,783	\$110,000	\$1,823,783

9	\$1,757,605	\$110,000	\$1,867,605
10	\$1,925,865	\$110,000	\$2,035,865
11	\$2,217,285	\$110,000	\$2,327,285
12	\$1,824,622	\$110,000	\$1,934,622
13	\$1,997,884	\$110,000	\$2,107,884
14	\$1,563,145	\$110,000	\$1,673,145
15	\$1,442,673	\$110,000	\$1,552,673
16	\$1,504,488	\$110,000	\$1,614,488
17	\$1,385,260	\$110,000	\$1,495,260
Options	\$828,945	\$110,000	\$938,945
Total	\$30,542,817	\$1,980,000	\$32,522,817

Department Narratives Overview

Departments within Chicago Public Schools provide, direct, and oversee resources to students, parents, families, teachers, partners, and the community. They are divided into two functions: Central Office and Citywide. Central Office departments provide instructional and administrative support services throughout the District. Citywide departments include teachers, programs, and other resources that directly support schools but are managed and monitored by a Central Office department.

The following department narratives explain the role each department plays in the District with a focus on how they serve students. Department narratives also include tables that show the total dollars, by fund, associated with each department’s mission and major programs. If a department consists of multiple Central Office and Citywide units, the budgets are aggregated.

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

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 1,578,200	\$ 3,855,600	\$ 3,653,800	\$ 3,680,452
Title Funds	\$ 167,600	\$ 316,700	\$ 316,700	\$ 444,142
Other Grant Funds	\$ 10,205,800	\$ 12,879,100	\$ 11,853,000	\$ 14,957,681
Total Department	\$ 11,951,600	\$ 17,051,400	\$ 15,823,500	\$ 19,082,275
Budgeted at Schools	\$ 2,214,150	\$ 132,600	\$ 4,057,750	\$ 142,026
Grand Total	\$ 14,165,750	\$ 17,184,000	\$ 19,881,250	\$ 19,224,301

2022 Actual Expenses are categorized by funding source (as are all other columns) to inform readers of the amount spent by the department during FY2022.

The **2023 Approved Budget** reflects the original budget for each department at the beginning of FY2023. 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 **2023 Ending Budget** reflects those changes.

The **2024 Proposed Budget** represents the amount allocated to the department for the fiscal year starting July 1, 2023 and ending June 30, 2024.

Amounts **Budgeted at Schools** are for school-based 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

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	10.1	12.6	13.6
Title Funds	2.0	2.5	2.5
Other Grant Funds	62.9	55.9	55.9
Total Department	75.0	71.0	72.0
Budgeted at Schools	1.0	1.0	1.0
Grand Total	76.0	72.0	73.0

2023 Budgeted Positions reflects the original number of full-time equivalent (FTE) positions for each department at the beginning of FY2023.

2023 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.

2024 Proposed Positions represents the number of FTE positions allocated to the department for the fiscal year starting July 1, 2023 and ending June 30, 2024.

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

Access and Enrollment

MISSION

The Office of Access and Enrollment (OAE) manages the application, selection, notification, and enrollment processes for all district elementary and high schools, charter high schools, and CPS and DFSS early childhood programs. OAE is dedicated to increasing student achievement by ensuring that all students have equitable access to high-quality programs that fit their educational needs.

MAJOR PROGRAMS

- Manages GoCPS - the system that allows families to learn, research, explore, and apply to nearly every CPS school and program through a single online application.
- Facilitates the principal discretion process for selective enrollment high schools.
- Provides training and communication to school clerks and counselors on navigating the annual elementary and high school application process.
- Coordinates the annual appeals process and remedies any potential District errors to ensure all student applications are accurately processed.
- Provides families and school communities with year-round support, guidance, and information on the school application process.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 4,813,721	\$ 4,874,081	\$ 5,604,946	\$ 3,173,464
Other Grant Funds	\$ 1,981	\$ 37,300	\$ 74,326	\$ -
ESSER Funds	\$ 314,805	\$ -	\$ -	\$ -
Total Department	\$ 5,130,507	\$ 4,911,381	\$ 5,679,272	\$ 3,173,464

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	14.0	18.0	18.0
Total Department	14.0	18.0	18.0

MAJOR ACCOMPLISHMENTS in FY2023

- Launched the RFP process for the vendor that provides the online application and selection process.
- Moved from two application rounds to one round with a rolling waitlist that provides families with faster and easier access to available school choices after the initial application process is complete.

KEY BUDGET INITIATIVES for FY2024

- Transition admissions testing, along with related staffing, contracts, and funding, to the Office of Student Assessment.
- Commence reimagining the admissions process to provide families with an experience that is more equitable and easier to navigate.

Board Office

MISSION

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

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

MAJOR PROGRAMS

- Administer and facilitate Board meetings by releasing meeting agendas, registering speakers and attendees, recording meeting proceedings, and logging Board actions.
- Host the Board’s committee meetings.
- Maintain Board rules, policies, and the CPS archives.
- Host office hours to allow families, staff, and community members to speak with Board members.
- Execute and process contracts, agreements, and legal instruments.
- Provide support to families and stakeholders through the Board website at cpsboe.org and the office phone line at (773) 553-1600.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 1,289,562	\$ 1,552,584	\$ 1,615,159	\$ 1,842,735
Total Department	\$ 1,289,562	\$ 1,552,584	\$ 1,615,159	\$ 1,842,735

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	9.0	9.0	9.0
Total Department	9.0	9.0	9.0

MAJOR ACCOMPLISHMENTS in FY2023

- Developed a policy and procedure infrastructure that codifies many current and best practices to allow the Board to fulfill its governance responsibilities more effectively.
- Broadened stakeholder engagement by hosting Board Office Hours, making the written comments form more accessible by allowing submissions to be received via non-Google email accounts, translating communication with registered speakers to Spanish, maintaining optional hybrid public participation to make board meetings more accessible, opening the option for

members of the public to observe meetings in person, and targeting outreach to diverse groups of constituencies representing various views on issues being considered by the Board.

KEY BUDGET INITIATIVES for FY2024

- Implement new Board policy and procedure infrastructure.
- Execute and refine a new Board briefing structure at public meetings to improve transparency and enable the future 21-member Board to govern effectively.
- Modernize Board meeting production process by implementing new software to manage the Board Report approval process, store official records, and make policies and Board-approved Board Reports more accessible and transparent.

Business Diversity

MISSION

The Office of Business Diversity’s (OBD) mission is to fully meet the District’s business diversity goals outlined in the Board-approved plans to procure goods, services, and construction projects from qualified, certified minority-owned and women-owned business enterprises (M/WBE) in the Chicagoland area, through strategic and intentional engagement and outreach with vendors, suppliers, consultants, service providers, stakeholders, and users. Fostering the governance of the procurement processes and protocols; all efforts being performed with transparency and collaboration to ensure the Districts goals are being met with diversity and equity pursuant to the policies of the Chicago Board of Education.

MAJOR PROGRAMS

- Ensure every CPS contract receives full scrutiny against the District-wide diversity goals of 30 percent of MBEs and 7 percent of WBEs. OBD's top priority is to ensure best practices for contract purchases and procurement provide access to business with procurement solicitations, RFP, RFQ, and vendor pool expansion.
- Monitor and enforce contract compliance through monitoring, auditing, and verification of Prime Vendors’ commitment to the aspirational goals of 30/7 for MBE/WBE. The monitoring and enforcement is not limited to reporting to the B2GNow management tool, Oracle, and contract milestones. This includes monitoring prime suppliers-vendors-distributors-service providers’ payments and validating corresponding subcontractors’ payouts via audit.
- Shepherd outreach and engagement to promote the District’s aspirational goals of business diversity to community stakeholders, user departments, network leadership, and all potential participants in the district procurement opportunities.
- Promote and market the goals of the OBD through networking. Holding summits, attending conferences, hosting events, collaborating with the City of Chicago, Chicago Sister Agencies, State, and Local Municipalities, and partnering with chambers and organizations.
- Manage process to capture, track, and evaluate supplier performance based on contractual key performance indicators (KPIs), not limited to demographics, race, ethnicity, gender, feedback from surveys, demographics of leadership, demographics of employees, revenue per MBE/WBE, and other means of measurements.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 666,065	\$ 1,064,198	\$ 1,115,828	\$ 846,909
Total Department	\$ 666,065	\$ 1,064,198	\$ 1,115,828	\$ 846,909

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	9.0	7.0	7.0
Total Department	9.0	7.0	7.0

MAJOR ACCOMPLISHMENTS in FY2023

- Successfully completed the Disparity Report covering the period of 2015 - 2020. Reporting and surveys completed in November 2022.
- Triumphantly updated all remedial policies for construction, goods, and services for the renewal of the policies to carry forward for five years.
- Delivered annual reports and performed successful audits for all categories.
- Strategically engaged with 49 Community Action Councils (CAC Meetings). Established a regular cadence of attendance meetings with 1,719 community stakeholders.
- Proactively corrected more than 1,700 contract errors.
- Maintained auditing and reporting for more than 7,950 active contracts for the District.
- Established new SOPs with a newly installed executive director in August 2022.
- Improved the WBE participation from 7 percent to 10 percent in FY22 Annual Reporting.

KEY BUDGET INITIATIVES for FY2024

- Conduct research and development for a strategic plan for engagement and outreach to establish more participation that is sustainable.
- New partnership with capital to install the integration of EBuilder and B2GNow. This project has established a portfolio with capital.
- Establish a new auditor role to proactively audit vendors and compliance measurements consistently.
- Launch vendor workshops on the procurement process and provide resources on steps to become certified MBE + WBE.
- Launch intergovernmental programs to Business Diversity with the Aldermanic Caucuses.
- Attend conferences, summits, events, professional chambers, and other in-person opportunities to provide seminars and outreach for the OBD.
- Review current Board rules, supplier onboarding processes, and terms and conditions of doing business with CPS to identify inherent barriers and increase access to procurement opportunities for start-ups, new entrepreneurs, and small business owners to promote more opportunities for diverse vendors, goods, and service providers.
- Author an OBD manual with all established SOPs, strategic plans, resources, and organizational guidelines for compliance to memorialize institutional knowledge for future staff. This document will be digital and updated annually on or before June 30.

Chief Education Office

MISSION

The Chief Education Office ensures that students flourish, teachers thrive, and principals lead a focused and effective continuous improvement agenda that adheres to the District’s Instructional Core Vision. This vision encompasses three priorities: high-quality, rigorous instruction; talented and empowered educators; and safety, wellness, and supportive learning communities.

MAJOR PROGRAMS

The Chief Education Office encompasses six CPS teams:

- The Office of Network Support (ONS) manages 17 pre-k–12 school networks, the Service Leadership Academies (SLA), and the Options Network, and the Department of Principal Quality (DPQ).
- 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, ensuring that these students are fully supported within the least restrictive environment.
- The Office of Language and Cultural Education (OLCE) provides native-language instruction, helps students develop English language skills, and promotes high-quality world language instruction that is 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 civic 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.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 1,225,690	\$ 1,021,601	\$ 1,150,648	\$ 929,485
Other Grant Funds	\$ 130,912	\$ 146,231	\$ 152,231	\$ -
Total Department	\$ 1,356,602	\$ 1,167,832	\$ 1,302,879	\$ 929,485

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
Fund Type Category	6.0	6.0	5.0
Fund Type Category	1.0	0.0	0.0
Total Department	7.0	6.0	5.0

KEY BUDGET INITIATIVES for FY2024

- Oversee a new Chicago Leadership Collaborative model that has three pathways: pre-leadership preparation, internship and endorsement, and residency. The third pathway will place 25 resident principals with selected mentor principals across the District for a one-year administrative practicum experience in DPQ-funded positions.
- Finalize the development of the pre-k–12 Spanish language arts (Lengua y Literatura en Español) curriculum for Skyline and support teachers in the adoption of this new curriculum.
- Revamp Skyline navigation functionality to consolidate the current navigation options into a single, user-friendly interface informed by teacher feedback.
- Increase the adoption and implementation of the District's balanced assessment systems, including Skyline interim assessments, PSAT and NMSQT for 11th grade, Star 360, and i-Ready.
- Expand access to AP and IB courses across all schools through a partnership with Equal Opportunity Schools, specifically targeting students who have not been previously targeted for enrollment.
- Redesign a process that supports students needing cluster or specialty school placements.
- Increase supports for newcomers through school-based resourcing and community-based Welcome Centers that expedite student enrollment and connections to wraparound services.
- Collaborate with other CPS departments to lead, plan, and execute the 2023–24 Skilled Trades Fair and provide trade career exploration for more than 3,000 high school and middle school students.
- Expand early college programming to increase the number of students achieving early college milestones (15+ credits, 30+ credits, or associate degrees) from 500 to 600 and increase the number of students earning early college credits from 5,000 to 6,000.
- Continue to sub-grant a portion of the Illinois Early Childhood Block Grant to the Chicago Department of Family and Support Services to support Community-Based Preschool for All and the Prevention Initiative. This ensures administrative alignment on funding and helps the District prioritize recruiting children from prenatal to five years old.
- Complete the universal pre-k expansion plan in the remaining 11 community areas. Partner with the CPS Department of Capital Planning and Construction to secure 24 additional classroom spaces for launch in the fall of 2023.

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 by steering innovations that improve academic outcomes and maintaining 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

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 1,376,648	\$ 1,449,153	\$ 1,543,355	\$ 1,449,153
Total Department	\$ 1,376,648	\$ 1,449,153	\$ 1,543,355	\$ 1,449,153

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	8.0	8.0	8.0
Total Department	8.0	8.0	8.0

KEY BUDGET INITIATIVES for FY2024

- Spearhead the creation of a five-year strategic plan with the support of partners. The plan will build on the three-year Blueprint that recommits to strategies related to academic progress, operational excellence, and integrity and lays out a clear process to reimagine education in partnership with our communities.
- Expand access to high-quality academic programs and continue to align resources to equitably serve students across the District and enhance educational outcomes based on need.
- Create and implement strategies that eliminate inefficiencies, streamline operations, and reduce non-classroom costs, as well as promote policies and initiatives that maximize classroom resources.
- Support the implementation of academic quality standards at all schools through investments in school leadership, high-quality curricula, and real-time data to improve classroom instruction.
- Foster increased trust in the District through improved transparency and communication with staff, families, and community partners using a comprehensive engagement strategy.
- Execute a thoughtful and systemic approach to cycles of continuous improvement across Central and Network Offices to outline clear operational and academic key performance indicators that ensure all District work benefits schools and students directly.

- Continue to foster a school-centered mindset for Central Office staff that is oriented toward high-quality customer service and collective responsibility.
- Foster positive relationships with the Mayor's Office, labor partners, city agencies, and elected officials to maximize resources as well as align and scale supports for our families and students District-wide.

Chief Operating Office

MISSION

The Office of the Chief Operating Officer (COO) ensures that all schools operate smoothly and efficiently so that educators can focus on supporting their students.

MAJOR PROGRAMS

- **Oversee and coordinate all of the District’s operations, including:**
 - Facilities and Capital Planning
 - Information Technology Services
 - Nutrition Support Services
 - Procurement and Business Diversity
 - Safety and Security
 - Transportation

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

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 281,994	\$ 483,039	\$ 503,289	\$ 471,614
Total Department	\$ 281,994	\$ 483,039	\$ 503,289	\$ 471,614

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	2.0	2.0	2.0
Total Department	2.0	2.0	2.0

Children First Fund

MISSION

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

MAJOR PROGRAMS

- Connect and facilitate partnerships between CPS and generous corporations, foundations, organizations, and individuals by supporting and raising funds as well as maximizing impact for supporters of Chicago’s students.
- Advance the District’s mission and vision by using funding for CPS academic, physical, and social-emotional wellness areas such as early childhood, computer science, leadership development, teacher recruitment and retainment initiatives, literacy, civics, college access, and violence prevention.
- Lead philanthropic efforts for the Chicago Roadmap, Violence Prevention, the CFF Compassion Fund and School Partnership Program and other strategic campaigns and initiatives.
- Pursue resources and partnerships to provide support directly to the CPS schools, students, and families that need them most.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 570,173	\$ 756,215	\$ 789,021	\$ 789,183
Total Department	\$ 570,173	\$ 756,215	\$ 789,021	\$ 789,183

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	7.0	7.0	7.0
Total Department	7.0	7.0	7.0

MAJOR ACCOMPLISHMENTS in FY2023

- Secured **\$11.5 million** in federal, state, and philanthropic funding to date in FY2023.
- **Highlights under Safety, Wellness, and Supportive Learning Environments include** efforts to support physical and social-emotional services for students and educators as well as violence prevention efforts:
 - **CHOOSE TO CHANGE and BACK TO OUR FUTURE** - intervention programs that provide wrap-around supports to students who are disengaged/disengaging or not enrolled in school

- **OPENING DOORS TO A MEDICAL HEALTH HOME** - an initiative that focuses on reducing the rate of uninsured students by expanding existing operations and social service infrastructure for Medicaid enrollment and renewal
- **CPS MOVES!** - a whole child approach to physical activity at school that provides professional development to recess coordinators and teachers to help create opportunities and support for physical activity at various times during the school day.
- **Academic Success and Educator Development:**
 - **TEACH CHICAGO TOMORROW** - prepares, recruits, and retains a diverse team of educators and ensures CPS students who aspire to be teachers can achieve their goal
 - **RE:ALIZE** - supports equity in access to the arts
 - **EXIGENT** - a teacher-led Advanced Math Summer Program for West-side students that brings together educators and students from 15 different schools
 - **MIDDLE SCHOOL TO HIGH SCHOOL COMPUTER SCIENCE PATHWAYS** - a program that aims to spark an early interest in computer science and build foundational skills through robotics clubs and other learning opportunities
- **Compassion Fund** -funding goes to create hygiene care closets at 63 schools; financial relief for families experiencing extreme challenges and extenuating circumstances; the purchase of in-kind items such as holiday gifts, meals, clothes for families, classroom resources, and support for newcomers and students living in temporary living situations
- **School Partnerships** - Born out of the community’s desire to create meaningful, long lasting partnerships with CPS schools, in its first year, CFF’s School Partnership Program has 4 philanthropic partners who are building enduring, 1:1 relationships with a cohort of CPS schools.
- **College and Career Success:**
 - Funding for early College STEM schools, Transitional Math & English, **Chicago Roadmap** partnership with City Colleges, programs such as **Chicago Builds** and **Chi-Rise, CPS Dream Fund Scholarship**.

KEY BUDGET INITIATIVES for FY2024

There are two main paths for supporting CPS via CFF: 1) direct to school, student and family support — which are direct resources going right to schools/communities and are responsive to their most pressing and evolving needs; and 2) district-wide strategic priorities — these are ongoing, keystone initiatives that are integral to the District’s vision.

- CFF will continue to support, raise philanthropic funds, and steward in-kind partnerships for both paths, focusing on:
 - **College & Career Success**, which includes postsecondary success strategies such as the Chicago Roadmap initiative in partnership with City Colleges, CPS Dream Fund, and other scholarship funding as well as additional postsecondary prep programming through CPS’ College Career and Technical Education and Office of School Counseling and Postsecondary advising.
 - **Safety, Wellness, and Supportive Learning Environments**, which includes initiatives that fall within the District’s Healing Centered Framework approach, such as Social Emotional

services for students and educators, as well as violence prevention efforts like Choose to Change.

- **Academic Success & Educator Development**, which includes support for academic programming like Arts Education, literacy, 8th grade algebra, and STEM, as well as support for district programming to prepare, train and retain educators and principals.
- **Compassion Fund**: Providing critical resources to schools, students, and families facing adverse circumstances, and promoting safe, supportive, and equitable learning environments through the Compassion Fund with items such as hygiene care closets, calm classrooms, student experiences, and more.
- **School Partnership Program**: Continue to establish mutually-beneficial partnerships connecting a dedicated partner with an individual CPS school. These relationships include a financial commitment from the partner to help fund innovative programs and principals' priority initiatives for their specific school communities.

College and Career Success

MISSION

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

OCCS consists of six departments: the Office of Early College and Career Education (ECCE), the Department of JROTC Leadership (JROTC), the Office of Sports Administration (OSA), the Office of School Counseling and Postsecondary Advising (OSCPA), the Office of Social and Emotional Learning (OSEL) and the Office of Student Support and Engagement (OSSE).

MAJOR PROGRAMS

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

Early College and Career Shared Strategy Highlights: OCCS diminishes barriers to college persistence and career success by providing network chiefs and school leaders with adequate tiered support and ensuring that early college and career credentials (ECCC) access and attainment is equitable for all students. This shared strategy is designed to increase dual credit course offerings and enrollment, Career and Technical Education certifications, and ECCC attainment.

- **Chicago Roadmap:** A partnership between CPS and City Colleges of Chicago (CCC) designed to support students along a seamless path to and through college on the way to their chosen careers. Helps college-bound students transition from high school into CCC through programs that help students earn college credit while still in high school, improve academic readiness, and learn about career opportunities.
- **Career and Technical Education (CTE):** Engages students in advanced, career-focused curriculum; dual credit and 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 postsecondary success.
- **Work-based Learning (WBL):** Provides students the opportunity to connect classroom instruction to the world of work and future career opportunities. Includes experiential learning along a continuum starting with career awareness activities like career fairs and guest speakers and extending to career development experiences like professional certification programs, cooperative education, internships, and youth apprenticeships.

- **JROTC:** Develops students into leaders through high-quality military instruction and enrichment opportunities. Students are exposed to a curriculum that promotes teamwork, critical thinking, and community service.
- **CPS Success Bound, a College and Career Competency Curriculum (C4):** Designs and continuously updates Skyline college and career readiness curriculum. Champions postsecondary success and provides all students with equitable access to the support and instruction needed to successfully develop and fulfill a concrete postsecondary plan.
- **NEXT Pathway Advising:** Commits to equipping the District, networks, and schools with an operational and programmatic postsecondary climate and culture inclusive of the NEXT pathways (i.e. military, employment, job training, pre-apprenticeship, and service and gap-year programs). Provides the tools, resources, and professional learning needed to empower school-based staff to provide relevant career-centered advising to students across the District.

Multi-Tiered System of Supports (MTSS) Student Support Shared Strategy Highlights: OCCS departments collaborate to further the MTSS Student Support Shared Strategy, an approach designed to support students who may be struggling academically, behaviorally, or emotionally. This shared strategy involves intensive school and network supports, including the following:

- **Counseling:** Provides high-quality training and support to school counselors and administrators on the multi-tier, multi-domain systems of support model. Provides the data and technology tools for MTSS tiering and tracking to empower school counselors to operate as leaders in their buildings. Drives MTSS programming that is comprehensive across the school counseling domains: academic, social-emotional, and postsecondary.
- **Community Schools Initiative (CSI):** Harnesses the collective impact of community-based organizations to design and deliver comprehensive and responsive wraparound services to students, their families, and their communities. Utilizes over \$26 million through a variety of grants and local funding to implement school-wide change. The majority of the funds are derived from the Sustainable Community School grant, the Full Service Community Schools grant, and the 21st Century Community Learning Centers grant.
- **Out-of-School Time (OST):** Provides schools with the tools, resources, and funding to offer high-quality and high-interest programs that occur before school, after school, and during weekends and school breaks. Helps students stay connected, improve their academic performance, discover new passions, and form positive relationships with peers and trusted adults. This program is currently primarily funded through ESSER.
- **Tiered Social-Emotional Learning (SEL) Teaming Structures:** Provide identified school leads and team members with initial training, cycles of learning, and consultation to create, enhance, and sustain tiered SEL teaming structures in every school community. Build an MTSS for behavioral and mental health needs — including teaming structures and referral procedures — to facilitate the delivery of therapeutic strategies and targeted interventions for students with greater social and emotional needs. Provide focused SEL skill development specifically designed to positively impact a student or small group of students.
- **Healing-Centered Supports:** Provide cycles of learning to implement tiered healing-centered strategies for students and staff. Provide training, curriculum, and ongoing support to schools to implement SEL skill-building lessons and integrate Illinois SEL Learning Standards into academic

core content for all students. Provide training, coaching, and resources to support school staff in establishing safe and supportive learning climates, positive relationships, and healing-centered practices in accordance with the CPS Climate Standards. This includes training, support, and resources in a continuum of restorative practices to proactively build community, as well as to support school staff in preventing behavior incidents. These practices are also used to support staff in responding to behavior incidents in ways that minimize the use of suspensions and expulsions and restore school community after conflict or harm.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 808,374	\$ 1,755,859	\$ 1,966,005	\$ 1,811,485
Title Funds	\$ -	\$ 114,000	\$ 23,419	\$ -
Other Grant Funds	\$ 206,381	\$ 536,715	\$ 623,297	\$ -
Total Department	\$ 1,014,755	\$ 2,406,574	\$ 2,612,721	\$ 1,811,485

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	6.0	5.0	5.0
Other Grant Funds	4.0	0.0*	0.0
Total Department	10.0	5.0	5.0

Note: Roadmap and Competency-Based Education moved out of OCCS mid-FY23

MAJOR ACCOMPLISHMENTS in FY2023

- Successfully supported all schools in year two of the Learn.Plan.Succeed. graduation requirement, leading to 97.3 percent completion rate for all schools and 48.52 percent of students providing preferred evidence.
- Promoted students’ connectedness and well-being through MTSS student supports development; expansion of behavioral health teams across the District; and promotion of Out-of-School Time (OST) programming, CSI, and Sustainable Community Schools.
 - A record-high 84 percent of all eligible students leaving Nancy B. Jefferson Alternative School enrolled in school upon release this year.
 - 40 percent of all students have participated in OST or CSI programming so far this year, as compared to 36 percent last year.
 - Student Outreach and Re-Engagement (SOAR) has serviced 1,288 disengaged students so far this year, as compared to 521 students at this point last year.
 - Provided professional learning opportunities to 652 discipline leaders from 391 elementary and high schools on topics including due process, responding to allegations of bullying, and restorative practices with parents and caregivers.

- Hosted the annual Skilled Trades Fair, which provided career exploration and internship opportunities for approximately 2,000 high school and 1,000 middle school students who are interested in pursuing a career in the trades.
- Expanded WBL programming to include Options students and apprenticeship opportunities for high school students.
- Collaborated with CCC to host 13 Career Spotlight Days, which are interactive open house events intended to boost interest and enrollment of CPS students who wish to pursue industry-validated certificates, programs, and related trades. More than 1,000 elementary school students and more than 1,000 high school students participated.
- Collaborated with the education nonprofit Bellwether to develop a shared understanding of the scope of career education and assess aspects of OCCS' departments and programs in order to better understand trends within the local workforce and inform future goal-setting.
- Led the District in scholarship application completion, resulting in the Class of 2022 being offered a record-breaking \$1.5 billion in scholarship dollars.
- Piloted the CPS Success Bound (C4) curriculum for grades 9–10 at nine schools.
- Realigned personnel resources with intention to provide more direct school and network support across the District.

KEY BUDGET INITIATIVES for FY2024

- Modernize and improve CTE labs at Simeon Career Academy, Dunbar Vocational Career Academy, Chicago Vocational Career Academy, and Crane Medical Preparatory High School to reflect industry standards. Engage with industry and education leaders to assess students' needs and create modern, safe, and innovative spaces for students to explore careers and develop their technical and employability skills.
- Ensure adequate training and change management for the software transition from Naviance to SchoolLinks. Provide training to staff during the summer and throughout the school year alongside outreach efforts and ongoing support.
- Collaborate with the CPS Department of Capital Planning and Construction to upgrade four legacy stadiums (Rockne, Hanson, Eckersall, and Stagg), as well as implement a District-wide electronic ticketing system for major athletic events.
- Expand certifications and early college opportunities within CPS military academies.
- Collaborate with other CPS departments to lead, plan, and execute the 2023–24 Skilled Trades Fair and provide trade career exploration for more than 3,000 high school and middle school students.
- Expand early college programming to increase the number of students achieving early college milestones (earning more than 15 credits, more than 30 credits, or an associate's degree) from 500 to 600 and increase the number of students earning early college credits from 5,000 to 6,000.
- Pilot the CPS Success Bound (C4) curriculum for grades 6–8 for all middle school students to ensure the full year's curriculum is available District-wide by the start of the school year.
- Invest in District-wide best practice approaches for attendance interventions, including the following strategies:

- Partner with the organization Attendance Works to develop a multi-year strategy to improve student attendance.
- Launch a District-wide home visit model that includes staff training, coaching, and compensation in order to strengthen the relationships between families and schools.

Communications

MISSION

The Office of Communications promotes the District’s vision, mission, activities, and priorities, as well as aids schools by promoting their work and assisting in crisis situations through a full range of tools, channels, and strategies designed to engage key internal and external stakeholders.

MAJOR PROGRAMS

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

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 1,451,369	\$ 2,411,524	\$ 2,532,595	\$ 2,459,654
Other Grant Funds	\$ 6,682	\$ -	\$ -	\$ -
Total Department	\$ 1,458,051	\$ 2,411,524	\$ 2,532,595	\$ 2,459,654

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	20.0	20.0	20.0
Total Department	20.0	20.0	20.0

MAJOR ACCOMPLISHMENTS in FY2023

- Rolled out the District’s Three-Year Blueprint and strategically aligned communications messaging and campaign activities to amplify the District’s priorities.
- Partnered with the Office of Student Health and Wellness (OSHW) to communicate the availability of in-school COVID-19 testing and vaccination events in and beyond the District; kept stakeholders informed of evolving public health guidance via direct communication to parents and staff, social media posts, and frequent web updates.
- Filled key staff roles, which expanded our department’s capacity to identify and showcase more positive stories from our schools through videos, photos, blog posts, interviews, social media, and email messages.
- Delivered robust rollout of summer program offerings and a back-to-school campaign.
- Created detailed internal and public-facing videos to better explain District programs, initiatives, and priorities to stakeholders.
- Sent weekly letters to staff, parents and guardians, and community members so that all stakeholders would have transparent, clear, and timely updates on what was happening in the

District. As part of these weekly letters, we highlighted over 35 staff members who went above and beyond for our schools.

- Created more than 70 blog stories with over 144,000 pageviews between July 1 and March 21.
- Performed critical media relations functions in FY23, including:
 - Wrote and distributed more than 100 press releases and media advisories
 - Arranged approximately 100 interviews with District leaders and representatives
 - Responded to approximately 600 unique inquiries from the media
 - Highlighted positive achievements in school communities and District initiatives resulting in more than 110 positive news stories, from those that covered our popular and fun Back-to-School Bashes to our outreach and encouragement on student voice matters, ribbon cuttings to new schools, additions, programs, and school playgrounds as well extraordinary efforts to support students academic and social-emotional recovery and mental health following the pandemic.
- Managed District social media accounts for Facebook, Instagram, Twitter, and YouTube and grew followers to 226,350 across all channels, an increase of 2.8 percent from last year. Individual platform data is detailed below:
 - Facebook lifetime followers totaled 100,219, an increase of 8.9 percent over FY22, with 126,053 views on posted videos and 1,104,561 impressions overall.
 - Twitter followers totaled 88,947, with 29,000 views of our video content and 3,077,247 overall impressions.
 - Instagram followers totaled 24,407 and left 1,959,967 impressions.
 - YouTube garnered 117.3K video views and a total of 8,777 subscribers.

KEY BUDGET INITIATIVES for FY2024

- CPS will work to enhance and expand our ability to facilitate responsive and accountable communication with our school communities through direct outreach and local media, as well as on our website and social media platforms.
- Within the next five years, CPS will translate all major District communications to families into Chicago's five most common non-English languages: Spanish, Polish, Arabic, Mandarin, and Urdu.

Diverse Learner Supports and Services

MISSION

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

MAJOR PROGRAMS

- **Service Delivery:** Provides both direct and consultative services to students with disabilities, including students with visual or hearing impairments, as well as those who must receive services in a hospital setting due to a medical or psychiatric condition. Services provided include instruction on the expanded core curriculum, orientation and mobility, and curriculum access.
 - ODLSS ensures that special education services are provided to all students with an Individualized Education Program (IEP) and 504 Plans in compliance with state and federal legal mandates. The ODLSS School Assignment Team identifies school locations that can meet the educational needs of diverse learners, including students who cannot have their full needs met within a regular school setting and may require specialized treatment programs, services in a residential program, or services in a therapeutic school.
 - Assistive technology itinerant staff support students aged 3-22 who require services or devices as noted in the areas of communication or curriculum in the student's IEP or 504 Plan. Devices are allocated for student usage and mitigate visual and physical barriers. They can also help diverse learners access their curriculum. 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 Illinois Division 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 indicators.
- **Related Service Providers:** Provides guidance for special education and limited general health requirements, as well as medical compliance and mandated IEP and 504 services.
 - ODLSS manages a team of related services providers (RSPs) in the areas of nursing, psychology, social work, speech-language pathology, occupational therapy, physical therapy, and audiology. RSPs serve in multiple capacities including physical assessment planning, evaluations, eligibility determinations, IEP development, and implementation.
- **Instructional Quality:** Supports CPS educators so they can provide high-quality instruction that meets the needs of every student per each student's IEP.
 - Assigns a special education administrator (SEA) to provide instructional guidance for each network. Offers professional development to all special education teachers and general education teachers on best practices regarding inclusionary instruction and

quality indicators for cluster programs, with a goal of providing professional development on an ongoing basis in each network to support positive academic outcomes for diverse learners.

- Provides evidence-based behavior consultation and support to educators. The Specialized Behavioral Support and Strategy (SBSS) Team assists staff, students, and families in providing appropriate educational, behavioral, environmental, and social skills support to students with disabilities who are experiencing challenging behavior in the school setting. SBSS works to build capacity within and across networks, schools, programs, and teams with the implementation of evidence-based interventions derived from the principles of applied behavior analysis through professional learning and direct modeling and coaching.
- **Procedures and Standards:** Ensures the District's compliance with federal and state laws governing the identification, evaluation, placement, and provision of free and appropriate public education, including procedural safeguards, for students with disabilities.
 - District representatives (DRs) work with network offices, principals, and case managers to ensure that all IEPs are created on an equitable basis, pursuant to state and federal laws, and adhere to the District's internal procedures. DRs attend IEP meetings throughout the District and have the authority to commit resources and services for students with disabilities. DRs work with parents and guardians, principals, case managers, and special education teachers in all District-run, charter, contract, and non-public schools to determine the appropriate learning environment for each student and support IEP decisions for students with disabilities.
 - Behavior analysts build the District's capacity to provide and monitor evidence-based behavioral strategies for students with disabilities, including autism, that exhibit behavioral needs.
 - Key administrators and attorneys represent the District in due process and 504 hearings and mediations; coordinate and oversee the investigation of state complaints and 504 complaints; assist with the resolution of disputes involving the identification, evaluation, services, or placement of students with disabilities; provide technical assistance to parents, school administrators, and other school personnel regarding special education laws, procedures, and compliance requirements; support meaningful parental participation; and provide technical assistance to school administration with respect to disciplinary procedures for students with disabilities.
- **Resource Management and Accountability:** Provides financial and operational support to schools, networks, and Central Office departments, including the allocation of special education teachers, paraprofessionals, and centrally-managed RSPs to schools so that every child is provided with the services outlined in their IEP. Focuses heavily on data analytics to make informed decisions about instruction, resource allocations, and student progress; meet the needs of schools or networks that require increased instructional support; and identify programs that are effective and create growth for students with disabilities.
- **Professional Development:** Designs, coordinates, and implements all ODLSS professional development and follow-ups, including progress monitoring and evaluating professional development effectiveness for Central Office, networks, and schools.

- A DR or SEA facilitates professional development with intentional and strategic goals and objectives for each network.
- Provides ongoing support and feedback to ensure that the implementation of professional development is effective and promotes systemic change in instruction.
- Collaborates with other CPS departments, including the Office of Teaching and Learning and the Office of Language and Cultural Education, to provide comprehensive professional learning opportunities for CPS staff.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$279,225,195	\$377,494,771	\$371,994,164	\$406,627,337
Other Grant Funds	\$28,067,921	\$23,062,810	\$32,346,810	\$23,060,770
Total Department	\$307,293,117	\$400,557,581	\$404,340,975	\$429,688,107
Budgeted at Schools	\$845,862,646	\$878,317,970	\$840,131,298	\$961,569,285
Grand Total	\$1,153,155,763	\$1,278,875,551	\$1,244,472,272	\$1,391,257,393

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	2,301.4	2303	2,441.4
Other Grant Funds	129.1	129.5	127.1
Total Department	2,430.5	2,432.5	2,568.5
Budgeted at Schools	9,892.9	9,978.0	10,881.5
Grand Total	12,323.4	12,410.5	13,450.0

Note: The increase in proposed department positions includes 126 related service provider positions; these positions are assigned to schools to provide services to students.

MAJOR ACCOMPLISHMENTS in FY2023

- Increased the number of diverse learner teachers trained in the Wilson Reading System (WRS) from 450 to 725 and helped an additional 30 diverse learner teachers receive WRS certification. WRS is a Tier 3 structured literacy program to help students learn fluent decoding and encoding skills by teaching the structure of the English language.
- Expanded the n2y Unique Learning System curriculum from 590 to 620 classrooms, covering all low-incident cluster classrooms. This curriculum focuses on differentiated, standards-aligned content and evidence-based instructional support.
- Provided funding to ensure that more than 1,250 special education classroom assistants (SECAs), bus aides, and other necessary personnel are CPR and first aid certified.
- Spearheaded the creation of a new Behavioral Interventions, Physical Restraints, Time Outs, and Momentary Physical Intervention for Students Policy to increase the use of positive behavioral interventions and supports in all schools and ensure that all diverse learners are able to succeed in the least restrictive environment.

- Successfully completed the Student Specific Corrective Action process, a method of identifying and providing remedies for families of students with disabilities who might have been adversely impacted during the 2016-17 and 2017-18 school years by special education procedural changes. More than 75 percent of all eligible families filed a claim by the established deadline and the vast majority of these claims were distributed by December 30, 2022.
- Increased Safety-Care training offerings for administrators, teachers, related service providers, SECAs, and security officers to maintain the safety of all students and staff through evidence-based behavior prevention and de-escalation practices.
- Hired 85 additional nurses, enrolled 38 health service nurses into a program to help them become certified school nurses, and increased the number of certified school nurses by 19.
- Hired over 40 additional social workers to make progress on the District's goal of having a full-time social worker assigned to each CPS school.

KEY BUDGET INITIATIVES for FY2024

- **Instructional Quality**
 - Ensure all special education teachers and SECAs have access to high-quality professional learning opportunities rooted in adult learning theory. This will be accomplished through curricular tools as well as coaching provided by SEAs.
 - Provide professional learning for SEAs focused on leadership development.
 - Provide recovery services and compensatory education to meet student needs. Recovery services will be extended for an additional year, and the ODLSS team will ensure IEP teams are well-informed of the resources available.
- **Service Delivery**
 - Promote high-quality IEP development and implementation through additional staff that will help provide more targeted small group supports, as well as increased funding for tools that will help staff create high-quality IEPs.
 - Continue to refine the process for determining staff assignments based on student need and equitably distributing resources that leverage high-need services such as bilingual and ESL providers.
 - Partner with other departments within the District and community partners to increase diverse learners' access to and active engagement in academic opportunities such as selective enrollment, career and technical education, dual credit, dual enrollment, and out-of-school time activities.
 - Related Service Providers
 - Hire an additional 60 social workers.
 - Hire an additional 81 nursing professionals.
 - Secure funding to create a licensed practical nurse to registered nurse bridge program.
 - Invest in a risk management tracking system and an evidence-based nursing performance development system.
- **Accountability and Process Redesign**
 - Redesign the process that supports students needing cluster or specialty school placements to increase equity within the availability of cluster programs across the

district and improve efficiency in finalizing school assignments. The improvements will result in a more effective and timely placement process and improve the enrollment experience for families.

- Augment the ODLSS call center to address and escalate requests from principals and schools to better provide stakeholders with efficient, high-quality responses to their needs.
- Review and redesign the process for initial allocations and post-budget position requests from schools to allow for a more efficient and equitable allocation of positions supporting diverse learners.

Early Childhood Education

MISSION

The mission of the Office of Early Childhood Education (OECE) is to ensure all children in Chicago have access to excellent early learning experiences that lead to future success in early grades and beyond.

MAJOR PROGRAMS

School-Based Early Childhood Preschool Programs

- **Chicago Early Learning Preschool:** Provide high-quality, full-day preschool programs to four-year-olds universally in nearly all Chicago communities, establishing four as the age of entry for the District. Provide high-quality, half-day preschool programs for primarily at-risk children ages three and four. Students are taught by appropriately licensed teachers and teacher assistants.
- **Child Parent Centers (CPCs):** Provide comprehensive child and family support services in nineteen locations focused in high-need community areas across the city.
- **Community Partnership Programs — Community-Based Preschool for All and Prevention Initiative (birth–five years old):** Partner with the City of Chicago Department of Family and Support Services (DFSS) to provide funding and oversight to community-based organizations serving approximately 11,000 children. Programming includes center-based programs for infants to preschool age children, as well as home visiting programs for prenatal to three years old. This work aims to meet the following goals:
 - Support community-based programs to comprehensively focus on children and families, with a particular focus on families of children under age four who are not eligible for full-day CPS programs.
 - Provide a coherent vision of quality services focused on children and families for community-based early childhood providers.
 - Reduce eligibility barriers for children and families at the individual community-based organization level.
 - Provide coherent, comprehensive quality improvement supports for community-based providers.
 - Launch a unified technology platform for family-friendly early learning application and enrollment.

Types of Early Childhood Preschool Programs	Number of Seats
Half-day (HD) General Education Chicago Early Learning (CEL)	4,212
Full-day (FD) General Education CEL	14,672
HD Special Education	1,668
FD Special Education	1,020

CPCs* (Represents a combination of HD and FD General Education and Special Education above)

1,740

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 306,753	\$ 2,119,571	\$ 15,653,526	\$ 1,758,235
Title Funds	\$ 32,383	\$ 30,966	\$ 32,712	\$ 31,961
Other Grant Funds	\$ 61,610,496	\$ 108,270,420	\$ 108,595,390	\$ 113,730,057
Total Department	\$ 61,949,632	\$ 110,420,957	\$ 124,281,628	\$ 115,520,253
Budgeted at Schools	\$ 185,168,442	\$ 227,087,230	\$ 206,454,539	\$ 234,279,165
Grand Total	\$ 247,118,074	\$ 337,508,187	\$ 330,736,167	\$ 349,799,418

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	3.0	2.5	4.0
Other Grant Funds	34.0	33.5	34.0
Total Department	37.0	36.0	38.0
Budgeted at Schools	2,267.0	2,273.3	2,273.0
Grand Total	2,304.0	2,309.3	2,311.0

MAJOR ACCOMPLISHMENTS in FY2023

- Executed a comprehensive outreach, marketing, and recruitment strategy for SY23 that increased 20th day enrollment by approximately 1,000 students as compared to SY22, nearly recovering the drop in student enrollment that occurred during the pandemic.
- Implemented a new, family-friendly early childhood application on the GoCPS platform with key policy changes to promote same-school transitions and improve parent/guardian experience.
- Expanded universal pre-k to an additional 25 classrooms across nine schools to provide high-quality, full-day preschool for four-year-olds, establishing four as the age of entry into the District in nearly all Chicago communities.
- Refined the priority model of school support to enhance high-quality programming within CPS Early Childhood programs. This support was offered to more than 50 school leaders across all 13 elementary networks. Conducted over 1,000 visits to these schools in SY23.
- Offered job-embedded coaching to more than 125 teachers, the majority of whom are in their first three years of teaching pre-k.
- Transitioned CPS pre-k classrooms to the cloud-based digital Creative Curriculum. Classrooms received a set of the most current curriculum as a part of this transition. Spanish-language editions of the Creative Curriculum were provided to all classrooms that requested them.
- Hosted more than 1,000 pre-k teachers, teacher assistants, and special education classroom assistants across 80 professional learning sessions throughout the year. Featured professional

learning sessions aligned to the District's Instructional Core and pre-k-specific curriculum, assessment, and instruction tools.

- Designed and launched Teaching Strategies-GOLD (TSG) Data Dashboards for District and network leaders to use for fall, winter, and spring TSG Checkpoint data analysis and action planning. Worked with the CPS Department of Information and Technology Services to integrate TSG data into the District's data warehouse, with the goal of bringing the TSG Data into the District Dashboard.
- Launched the P-2 School Model project, which aims to develop a more comprehensive approach to achieving the CPS P-2 vision and support schools to implement P-2 approaches.
- Increased the participation of pre-k students in Out-of-School Time (OST) programming to nearly 1,500 students and increased the number of schools offering OST for pre-k students to 137 schools.
- Increased the stipend for full-day general education and blended classrooms to support teacher and teacher assistant prep and break periods.

KEY BUDGET INITIATIVES for FY2024

- Continue to sub-grant a portion of the Illinois Early Childhood Block Grant to DFSS to support the Community-Based Preschool for All and Prevention Initiative, ensuring administrative alignment on funding, and prioritize recruiting children prenatal to five years old.
- Complete the universal pre-k expansion plan in the remaining 11 community areas. Partner with the CPS Capital team to secure 24 additional classroom spaces for launch in the fall of 2023.
- Continue to invest in the Chicago Early Learning Workforce Scholarship in collaboration with DFSS and City Colleges of Chicago to strengthen the early childhood teacher pipeline.
- Increase the number of full-day blended classrooms by ten percent, from 154 in FY23 to a total of 170 in FY24.
- Launch the PK Foundational Skills Skyline Supplement, a developmentally appropriate, year-long set of lessons and instructional resources designed to bolster foundational skills literacy instruction in pre-k classrooms. More than \$500,000 will be allocated to support professional learning and classroom resourcing aligned to the launch of this new curricular tool.
- Collaborate with the Department of Literacy to design and implement a continuous, connected system of early literacy supports from grades pre-k–2, and partner with families to ensure every child is a proficient reader by third grade. This includes providing shared professional development with DFSS, family literacy support kits, and updated instructional guidance aligned to the “science of reading.”
- Increase funding to selected schools to support the expansion of Pre-K Family Engagement programming. Schools may receive funding to support attendance and family learning activities.
- Refine and expand OECE's model of school support to align with District and network priorities. Increase the number of schools, teachers, and leaders supported through the models of school support by building capacity of the team to coach teachers, teacher leaders, and school leaders.
- Expand OECE's professional development offerings for pre-k teachers and leaders aligned to the Instructional Core and key District priorities.

- Begin developing the Early Grades Quality Indicators to better articulate the impact of high-quality learning experiences in grades pre-k–2. This will build on the 3–12 School Accountability Redesign work.

Early College and Career Education (ECCE)

MISSION

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

MAJOR PROGRAMS

- **Career and Technical Education (CTE):** Engages students in an advanced, career-focused curriculum; dual credit and industry certification opportunities; and WBL to drive increased graduation, college enrollment, and employability rates to ensure students have access to multiple pathways for post-secondary success.
- **Early College:** Provides educational options for students to gain college credit, experiences, and rigor while in high school. This work includes ECSS, dual credit, dual enrollment, transitional math and English, and CTE articulation agreements. Early college participation reduces the time and cost of attaining post-secondary education by accelerating students through college programs of study prior to high school graduation. Early college coursework is available in every academic discipline ranging from general education courses like English and math to specific career pathways like health science, information technology, construction, and manufacturing. Transitional math and English courses have been expanded to assist students who are not yet college-ready in taking remedial courses in high school as opposed to once they get to college.
- **Work-based Learning (WBL):** Provides students the opportunity to connect classroom instruction to the world of work and future career opportunities. Includes experiential learning along a continuum, starting with career awareness activities like career fairs and guest speakers to career development experiences like professional certification programs, cooperative education, internships, and youth apprenticeships.
- **Chicago Roadmap:** The Chicago Roadmap is a partnership between CPS and City Colleges of Chicago to support students along a seamless path to and through college on the way to their chosen careers. The Chicago Roadmap helps college-bound students transition into City Colleges of Chicago through programs that help students earn college credit, improve academic readiness, and learn about career opportunities.
- **Early College STEM Schools (ECSS):** Established in the 2012–13 school year as a way to connect K–12 education with post-secondary education and industry partners and create pathways for students to develop the technical and readiness skills necessary to take on science, technology, engineering, and math (STEM) careers.
- **Early College STEAM Schools:** Established last school year to create more transdisciplinary opportunities for students across the subjects of science technology, engineering, arts, and math (STEAM), especially by incorporating the arts into mastery demonstration and career

opportunities.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 1,652,732	\$ 4,249,898	\$ 2,915,622	\$ 2,986,634
Title Funds	\$ 107,736	\$ 427,560	\$ 430,228	\$ 81,936
Other Grant Funds	\$ 9,099,742	\$ 14,670,679	\$ 11,610,594	\$ 14,855,791
Total Department	\$ 10,860,210	\$ 19,348,137	\$ 14,956,444	\$ 17,924,360
Budgeted at Schools	\$ 140,963	\$ 140,963	\$ 140,963	\$ 1,584,955*
Grand Total	\$ 11,001,173	\$ 19,489,100	\$ 15,097,407	\$ 19,509,315

Note: 12.0 FTE are shifting from STEM to ECCE

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	16.6	9.1	13.1
Title Funds	2.5	0.0	0.0
Other Grant Funds	59.9	51.9	51.9
Total Department	79.0	61.0	65.0
Budgeted at Schools	1.0	1.0	14.0
Grand Total	80.0	62.0	79.0

MAJOR ACCOMPLISHMENTS in FY2023

- Ran Model Pathways in Health Sciences, Computer Information Systems, Manufacturing, and Construction (carpentry and welding) in 24 schools. Model Pathways are streamlined programs of study that allow students to earn dual credit and industry certification while participating in work-based learning along a continuum.
- On track to have over 10,500 dual credit enrollments in SY23, which represents a 15 percent growth from SY22. In SY22, students earned over \$4 million worth of credit through early college dual credit with the City Colleges. Despite substantial growth in dual credit enrollment, the dual credit pass rate across race and gender has remained remarkably high from 2022 to 2023, at nearly 95 percent. This includes growth in both Hispanic males and Black males: Current data suggest a 57 percent increase in Black male attainment and a 33 percent increase in Hispanic male attainment of 15+ credit hours from SY22 to SY23. Current data suggest a 20 percent increase in Black and Hispanic male attainment of 30+ credit hours from SY22 to SY23.
- As of SY23's 20th day, 14,750 students enrolled in a CTE course. This represents an increase of over 500 students from the same point in SY22. Including citywide programming, there are 198 CTE pathways across 80 high schools. As a reflection of the quality career programming occurring, CPS was highlighted by ISBE for its work around career exploration, summer internships, model pathways, and CPFTA in its annual report submitted to the governor.

- Hosted 13 Career Spotlight Days co-hosted by CCC and CPS, which are interactive open house events intended to boost interest and enrollment of CPS students who wish to pursue industry-validated certificates, programs, and related trades. Over 1,000+ elementary school and 1,000+ high school students participated.
- Supported the expansion of transitional English schools (19), which build academic readiness and help students who would otherwise be placed in remedial college courses, delaying the time it takes them to graduate college and increasing the costs of their education. To support student success in these transitional courses, we also expanded supplemental programming in both Transitional English and Transitional Math schools (e.g., tutoring, attendance incentives, and professional development), impacting nearly 2,500 students.
- Hosted Enrollment Days, a curated transitions support event for CPS graduating seniors heading to the City Colleges, where they can tap into the programs, resources, and support they need to successfully begin their Fall semester. Over 1,800 students participated in the event.
- Supported college transitions support through the expansion of College Navigators in partnership with City Colleges of Chicago. Students at over 40 CPS high schools receive hands-on college application support throughout the year. Navigator support is now expanded to Options Schools and Charter Schools.

KEY BUDGET INITIATIVES for FY2024

- Expand school-facing support for students in early college, CTE, career pathway, and WBL programs. This includes moving STEM specialists from Teaching & Learning to the ECCE budget.
- The modernization and improvement of CTE labs to reflect industry standards will be a departmental priority in FY24. Across the district, CTE students encounter equipment and spaces that do not reflect the current needs of the industry. To remedy this, ECCE will engage with industry and education leaders as it creates modern, safe, and innovative spaces for students to explore careers and develop their technical and employability skills.
- Increase the quality of and student participation in the bookends of the work-based learning continuum by:
 - Increasing the transportation budget so that all schools, regardless of budget and location, may engage students in on-site opportunities.
 - Providing direct school support through professional development on the WBL Toolkit (quality) and access to WBL opportunities through Schoolinks (awareness).
 - Redefining positions to include more WBL support at the school level.
 - Engaging partners in professional learning with an emphasis on equitable best practices that support all students and utilizing the WBL Toolkit on a larger scale and with fidelity.
 - Increase middle school career awareness by hosting more career fairs, guest speakers, and site visits and middle school counselor advisers' ability to support career development
 - Increasing the number of internship slots from 600 to 1,000
- Expand early college to increase the number of students achieving early college milestones (15+, 30+, or Associate's Degree) from 500 to 600 and increase the number of students earning early college credits from 5,000 to 6,000 students.

- Career and Technical Student Organizations (CTSOs) provide opportunities for students to enhance their classroom learning and participate in networking events and competitions. To date, we engage with 6 CTSOs and serve over 400 students. Increasing funding to support student participation fees and travel expenses will allow more students to participate in CTSOs.
- Continue Scaling Transitional English and Math student support through high-quality PD, academic resources, and collaboration through our partnership with City Colleges of Chicago and the Chicago Roadmap.

Equity

MISSION

The Office of Equity develops, supports, implements, and reports on District efforts to eliminate the opportunity gaps that exist in education quality, policy, and supports for both students and adults.

MAJOR PROGRAMS

- **Bias Trainings:** Offers online science-based professional learning to assess and manage unconscious bias for 1,000 CPS staff.
- **Office of Equity of Professional Learning:**
 - Facilitates virtual and in-person professional learning that provides a high-level overview of the CPS Equity Framework for the District's staff and partner organizations
 - Provides schools and CPS leadership with connections to liberatory thinking - the re-imagining of one's assumptions and beliefs about others and their capabilities
 - Provides multiple opportunities to develop culturally-responsive education and diversity partnerships
 - Builds the capacity of CPS Leaders to understand and implement Targeted Universalism strategies
- The Office of Equity consults with offices, departments, networks, schools, and the community at large to design equity-centered professional learning experiences
- **It also manages the CPS Opportunity Index** - the District's quantitative mapping tool to align teams, offices, and departments around one source of data to define resource equity.
- **Equity also leads the design of Culturally Responsive Education & Diversity (CRED) Draft Policy** requiring all CPS staff to continuously improve in attaining competencies of culturally responsive education, anti-racism, anti-bias, and diversity.
- **Equity Data Working Group:** Leads a group of data analysts and users who are committed to identifying and resolving equity challenges that are data related.
- **Great Expectations Mentoring (GEM) Program:** Leads a leadership pipeline for African American male and Latinx leaders at the school administrator, Network Office, and Central Office manager and director levels.
- **Naming/Renaming Professional Learning Policy and Community:** Leads a standardized community centered process and for all names associated with CPS to be culturally responsive, anti-racist, anti-bias, and promote diversity and representation within district learning environments. Leads a year long PLC aimed at supporting schools seeking to name/rename their school that reflects and uplifts their respective school community.
- **Racial/Bias-Based Incident Management and Prevention Team Collaborative:** Collaborates with the office of student protections and the office of social emotional learning to address, restore and prevent incidents of Racial and Bias based harm throughout the district.
- **School Board Policy Revision Process:** Leads policy owners through an equity review process centered around the CPS Equity Framework and comprehensive community engagement

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 827,199	\$ 1,796,513	\$ 1,875,472	\$ 1,837,659
Title Funds	2,917	\$ 25,363	\$ 25,363	\$ 8,116
School Generated Funds	\$ 74,900	\$ -	\$ 1,345	\$ -
Total Department	\$ 905,016	\$ 1,821,875	\$ 1,902,180	\$ 1,845,775

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	9.0	9.0	11.0
Total Department	9.0	9.0	11.0

MAJOR ACCOMPLISHMENTS in FY2023

- **Bias Trainings**
 - Vendors identified and contracted to provide an online platform of professional learning to support 1,000 CPS employees on managing unconscious bias through self-paced microlearnings.
- **Opportunity Index**
 - Completed tool validation with partners from UIC. Launched an internal CPS working group of stakeholders to conduct a social validation process The Equity Index, a new tool derived from the Opportunity Index that the district has used since 2020 to help identify opportunity differences so that resources can be prioritized for the schools in greatest need. The Capital Improvement Planning Team used the Facility Condition Index and the Equity Index to determine all capital investments in 2021-2023. From SY21-23, the Office of Equity ushered over \$2 billion using the Equity Index formula, meaning schools that have been disinvested in on the South and West Sides received an equitable portion of funding.
- **Draft Culturally Responsive Education & Diversity Policy**
 - Initiated the CRED Roadshow with 1 out of 8 partner Offices and received favorable feedback to advance the policy.
- **Equity Data Working Group**
 - Launched a second Equity Data Working Group and identified 3 key data-equity challenges: (1) guidelines for how to conduct and report out on quantitative data; (2) landscape analysis of and guidelines on how to incorporate qualitative data; and (3) suggestions of how to facilitate equity centered data conversations.
- **Great Expectations Mentoring (GEM) Program**
 - Designed and implemented the fourth cohort of the GEM Program to support the leadership pipeline for African-American male and Latinx leaders and contribute to the district’s goal of developing 150 aspiring African American and Latinx leaders within CPS.

A total of 79 have successfully completed the program, and 40 have been promoted in CPS to have greater impact across the district.

- **Naming or Renaming Professional Learning Community:**
 - Supported 7 schools engaged in the on-going Renaming /Naming Professional Learning community which began in October of 2022 to complete the ongoing renaming process in its schools specific timeline by October 2023. The names of these schools have appeared in the Office of Equity list of schools named after historical and cultural figures to begin the proposed process for Renaming, Naming Schools, Mascots and Landmarks.
- **Office of Equity of Professional Learning:**
 - The Office of Equity continued support with our external partners to advance equity in CPS through Practitioners Certification Program, network partnerships, Professional Learning Communities, and school level leadership to operationalize the CPS Equity Framework. We reached 1,100 people.
 - Lead operationalizing the CPS Equity Framework across the district with high impact offices and departments in our sphere of influence.
 - Created videos on the CPS Equity Framework and tools that are public facing for the community at large. The video features voices from multiple levels of the CPS organization describing how they implemented the CPS Equity Framework and a tool.
- **Racial/Bias-Based Incident Management and Prevention Team Collaborative:**
 - Office of Equity established and met 6 times with Office of Student Protection and Equal Opportunity and Compliance Office as the core team to set up infrastructure for responding to racial/bias-based incidents.
- **School Board Policy Revision Process:**
 - In SY23, all policy owners were supported to meet equity and engagement requirements through rubric workbook completion. There have been 13 policies as of March 2023 who have gone through the process and 10 others projected by July 2023.
- **Additional Accomplishments**
 - Continued our partnership with Pacific Educational Group (PEG), an organization committed to achieving racial equity in the United States and beyond.
 - In SY21, PEG facilitated professional learning to more than 1,000 CPS staff, focusing on Courageous Conversation - a protocol for engaging, sustaining, and deepening effective interracial dialogue.
 - In SY22, we continued our partnership with PEG through the CCAR™ Certified Practitioner professional learning program with 11 CPS staff. This opportunity was offered to teachers, school leaders, network teams, central office staff, and senior leadership
 - In SY23, selected an additional 15 CPS staff members to become CCAR™ Certified Practitioners.
 - Engaged in Building Equitable Learning Environments (BELE), which was hosted by the National Equity Project (NEP) Midwest Network with teams from Networks 5 & 7, and Herzel, Pilsen, Prosser, York Alternative, and Social Justice high schools, with the goal of identifying equity challenges, testing change ideas, elevating student voice, and documenting key takeaways from each team's equity journey

KEY BUDGET INITIATIVES for FY2024

- **Bias Trainings**
 - Utilize data from bias trainings to identify most prominent biases to inform strategic planning for future professional development opportunities.
- **CPS Opportunity Index**
 - Lead a community stakeholder engagement social validation process to ensure community voices are heard and reflected in the design and development of the Opportunity Index
 - Utilize the Equity Index to drive resource allocation in order to disrupt opportunity differences and support hyper resourcing of most impacted communities.
- **Culturally Responsive Education & Diversity Policy**
 - Support the CRED Design Team through the stages of approval, alignment, and awareness of the policy.
- **Equity Data Working Group**
 - Continue to lead the Equity Data Working Group toward identifying and resolving data-related equity challenges. To improve their ability to do so, early working sessions will include members gaining a deeper understanding and knowledge of the two texts (1) CPS Equity Framework and (2) How to Apply an Equity Lens to Data.
- **Great Expectations Mentoring (GEM) Program**
 - Lead Cohort 5 of the GEM fellowship as well as continuing alumni support and the GEM Mentor Collaborative
- **Naming/Renaming Professional Learning Community**
 - Support 5-10 schools that appear in the Office of Equity list of schools named after historical and cultural figures to begin the proposed process for Renaming, Naming Schools, Mascots and Landmarks. Support 7 schools to complete the on-going renaming process in its schools specific progress by October 2023.
- **Office of Equity of Professional Learning**
 - In SY24, we will continue our partnership through the Pacific Educational Group (PEG) by offering Virtual Courageous Conversations About Race™ (CCAR™): Experience to CPS staff. CCAR™ practitioners will develop and lead book clubs on the Courageous Conversations text by Glenn Singleton to operationalize the CPS Equity Framework - focusing on the Liberatory Thinking dimension of the equity lens - to build the capacity of individuals from multiple levels of the CPS organization to strengthen skills and disrupt the system.
 - Convergence Design Lab Videos to help internalize implementation strategies.
 - Co-design case studies with our professional learning communities and sphere of influence that engage our professional learning participants in a hands-on application of the Equity lens and targeted universalism.
- **Racial/Bias-based Incident Management and Prevention Team**
 - Partner with OSP/EOCO and OSEL to launch clear guidance and supports with a focus on racial incidents given feedback from the Office of Civil Rights we must better align with Title VI.

- **School Board Policy Revision Process:**
 - In SY24, we will support all policy owners with applying an equity lens and targeted universalism to their policies. We will continue to measure rubric completion and fidelity to the Equity Framework using the rubric workbook. The goal is for 100 percent of Board Policy and Rule owners to engage in the equity revision aligned to the Equity Framework and meet engagement requirements.
- **Additional Initiatives**
 - **NEP/BELE**
 - Support schools within the CPS design team to leverage liberatory thinking and targeted universalism to improve student/teacher relationships in an effort to foster a more collaborative and student centered environment.

Facility Operations and Maintenance

MISSION

The mission of Facility Operations and Maintenance is to invest in schools' physical assets (i.e. buildings, sites, and equipment) to ensure children have safe and quality learning environments and to make students and staff proud of their schools so that they can concentrate on education. Facility Operations and Maintenance aims to achieve an optimal standard of physical condition for each school through renovations, and to improve learning through innovative design, planning, and construction techniques.

MAJOR PROGRAMS

Asset Management

- **Engineering:** Maintain and repair CPS facilities to uphold safe and quality learning environments that promote students' academic success.
- **Custodial:** Clean facilities in order to provide healthy and non-distracting learning environments that promote students' academic success.
- **Maintenance Contracts:** Partner with vendors that perform essential services such as groundskeeping, pest control, and trash removal to ensure CPS properties are maintained and life safety systems are operational and compliant with regulatory requirements.
- **Environmental:** Promote healthy environments through maintaining water and air quality, removing chemical and hazardous materials, and testing and mitigating lead-based paint and asbestos-containing materials.

Capital Planning

- **Facility Needs:** Address critical facility needs including roofing, mechanical projects, masonry, building envelope, and window replacements.
- **Renovations:** Manage interior renovations, including bathroom renovations.
- **Modular Refurbishment:** Continue the District's modular refurbishment program.
- **Americans with Disabilities Act (ADA) Improvements:** Continue to address accessibility improvements across the District.
- **Life Safety:** Address critical life safety fire alarm system replacements.
- **Programmatic Investments:** Manage the capital requirements for various programmatic initiatives such as universal pre-k, state-of-the-art science labs, IB/STEM programming, and overcrowding relief.
- **Site Improvements:** Carry out site improvements throughout the District, including playground and turf replacements.
- **Assessments:** Regularly perform comprehensive facility condition assessments.
- **Energy Efficiency:** Initiate energy efficiency initiatives through utility incentives and federal and local grant funding. Help foster healthy and efficient facilities while minimizing operational costs.

Real Estate

- **Leasing Operations:** Manage over 50 lease agreements for the Board’s use of non-Board property and over 30 lease agreements for charter schools, contract schools, and non-profit organizations using Board property.
- **Telecom Installations:** Oversee telecommunications license agreements for telecom equipment installations at over 100 school sites.
- **School Use Permits/License Agreements:** Manage the permit process for external organizations’ use of school facilities and short-term agreements for use of non-CPS sites by schools and central office departments; approximately 400 permits and licenses agreements are issued each year.
- **Disposition of Surplus Property:** Work with CPS’ real estate broker to help market and sell over 25 surplus properties, including closed school buildings and vacant land.
- **Annual Tax Exempt Filing:** Prepare and file annual tax exemption application with Cook County for Board-owned real estate.

Warehouse

- **Personal Protective Equipment (PPE) Management:** Fulfill and distribute PPE orders to help ensure the safety of students and staff.
- **District-wide Distributions:** Partner with all CPS departments and external governmental agencies to efficiently allocate customized bulk shipments to schools as requested.
- **Furniture ReUse Project:** Facilitate the collection and recycling of unused equipment, furniture, educational materials, and other assets for District schools and administrative offices. This clutter-free learning environment initiative supports the District’s cost savings initiative by reducing waste, repurposing, and recycling surplus furniture from schools and administrative offices.
- **Warehouse Rentals:** Manage a lending library of folding tables and chairs, mobile podiums, and portable stages to provide timely assistance for CPS-sponsored events.
- **Oversized Loads:** Assists schools and departments with transporting select oversized items such as band and sports equipment. Oversized items are defined as materials that are bulky, large, or require team lifting. Extenuating circumstances may require the assistance of professional movers.
- **External Partnerships:** Collaborate with various corporate donors to manage in-kind donations of gently used office furniture that increases the inventory of the Furniture ReUse Project.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$465,469,770	\$490,994,013	\$482,542,464	\$568,565,775
Other Grant Funds	\$22,023,393	\$3,730,179	\$18,721,917	\$3,532,494
Total Department	\$487,493,163	\$494,724,193	\$501,264,381	\$572,098,269

Note: FY24 increases are related to capital asset project funding shift and rising costs for custodial and engineering services.

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	1,322.0	1,322.0	1,323.0
Total Department	1,322.0	1,322.0	1,323.0

MAJOR ACCOMPLISHMENTS in FY2023

Asset Management

- Formalized standard operating processes to create uniform practices throughout the District. As of March 31, 133 standard operating procedures were identified to be created, 59 were completed, and 42 were in development.
- Completed over 700 environmental projects including lead-based paint testing and mitigation, water quality testing, and asbestos abatement and testing.
- Asset tagged fixed assets in the District to allow for accurate tracking of expenditures in the future.
- Began rectifying fire system deficiencies in CPS buildings by opening 1,342 product orders that cost a total of \$2.79 million.

Capital Planning and Construction

- Delivered capital improvements at over 450 campuses across the District despite COVID-19-related supply chain, logistical, and staffing constraints. These projects included critical facility improvements such as roofing, masonry, mechanical, and fire alarm projects; programmatic investments including science labs, pre-k classrooms, IB/STEM spaces; site improvements including playgrounds, turfs, and driver's education lots; accessibility improvements; interior renovations including bathroom renovations; and athletic facilities including swimming pools and stadium renovations.
- Partnered with the Office of Family and Community Engagement and the Office of Equity to increase transparency and community outreach during the FY23 capital budget planning process. Conducted five public meetings and evaluated over 2,200 survey responses to gather community input during the development of the \$645 million capital plan, which included about \$164 million in potential outside funding.
- Continued capital investments in partnership with the Mayor's Office for People with Disabilities to increase ADA accessibility in over 30 schools as part of a five-year \$100 million program to ensure all CPS buildings have first-floor accessibility.
- Completed comprehensive facility condition assessments. This data is being used to develop various facility condition-related initiatives and support short-term and long-term capital plan development.
- Initiated bidding to a new pool of general construction contractors to encourage growth of small and Minority and Women-Owned Businesses (M/WBE) as primary vendors.
- Initiated discussions to extend the Space to Grow initiative, which is a site improvement program in coordination with the Department of Water Management (DWM) and Metropolitan Water Reclamation Department (MWRD).

- Enhanced efforts to maximize leveraging of outside funding, including local TIF and State funding, to address capital facility needs.
- Identified over \$900 thousand in utility incentives to supplement energy efficiency projects.
 - Received 95 facility assessments by ComEd and Peoples Gas.
 - Projected to receive 120 additional facility assessments by the end of June 2023.
 - Received 81 LED retrofits for gymnasiums and outdoor lighting.
 - Completed 24 steam trap replacement projects with an additional 30 assessments pending.
 - Scheduled 137 boiler tune-ups to be completed by the end of May 2023.
 - Scheduled 18 building automation control upgrades to be completed by the end of May 2023.

Real Estate

- Vacated and relocated three leased sites to District-owned locations. Began negotiations to acquire two more leased sites that will reduce the leasing budget.
- Secured space at Central Office to accommodate expansion of the Board Offices and Board Meeting room. The subleased space was secured at a discount compared to CPS’ current space, and rent will be subsidized by the sublandlord throughout the term of the lease.
- Expanded rollout of Facilitron, an online facility rental system for rental of school facilities. Approximately 150 schools are now using Facilitron, thereby increasing rental and income opportunities for schools.

Warehouse

- Received and distributed more than 2,800 PPE products to all students and staff this school year.
- Generated over \$60 thousand in revenue from recycling efforts that furthered the District’s commitment to reduce waste in landfills.
- Removed surplus furniture from more than 150 schools, furthering the District’s decluttering efforts.
- Hosted several well-attended furniture events that assisted more than 150 sites (schools and departments) with upgrading their learning environments with repurposed furniture. This saved the district more than \$200 thousand through the Furniture ReUse program.

KEY BUDGET INITIATIVES for FY2024

Asset Management

- Explore opportunities for equipment management and consumable/supply management.
- Continue to ramp up lead-based paint and asbestos abatement projects, and continue to improve air and water quality.
- Continue to repair assets that have suffered from deferred maintenance such as fire/life safety systems.
- Leverage software to make custodial and engineering performance more visible at the school-level and hold vendors accountable.
- Become compliant with the Illinois Learn with Dignity Act by purchasing and installing menstrual hygiene product dispensers and receptacles in all restrooms, regardless of gender.

Capital Planning and Construction

- Invest in critical facility needs with a concurrent focus on programmatic investments and a portfolio-based approach.
- Develop strategies to optimize the building portfolio, which will take a deeper dive into aligning the education and facility needs at the District-wide portfolio level.
- Continue to enhance M/WBE participation in capital planning and construction projects.
- Initiate \$15 million of lighting retrofits and energy conservation measures through Energy Service Company projects.

Real Estate

- Pursue sale of 25 closed schools and vacant land sites to reduce holding costs and generate income for the District.
- Continue expansion of Faciltron facility rental program with the goal of expanding to 250–300 schools.
- Vacate leased site at 11424 S. Western Ave and relocate staff to District-owned sites to reduce leasing costs.

Warehouse

- Purchase fleet vehicles with dash cameras to improve delivery times and reduce rental expenditures. Dash cameras inside and around vehicles help ensure the driver's safety, protect against fraud, and help prevent accidents on the road.
- Reorganization through two position redefinitions and one new FTE. This will help improve discipline timeliness, route schedule efficiencies, and response times to all stakeholders.
- Provide heating for storage units dedicated to educational departments to improve conditions for temperature-sensitive items.

Family and Community Engagement

MISSION

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

MAJOR PROGRAMS

- **Advancing District Initiatives:** FACE has two team members who directly support District initiatives. In partnership with the department's Chief, content leaders and policy owners can receive direct consultation and garner support in engaging the broader public with their initiatives. Marquee initiatives include budget forums, capital forums, Annual Regional Analysis, and community-level planning.
- **Marketing and Communications:** FACE leverages digital and social platforms to engage stakeholders to shape and influence CPS policy and highlight the amazing work our families and partners are doing to support student learning.
- **Back-to-School Campaign:** FACE uses an aggressive grassroots approach, including regional Back-to-School Bashes, to build awareness around the first day of the school year and ensure students and families have the information, resources, and supplies they need to start the school year strong. The department's B2S campaign includes marketing, communications, events, and direct outreach to ensure strong first-day-of-school attendance.
- **Title I PAC and School Leader Engagement:** The FACE team ensures Chicago Public Schools Title I schools meet all State and Federal grant requirements by tracking and supporting compliance and spending, training parent leaders, and offering parent engagement support to schools.
 - **Management of the Parent Board of Governors:** Honoring federal mandates of "meaningful consultation," the Parent Board of Governors (PBG) is made up of parents representing various demographics of CPS Title I schools. The PBG is leveraged to advise on policy, programming, and District priorities directly impacting parents. PBG terms run for two years. SY23-24 will bring 7 of 13 members' seats selected for a new term.
- **Engaging Faith Leaders:** The Office of Faith-Based Initiatives (OFBI) works directly with families, schools, and communities to cultivate learning experiences for parents and caregivers, and partners, as well as garner support for District Initiatives. The OFBI is responsible for identifying potential partners to offer out-of-school-time support via Safe Haven. Currently, the program has 47 Safe Haven sites in key areas of the city. As the District's needs shift, OFBI is expanding its internal partnerships to include OCCS and Out of School Time support to ensure Safe Haven is supplemental to programs already offered by the District.
- **Engaging Parents, Caregivers, Community, and School Leaders:** FACE Specialists serve as the bridge between CPS' key priorities and our stakeholders. This involves building a base of informed and engaged parents by network. Parents often help drive turnout for critical events such as the Annual Regional Analysis (ARA), budget, and capital meetings.
 - **Network Collaboratives:** FACE Specialists conduct monthly parent collaborative

meetings by the region where parents and partners receive critical District updates and can build community.

- **Supporting Local School Councils (LSCs):** The Office of Local School Council Relations oversees and facilitates the operations of 511 local school councils and is responsible for training 6,000+ members, providing technical assistance at the school level, conducting bi-annual LSC Elections, and supporting LSCs in carrying out their responsibilities of local school governance.
 - **LSC Elections:** LSC elections take place every other year. The Office of Local School Council Relations (OLSCR) is responsible for the execution of more than 500 elections. This year, FACE has set an ambitious goal to recruit 7,200 candidates across our 511 CPS schools with LSCs.
 - **LSC Training:** Once LSC members are elected, OLSCR ensures they receive training in critical areas such as principal selection/evaluation, school improvement plan (CIWP), and budget.
 - **LSC Advisory Board (LSCAB):** The LSCAB serves as a group to engage and make recommendations on system goals and District policies. During the 2022-23 school year, the LSCAB reviewed and offered feedback on more than 30 District-wide policies.
- **Processing Volunteers:** FACE’s Volunteer Programs unit oversees the Level 1 and 2 background check process for individuals, corporations, and partners seeking volunteer clearance. In 2023, FACE revised the Volunteer policy to ensure all Level 1 volunteers undergo the SafeSchools training.
- **Parent Programming:** Each elementary network has a Parent University site. These sites allow FACE to seek internal and external partners to offer families and community members programs that help them support their students’ learning and their own. Some programs include ESL, GED, health and wellness, SEL, and digital literacy. Parent University sites also offer curated sessions to meet parent demand, including nationally renowned programs like Northstar and global certificate programs like Coursera.
- **Building With Community:** By partnering with Community Action Councils (CACs) and community partners, FACE is able to establish two-way communication with partners in the community. Currently, there are eight CACs in priority communities, each of which creates connection points between District policies (school quality ratings, budget, High School Strategy, etc.) and priorities within the community. In communities and regions where we do not have a CAC established, FACE Specialists partner with community leaders to ensure we engage in local planning.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 5,903,242	\$ 7,282,799	\$ 7,426,401	\$ 7,963,887
Title Funds	\$ 1,170,889	\$ 1,442,931	\$ 1,490,344	\$ 1,497,554
Other Grant Funds	\$ 272,600	\$ 1,000,000	\$ 1,655,000	\$ 1,000,000
ESSER Funds	\$ 228,772	\$ -	\$ 30,000	\$ 10,000
School Generated Funds	\$ 10,000	\$ -	\$ -	\$ -

Total Department	\$ 7,585,502	\$ 9,725,730	\$ 10,601,745	\$ 10,471,442
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POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	40.0	40.0	41.0
Title Funds	13.0	13.0	13.0
Total Department	53.0	53.0	54.0

MAJOR ACCOMPLISHMENTS in FY2023

District-wide Initiatives

- **Back to School Events, Outreach, and Canvassing:**
 - Supporting 102 back-to-school events across the city, 10 of which were our Back to School Bashes
 - 50,000+ families engaged
 - 30,000 backpacks with school supplies distributed
 - 20,000 flyers distributed
 - 8,000 yard signs distributed
 - 20,000+ outreach calls made to families
 - Partnered with 10 Faith-Based institutions
 - Priority canvassing areas included 150 high traffic areas on Chicago’s West and South sides such as grocery stores, laundromats, barber shops, CTA stops, libraries, and gas stations
- **Town Halls:**
 - The FACE office offered logistical, translation, and facilitation support for three town halls on major District initiatives. We engaged nearly **1,000** CPS families:
 - **School Funding Forum:** Provide an overview of the District's current funding methodologies and gather feedback from the community. Registrants: **334**
 - **NSHS Town Hall:** Introduce the project Design Team members, share our engagement strategy, and identify the next steps to meet our goals. Registrants: **376**
 - **Accountability Redesign:** Discuss the District’s new proposed accountability framework - an intensive, stakeholder-driven process that included a community-wide survey, focus groups, and an advisory group of key education stakeholders. Registrants: **284**
- **Transportation / ODLSS Outreach to Impacted Families:**
 - Between August - December 2022, the FACE team made over **1,500** calls to families whose children currently have a 90-minute or longer travel time. We identified whether or not the family was opting out of transportation services and instead enrolled in the financial incentive program for the duration of the school year.

- **North Lawndale:** In the last couple of years, the FACE team has been working closely with the North Lawndale Community Action Council on a proposed STEAM Partnership Academy that will be a traditional Chicago Public School for Pre-K -12th-grade students. We engaged hundreds of students, families, educators, partners, and local businesses using the reimagine with community toolkit.
- **Near South High School Project:** Between March and April 2023, the FACE team facilitated 21 in-person focus groups. Nine focus groups of 10-15 parents, nine focus groups of 10-15 feeder students, and 3 high school students from Tilden, Phillips, and Dunbar also conducted 66 empathy interviews.
 - The participants of these efforts included individuals who are impacted by the building of the NSHS. FACE will share Near South High School updates with parents and students from the nine identified feeder schools and three high schools.
 - The two goals for these engagement efforts are to share critical information with families and students to collect their feedback. The feedback will be analyzed on a rolling basis; any findings and trends will be shared with leadership.
- **Supporting Newcomers:** In November 2022, FACE began supporting newcomers by providing Spanish speakers support with student registration at the O’Hare and Salvation Army shelters. FACE also partnered with STLS to receive funding to purchase essential items for newcomer students while conducting a coat/clothing drive in all CPS offices (central, Garfield Park, etc.). The team provided shoes, jackets, and school supplies to about 100+ students living in shelters. FACE contacted **105** schools and received information from 47 schools as of March 21. Ten (10) schools have received items for about 400 students. We serviced schools with “Newcomers” until the end of March, when OSTLs took over to allow FACE to pivot to B2B planning/support.
- **Overall Engagement Efforts: Through engagement efforts facilitated by the FACE team, more than 60,000+ CPS stakeholders participated in District-wide initiatives between July 2022 - March 2023.**

FACE-led Initiatives

The FACE team explores creative ways to reach families and elevate diverse perspectives to promote continued student learning and maintain connections with families in an effective, informed, and sensitive manner.

- **Social Media and Communications:** We have increased our online audience by 17 percent since the summer of 2022. The FACE Marketing team plays a critical role in amplifying District initiatives through our platforms and elevating parent and partner perspectives. In the last year, we’ve invested in software tools and videography/photography equipment to continue driving engagement and enhancing the quality of our work. We recently hired a Digital Media Coordinator to provide creative and social media support for various FACE-led and District-wide initiatives.
- **Network Collaborative Meetings:** Since September 2022, FACE specialists have hosted **22** cluster meetings among four collaboratives, engaging more than **1,200** parents and community members around District updates and Title I training. Additionally, **80** community partners also presented to stakeholder audiences over six months.

- **Network Strategic Supports:** FACE Specialists work directly with Network Chiefs and school leaders to drive stakeholder engagement in each network to support local school needs. During the SY22-23, the team provided logistical, recruitment, and operational supports for parent/student events and community meetings, mediating parent issues at the network and school level, providing monthly FACE and District updates at the network principal meetings and within the network newsletters, host coat drives and facilitate back-to-school events, and additional one-off parent/community engagement support at the network and school level.
- **Title I Supports:**
 - **Compliance & Expenditures:** The Title I team works with FACE specialists to support our Title I stakeholders by developing training and compliance tools, templates, and processes that are user-friendly and accessible for school leaders to meet key compliance deadlines, organizational meetings, and expenditure progress. Compliance reached 85 percent by March 2023, and additional support was provided to the schools with engagement challenges.
 - **Parent Leadership:** Support to parent leaders included the provision of 24 PAC Orientation sessions in English & Spanish. Ten Title I -focused presentations were provided at all monthly network collaborative meetings. Monthly leadership circles addressed topics in depth with opportunities for skills application and peer-to-peer consultation. A total of 10 English and 10 Spanish sessions were offered.
 - **Consultation:** Ongoing consultation occurs with parents and internal stakeholders. Over **400** consults were offered to parents, principals, network, and central office staff.
 - **PBG Management:** Operating hybrid, the PBG has been an instrumental voice in contributing to parent-centered expenditure guidance, a paperless compliance process started in FY22, and leadership development of PAC (Parent Advisory Council) leaders. They have served as parent consultants to various departments, including Student Protections, Student Health & Wellness, and Accountability. The PBG held **four** public meetings, which included participatory components for parent attendees. A focus of FY23 has been collaboration with CPS internal Research team and external partners to co-create a parent Data Literacy curriculum.
- **Programming:** Parent University and the FACE2Face (F2F) series have offered **636** virtual and in-person programming sessions for parents to ensure that CPS families and partners receive the appropriate information and resources to support student learning. FACE has hosted GED, ESL, Spanish as a 2nd language, SEL, college readiness, Health and Wellness sessions, Academic Support sessions, Technology sessions, Leadership sessions, art therapy, Parent Cafe, Urban Farming, entrepreneurship, and financial literacy.
 - In partnership with the City of Chicago and Kids First Chicago, FACE integrated NorthStar and Coursera to provide parents access to more than 5,000 online courses in various languages.
 - In partnership with Google, FACE created the Google Parent Academy, servicing 105 parents who were trained in Google Docs, Slides, Gmail, Google Classroom, and Calendar. Participants are expected to graduate with a Google Parent Certification by May 2023.

- In-person learning opportunities conducted across thirteen (13) Parent University sites and one (1) satellite site include programs ranging from social-emotional learning,
- **Faith-Based Partner meetings/projects:** A total of **11** meetings were held by OFBI in an effort to connect CPS with our faith-based community around topics like facilities updates, SQRP, the Reimagining Blueprint, Medicaid Enrollment, and Adopt-a-School initiatives. The OFBI team also increased its partnership network, and more than **18,000** CPS students are now being served via social service support from these partners. In February 2023, OFBI reconvened its quarterly interfaith gathering with over **90** faith leaders in attendance. This event was held at the Apostolic Faith Church, where Bishop Horace E. Smith is pastor.
 - **Safe Haven Expansion:** FACE currently maintains **47** Safe Haven sites, **36 of which** are currently operational post-pandemic. Additional funding will be needed in order to increase Safe Haven Sites throughout the District. We currently receive \$1 million from the City and \$900,000 from the District. In order to expand this initiative from 47 sites to 60 sites, more funding will be necessary to support sites and to higher additional OFBI staff.
 - **Adopt-a-School:** Currently, there are a total of 12 partnerships. By the end of SY22-23, there will be partnerships in each elementary school network, filling existing gaps in networks 4, 7, and 10.
 - **Crisis Support:** A total of **83** crisis alerts were managed and triaged with the appropriate supports given to the families. Additionally, the 5th annual Legacy of Love luncheon was held in 2022 to honor the lives of CPS students who passed away the previous year.
- **CAC Supports:** Since July 2022, there have been **over 90** CAC meetings with over **2,000** participants across the eight CACs. This includes regular monthly meetings, executive committee meetings, all-CAC chair meetings, and special events (e.g., principal breakfasts, community vaccination events, Black History celebrations, etc.). Key CPS departments that have presented include Portfolio, Equity, Access and Enrollment, Early Childhood, Teaching and Learning, Health and Wellness, and additional subject-matter experts. FACE is looking to expand the number of CACs to the city's north and southwest sides.
 - **CAC Budget / Strategic Plans:** Last year, FACE created a Google Form for CACs to submit SMART goals that prioritize spending on critical projects in their school communities, including advocating for new schools, increasing quality programming in existing schools, rethinking how to provide support to schools in their area that are underutilized, and providing professional development to community-based organizations. FACE increased our fiscal commitment to CACs from \$6,000 to \$10,000 for each CAC to support the implementation of these projects.
- **LSC Supports:** To fill a growing need, the LSC team now operates with 13 full-time LSC Specialists and two additional part-time staff who provide technical support and assistance to **511** LSCs. Below are critical success factors:
 - There were a total of **6,242** candidate seats to fill across the District in 2022.
 - The 2024 election will be hosted in schools on April 10th and 11th, and all voting will be done in person.
 - FACE allocated **\$1.1 million** to run the 2024 LSC Elections. Given the increase in pay rates for judges and a decrease in printer costs without mail-in ballots, CPS anticipates these

figures will remain somewhat stable for years to come, barring any significant changes to the LSC election format.

- **Monthly Virtual LSCAB meetings: Sixteen** LSCAB meetings have been held to date to discuss proposed policies and policy changes. During this period, sixteen (16) policies were presented for LSCAB member feedback. These meetings included a total of **595** participants.
- **Monthly LSC Engagement Session Meetings:** During SY22-23, OLSCR hosted monthly meetings to connect, inform, collaborate, and engage LSC members/stakeholders on pertinent OLSCR business and District updates and initiatives. These sessions average about **75** attendees per session on a monthly basis and include a range of stakeholders across seventeen (17) networks citywide. Each meeting includes a District leader subject-matter expert sharing information related to concerns or questions expressed by stakeholders.
- **LSC Member Trainings:** From July 1, 2022, to March 2023, **2,505** members have participated in LSC training sessions. Members have completed a total of 9,422 sessions. These trainings were conducted both virtually and in person.
 - In-Person Sessions with a Live Trainer -984
 - Virtual Sessions with a Live Trainer - 4366
 - On-Demand Sessions - 4072
- **Processing Volunteers:** The FACE team plays a critical role in the volunteer management system that includes vetting and approving all Level 1 and 2 volunteer applications, interns, student researchers, and University supervisors. To date, a total of **25,170** Level 2 and **3,923** Level 1 volunteers have been approved. An additional **3,000** individuals are currently pending approval.
 - **Wells Fargo Coat Drive:** FACE partnered with Wells Fargo to distribute **3,500** coats to under-resourced students.

KEY BUDGET INITIATIVES for FY2024

- **Back to School Engagement:** Build awareness and prepare families for the first day of school through an aggressive grassroots approach. Back-to-School Bashes communicate the importance of attending school on the first day. This summer, we are looking to conduct 13 Network Bashes to create a personalized experience for families closer to their neighborhoods.
- **Unified Call Center:** FACE directly supports to advance District initiatives and is the connector between CPS, key priorities, and stakeholders. Through the existing FACE hotline, 15-20 call center agents would be well-trained using the ServiceNOW ticketing system to help families navigate and solve their problems, improve family satisfaction, be responsive and proactive with our tracking efforts, and provide leadership with a comprehensive report that's inclusive of CO teams with family-facing supports.
- **LSC Elections:** On October 16, 2023, CPS will begin the eighteen (18th) LSC election cycle. Building on the District's vision of equity and community partnership, we set an ambitious goal to recruit 7,200 LSC candidates across our 511 CPS schools with LSCs. On September 21, 2023, the Office plans an Election Kick-Off Event at Malcolm X College.

- **Parent University Staffing and Programming:** We have been scaling our FTE count for Parent University sites. Based on programming, participation, and community partnerships, we hope to increase our full-time PU Coordinators in Humboldt Park, Back of the Yards, and Englewood.

Finance

MISSION

The Finance Office maintains the fiscal integrity of Chicago Public Schools and provides financial leadership to the Chicago Board of Education according to state and federal legislation, government regulations, Board policies, and sound financial practices. We develop and manage CPS' annual operating and capital budgets and Comprehensive Annual Financial Report, prepare long-term financial projections, secure both short-term and long-term resources to provide adequate liquidity, and provide data, information, analysis, knowledge, and methods for our leaders to anticipate and respond effectively to the challenges facing Chicago Public Schools.

MAJOR PROGRAMS

- **Accounting:**

- Office of the Controller: Supports the instructional and administrative needs of CPS by designing, implementing, and operating effective and efficient financial processes for the collection of revenue and disbursement of funds in the payment to vendors and employees. This office also produces timely, relevant, and accurate financial reporting to provide assurance that key financial performance indicators are met and that designed financial controls are working as intended.
- Corporate Accounting: Maintains the District's general ledger and monthly and annual financial closing processes; manages the District's External Financial Audit and Federal Single Audit; issues internal and external financial statements and other regulatory reporting; implements new Government Accounting Standards Board (GASB); implements new accounting and financial reporting software to streamline the accounting and reporting process. In addition, ensures that CPS' business practices, processes, and procedures comply with Board policies as well as federal, state, and local requirements.
- Revenue: Ensures timely cash receipting and posting of accounts receivable subledger activity; serves as the custodian for all school-based bank accounts with direct oversight regarding policies, procedures, and business management practices; provides timely processing of grant reimbursement and general aid claims; provides oversight and appropriation authority of the District's special income fund; and maintains tracking, recording, and reporting for all public and private grants and donations.
- Accounts Payable: Processes 300,000 vendor invoices annually, ensuring proper and timely payment to all CPS vendors. Reviews, enters, and approves more than 30,000 reimbursements annually for CPS employees. Issues all 1099s to CPS vendors in accordance with IRS standards.
- Payroll Services: Manages the payroll for over 40,000 school-based, central office, and substitute employees, which includes time and attendance, tax calculations, payroll check processing, bi-weekly auditing for accurate payroll reporting, analyzing data for efficiency, processing of garnishments and child support payments, and verification of

employment, all while ensuring compliance with Federal Labor Laws, collective bargaining agreements, and Board rules.

- **Treasury and Risk Management:**

- Managing Long-term Debt: Issues new bonds for capital project financing and manages a portfolio of over \$8.9 billion in existing debt in order to fund long-term investments that provide our students with a world-class education in high-quality learning environments.
- Managing Cash Flow: Manages and analyzes the Board’s operating cash position on a daily basis throughout the year in order to provide sufficient liquidity to fund payroll and accounts payable and secures short-term lines of credit to maintain a healthy liquidity position.
- Investment Strategy: Invests all debt service, capital project, and operating funds in investments aligned with the Board’s Investment Policy in order to meet cash flow needs, ensure financial security, and provide the highest investment return.
- Risk Management: Manages the property and casualty exposure of the district’s plant and operations through the direct purchase of insurance policies and monitoring all claims and oversees the process around requiring insurance from vendors, including tracking insurance certifications in order to aid in the transfer of potential liability costs caused by third parties should and when they occur.

- **Office of Budget and Grants Management (OBGM):** Supports strategic utilization of all resources, aligning them to the District’s mission and priorities, to increase student achievement.

- Coordination: Coordinates with other departments to make necessary adjustments or initiate budget amendments in the event that projected revenues or expenses change.
- School Support: Supports the alignment of school budgets to and in support of school Continuous improvement Work Plan goals.
- Data Analysis: Provides fiscal support for the District by ensuring that the budget is balanced, expenditures remain within budget, and ensure maximum support for equity, adequacy, sustainability, and stability.
- Grants Management: Manages the development and on-time submission of grant applications and amendments.
- Title I: Provides Title I services, including supplemental instruction and academic counseling, to eligible students of non-public, private schools as part of federally-required proportionate share services.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 39,146,231	\$ 46,337,660	\$ 48,315,655	\$ 49,570,901
Title Funds	\$ 4,182,490	\$ 33,600,937	\$ 6,606,276	\$ 40,840,421
Other Funds	\$ 74,921	\$ 3,660,867	\$ 352,865	\$ 3,684,948
ESSER Funds	\$ 165,546	\$ 1,440,675	\$ 28,543	\$ -
Total Department	\$ 43,569,188	\$ 85,040,139	\$ 55,303,339	\$ 94,096,270

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	185.0	186.0	186.0
Title Funds	29.0	29.0	29.0
Other Grant Funds	1.0	0.0	0.0
Total Department	215.0	215.0	215.0

MAJOR ACCOMPLISHMENTS in FY2023

- Completed the FY2022 Annual Financial Audit with clean audit opinion
- Received Government Finance Officers Association and Association of School Business Officials Certificates of Achievement for Excellence in Financial Reporting for the District’s Annual Comprehensive Financial Report. The District also received an Award for Outstanding Achievement in Popular Annual Financial Reporting
- Successfully implemented a new major and very challenging accounting standard “Leases” without any finding or issues by implementing a new integrated Lease software.
- Implemented Audit management and Enterprise Risk management modules in a large integrated financial management platform.
- Started to implement Account Reconciliation Cloud Service software to help improve the efficiency of bank reconciliations for hundreds of district wide bank accounts and school internal bank accounts and General ledger reconciliations
- Published an updated Internal Accounts manual in cooperation with the Office of Family and Community Engagement and the Office of Internal Audit and Advisory Services.
- Started to finalize the Gap Analysis for systemwide ERP Cloud solutions.
- Rolled out mandatory Time and Attendance training to school clerks to be in compliance with recommendations of the Office of Inspector General.
- Moved Student Worker payments out of the Oracle Supplemental Payment System (SPS) and into Kronos. With this change, all CPS employees are now utilizing the same Time and Attendance system to report their hours worked. This change also eliminated the need for third party time and attendance software, paper timesheets, and the need to manually add attendance in SPS.
- Eliminated paper check printing in Payroll Services. Payroll Services is now utilizing PeopleSoft to process rejected direct deposit and salary advances, this change eliminates the need to use a third party vendor to type and print paper checks in-house.
- Secured a ratings upgrade from S&P for general obligation bonds. All ratings outlooks are stable.
- Continued to complete a majority of all fixed income investments with brokers from minority-owned or women-owned business enterprises (MWBE).
- Projected to end FY2023 with no outstanding Tax Anticipation Notes, the second consecutive year that no short-term debt was outstanding on June 30th.
- Developed a budget informed by stakeholder feedback that provided schools equitable funding, guaranteeing that all schools have the resources to support reasonable class sizes, access to arts and other special programming, intervention support, and funding for other local-level priorities.

KEY BUDGET INITIATIVES for FY2024

- Fully implement Account Reconciliation Cloud software to continuously improve our operational efficiency and accuracy.
- Fully implement another major and very daunting new accounting standard -Subscription Based Information Technology Agreements by implementing a similar software to the Lease module.
- Fully implement Audit Analytical Tool with Governance, Risk and Compliance software to increase the accuracy and efficiency in the internal audit for all major areas under the office of Controller.
- Create, improve, and expand training offerings to support all areas of school operations, including reimbursements, procurement, internal accounts, and payroll.
- Re-examine the current insurance lines of coverage as they relate to the operational risks of CPS in order to rationalize their adequacy or make recommendations for solutions to prevent additional liability.
- 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.
- Continue to take steps to allocate resources in a way that is based less on student enrollment and more on student need.
- Further improve the transparency and accessibility of the budgetary process by continuing community and stakeholder engagement and publication.
- Partner with the Procurement, Department of Information and Technology Services, and Talent Office in soliciting an enhanced Enterprise Resource Planning (ERP) system.
- Present to the Board on the District's cash flow, debt portfolio, investment portfolio, and credit ratings.

Information and Technology Services

MISSION

The Department of Information and Technology Services (ITS) provides the District with innovative technology solutions that improve the quality of education for students, reduce administrative burdens on educators, facilitate parent interactions, increase community engagement, and support equity and transparency by making information accessible to all stakeholders. ITS meets the following needs in the District:

- Supports more than 450,000 devices (such as desktops, laptops, Chromebooks, and iPads) across the District.
- Runs and maintains core District information and technology systems that are used by more than 30,000 staff every day.
- Provides a robust data and telephone network across nearly 600 locations consisting of more than 30,000 pieces of network equipment such as network switches and wireless access points, as well as more than 2,000 mobile phones and 15,000 hotspots.
- Responds to more than 160,000 requests for support annually through the Service Desk and Parent Tech Support Hotline.

MAJOR PROGRAMS

- **Enterprise Resource Planning Modernization Program:** Oversee efforts to move our Enterprise Resource Planning (ERP) system to the cloud in order to leverage additional features and functionality that can enhance and provide efficiencies to our current business processes.
- **Data Warehouse Refresh:** Spearhead efforts to replace the District's current data warehouse and analytics dashboard in order to extend one-stop access to critical and comprehensive student data for classroom teachers, reduce the need for manual data manipulation, and improve the District's capacity for multi-dimensional data analysis to facilitate strategic decision making across many areas.
- **Wide-Area Network (WAN) Refresh:** Provide new resilient network connectivity to CPS schools through a dedicated fiber-optic network. This new network will provide a significant increase in bandwidth from existing school connections.
- **School Network Upgrades:** Upgrade local area networks and wireless networks for approximately 100 schools per year. These upgrades ensure that school networks can utilize the latest wireless protocols and security features in addition to supporting the number of devices that are now in schools.
- **Guardian Identity Project:** Establish a single centralized and accurate repository of guardian identities that can be used with integrated applications. This will reduce security risks and duplicate accounts, and provide parents and guardians with a simpler sign-on experience.
- **Voice Network Upgrades:** Upgrade desk phones throughout the District to use a new transport methodology. The new phones and voice platform will also have additional features and functions.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 119,283,744	\$ 96,349,966	\$ 105,728,717	\$ 114,010,440
Title Funds	\$ -	\$ -	\$ 691,000	\$ -
Other Grant Funds	\$ 950,968	\$ 835,248	\$ 821,668	\$ 772,845
ESSER Funds	\$ 89,279,421	\$ -	\$ 19,407,689	\$ -
School Generated Funds	\$ 24,921	\$ -	\$ 33,913	\$ -
Total Department	\$ 209,539,055	\$ 97,185,214	\$ 126,682,987	\$ 114,783,285

Note: FY2022 Actual Expenses include \$89.3 million in ESSER funds to support achieving a 1:1 student to device ratio. For FY2024, a proposed \$17.5 million year over year increase in original budget includes funding for field technology support for student devices and investments in professional staff augmentation resources.

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	145.0	145.0	145.0
Total Department	145.0	145.0	145.0

MAJOR ACCOMPLISHMENTS in FY2023

- Deployed nearly 70,000 devices to schools to establish a 1:1 student-to-device ratio and replace existing devices that had reached the end of their useful lives.
- Provided District-funded tech support services to nearly 500 schools through weekly or bi-weekly visits from vendor technicians. These visits were customized to each school's needs and designed to ensure that their devices were kept up-to-date and in working order.
- Debuted new technology to enable any student across the District to enroll in courses outside of their own school, or in courses through CPS' Virtual Academy.
- Optimized CPS' attendance calculation processes to take into account state-mandated instructional minute guidelines and shorten processing time.
- Shared data with schools through our dashboard that allowed them to better understand the multi-tiered system of supports landscape in their schools, as well as the students being served in programs and pathways for early college and career credentials.
- Launched a new tool for parents and students to submit absences online, replacing the former manual process that required parents to deliver paper forms to school buildings.
- Developed the capability to recognize students' affirmed names across CPS systems.
- Delivered a comprehensive website of summer programming to allow parents and students to explore all CPS options for summer coursework, programming, and sports.
- Inventoried and established proactive support for the security camera systems at schools to improve the reliability of their physical security systems.

KEY BUDGET INITIATIVES for FY2024

- Continue to advance ITS' major programs as referenced above: ERP Modernization, Data Warehouse Refresh, WAN Refresh, School Network Upgrades, and Guardian Identity.
- Create a consistent vendor onboarding approach through the implementation of new contract management and Board processing tools. These tools will streamline the processing of contractual and data-sharing agreements, allowing proposed vendors to be approved more quickly.
- Begin moving to a Zero Trust security framework to increase our security posture and reduce risk. Initial work will include completing a baseline assessment and creating a three-year roadmap to inform future work.
- Implement a system to automate inventory management of devices throughout schools by installing sensors in key areas. This will allow us to better track inventory levels and identify loss in near real-time. It will also reduce the time it takes school staff to conduct annual inventory assessments.
- Partner with the Procurement, Finance, and Talent Office in soliciting an enhanced Enterprise Resource Planning (ERP) system.

Innovation and Incubation

MISSION

The Office of Innovation and Incubation (I&I) manages a portfolio of 93 charter and 4 contract schools that educate a total of more than 51,000 students. In addition to ensuring that all schools in its portfolio are held to high standards, I&I directly supports a diverse set of schools, liaises with schools and other District departments, evaluates new school proposals, and makes recommendations to the Chicago Board of Education (BOE). I&I also oversees the incubation process for new District, charter, and contract schools and identifies and shares innovative models and promising practices across the District.

MAJOR PROGRAMS

- **Authorization and Renewal of Schools:** Ensures a rigorous and effective decision-making process for opening and incubating new and renewing existing schools. Focuses on the design, development, and readiness of all-new, innovative school models and programs. Engages with key internal and external stakeholders (including parents, community- and faith-based organizations, new school operators, business leaders, education advocacy groups, and high-performing authorizers) to develop, manage, and execute CPS' new and existing school development processes, which are consistent, transparent, and aligned to best-authorizing practices. Ensures that the District adheres to Illinois State Board of Education (ISBE) and Illinois School Code provisions regarding charter and contract schools.
- **School Academic, Operational, and Fiscal Oversight and Accountability:** Provides oversight for charter and contract schools to ensure they meet the District's academic, financial, and operational expectations; abide by the tenets of their contracts; and adhere to compliance-related provisions as defined by the Illinois School Code, BOE, and ISBE. Ensures school performance is transparent and available to inform data-driven decisions at the District and school levels. Generates annual performance reports ("scorecards") around school financial and operational performance for all schools in the I&I portfolio. Provides additional support through formal remediation processes to schools with poor performance in any oversight areas.
- **Training, Support, and Communication:** Ensures that charter boards, leadership, families, and communities have access to academic, financial, and operational information as requested. Communicates and meets with charter boards and school leaders to provide data updates and facilitate training on compliance- and academic-related issues throughout a school contract term. Ensures charter boards have the resources and information needed to make high-quality decisions for their schools. Responds to all parent inquiries and concerns directed to the central office and supports continuous remediation improvement.
- **District and Charter Schools Sharing Facilities:** Develops processes and establishes support systems for all District and charter schools that share a campus. Facilitates conversations with school leaders to resolve complex operational issues that cannot be addressed at the campus level, as outlined in an annual Memorandum of Understanding (MOU) for each campus. Explores opportunities for collaboration between school communities to enhance positive relationships and promote school environments that are conducive to student learning.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 2,482,460	\$ 3,078,774	\$ 3,156,364	\$ 4,158,969
Other Grant Funds	\$ 408,210	\$ 856,191	\$ 850,542	\$ 936,459
Total Department	\$ 2,890,670	\$ 3,934,965	\$ 4,006,906	\$ 5,095,428

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	19.5	1.5	18.5
Other Grant Funds	3.5	0.5	0.5
Total Department	23.0	20.0	19.0

MAJOR ACCOMPLISHMENTS in FY2023

- Revised the District’s Charter School Academic Accountability Policy (22-0928-PO1). In September 2022, the BOE approved this policy as a bridge to establish a system of transparent academic accountability performance standards for charter schools while the District redesigns a long-term accountability system in line with the values and priorities enumerated by the Board resolution (22-0427-RS1). The criteria for academic performance in the school renewal process were also revised to align with the new policy. I&I is currently developing a long-term policy for academic accountability in alignment with the District’s accountability redesign initiative.
- Renewed 38 charter and contract schools using significantly improved operational methods and evaluation criteria that better reflect the District’s equity values and highlight students’ experiences in their schools. In addition, I&I developed a stronger system of community stakeholder engagement as part of the renewal process to highlight community-based achievements and the community impact of schools for consideration during the school renewal process.
- Launched a more robust and comprehensive Renewal Site Visit (RSV) process to explore how schools are implementing their academic programs and services as related to Student Equity and Experience Focus Areas. Formal site visit reports will be generated to capture each visit’s observations, and schools may receive one or more of the following visit types:
 - *Academic RSV*: Consists of classroom observation, document review, student work sample review, and focus groups across key stakeholders.
 - *Special Education RSV*: Consists of a holistic review of Individualized Education Program (IEP) implementation and special education compliance utilizing a tool designed by the CPS Office of Diverse Learner Supports and Services (ODLSS).
 - *Culture and Climate RSV*: Consists of a review of discipline and restorative justice structures, practices, and implementation. Conducted in partnership with the CPS Office of Social and Emotional Learning (OSEL).

- Led the incubation of a high-quality District-run program designed for Black young men to be ready for day one of SY2024 after the charter school serving these students was closed at the conclusion of the 2022–23 school year.
- Became a member of the Coalition of Early Adopters of A-GAME of 15 National Authorizers to develop further systems that can align academic learning and social-emotional development for charter accountability systems.
- Developed a robust system of support for all co-located school principals, including monthly communications, an annual summit, and written guidelines to aid school staff in maximizing resources and minimizing operational complexities in the interest of students. This increased collaboration between principals who are sharing facilities resulted in the execution of 15 MOUs between 32 schools.
- Created and implemented a national best practice charter amendment evaluation process that expressly considers students, community, the District, and the City as a whole in its evaluation process; and presented this process at a national conference.
- Required schools that were projected to not meet standards in any of the three Student Equity and Experience Focus Areas to conduct an Root Cause Analysis (RCA) session with their school-based teams. As part of this process, schools completed an RCA worksheet that assisted them in identifying their root cause and used frame concepts to address and generate recommendations to mitigate it. Schools were asked to submit the RCA worksheet and complete a narrative prompt in the Renewal Application. The RSV evaluation team also utilized the RCA worksheets to inform observations.
- Required all school operators to share information about their financial operations and performance outcomes on their websites to increase transparency with families and community stakeholders. At minimum, they must share 1) data outcomes from the school’s Financial Scorecard, 2) a high-level breakdown of school/network revenue, and 3) a high-level breakdown of school/network expenditures.
- Participated in a published WestEd brief on "Community-Based Authorizing: Current and Evolving Strategies." This brief is now part of a body of work from WestEd that focuses on the role of community needs and interests in charter authorizing. The brief identifies strategies from authorizers currently engaging in community-based authorizing and some of the major barriers to this work. The brief offers a continuum of approaches that authorizers can undertake related to community-based authorizing, from rethinking public hearings to strategically partnering with community-based organizations.
- Provided intensive postsecondary advising to students by connecting students’ specific needs and circumstances, their field of interest, and a meaningful pathway forward after high school.

KEY BUDGET INITIATIVES for FY2024

- Conduct a student-centered and transparent renewal process for 18 operators of over 48 school campuses. As in previous years, a major focus for this upcoming year will be ensuring the evaluation assesses student equity and experience, including information on discipline practices, diverse learner and English learner compliance, and targeted school visits for OSEL and ODLSS.
- Increase monitoring and oversight of schools' operational and academic performance expectations, focusing on renewal conditions and Student Equity and Experience Focus Areas.

- Increase support for co-located schools related to shared resources that benefit all students, create new structures to request additional space, and collect feedback on draft guidelines for reimagining shared facilities.
- Propose a revised Charter School Quality Policy articulating academic standards and accountability status to be applied to charter governance, such as charter contract renewal, revocation, and extension. This initiative will include stakeholder feedback and equity frameworks, such as target universalism and resource equity.
- Partner with external organizations to form professional learning communities to provide charter and contract schools with space to discuss and implement proven approaches to special education compliance, postsecondary supports, increased academic rigor, and restorative practices.
- Increase support for charter school boards, ensure they have the resources and information needed to make high-quality decisions for their schools, and initiate governance scorecards for charter boards.

Office of Inspector General

MISSION

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

MAJOR PROGRAMS

- **General Investigations:** Investigate waste, fraud, financial mismanagement, and other misconduct throughout the District’s operations. The OIG’s jurisdiction includes Board of Education members, employees, vendors, contractors, and other affiliated entities.
- **Performance Analysis:** Performs data-driven evaluations and reviews of CPS programs, initiatives, and performance to assess and identify inefficiencies and other issues.
- **Sexual Allegations Investigations:** Investigates cases of alleged sexual misconduct by CPS-affiliated adults in which students may be the victims.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 5,969,317	\$ 7,179,547	\$ 7,519,341	\$ 7,487,378
Total Department	\$ 5,969,317	\$ 7,179,547	\$ 7,519,341	\$ 7,487,378

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	56.0	56.0	58.0
Total Department	56.0	56.0	58.0

MAJOR ACCOMPLISHMENTS in FY2023

- Received over 1,800 complaints and opened 750 investigations throughout the General Investigations and Sexual Allegations Units.
- Reported on the widespread automatic enrollment of freshmen in JROTC programs at many neighborhood schools across the district. For these students, their enrollment in the JROTC program was not truly voluntary, as it should have been. Following the OIG’s reporting on this matter, CPS implemented reforms recommended by the OIG and has largely corrected this problem.
- Uncovered the deliberate miscoding of truant students at an elementary school to mask chronic absenteeism at the school.

- Revealed persistent problems with student transfer and “lost child” data districtwide. The OIG revealed that this misreporting of data not only can mask truancy issues at these schools but also deprives those students of needed interventions because CPS is no longer making efforts to find those students and re-engage them.
- Continued monitoring of pandemic relief spending found that schools and CPS departments were spending atypically large amounts of budgeted funds on employee pay in the form of “Extra Pay.”
- The OIG’s Sexual Allegations Unit (SAU) implemented strategic changes to its procedures to manage its extraordinarily high case volume, composed of serious misconduct allegations as well as allegations of relatively lower-level code of conduct violations.
- These strategic changes contributed to the SAU closing more cases in FY2023 than it opened. In the first three-quarters of FY23 (ending March 2023), the SAU opened over 300 new cases and closed over 395. This accomplishment reduced the Unit’s large caseload while also validating that the new strategies will be effective in better managing the SAU’s complaint volume going forward.
- Since its inception in 2018, the SAU has opened more than 1,850 cases and closed more than 1,470.
- The SAU issued reports in 71 investigations in FY23 substantiating violations of Chicago Public Schools policies, ranging from unprofessional conduct and sexual harassment to criminal sexual assault.
- The SAU’s unique role as a centralized investigative body for sexual misconduct allegations has also enabled it to spot ongoing issues and trends within CPS, such as underreporting allegations at specific schools, staff positions that require additional training, and inconsistencies in criminal background check procedures for school employees.

KEY BUDGET INITIATIVES for FY2024

- Continue on progress made in the 2022-23 school year in reducing the time required for investigations and overall caseload.
- Ensure that CPS employs honest personnel, receives contracted deliverables from vendors, and manages its programs with limited risk of fraud.
- Secure the resources necessary to effectively and efficiently manage cases through updated case management software and appropriate staffing.
- Add administrative staff support to assist in complying with updated federal oversight requirements, data analysis needs, and general office management. All of these duties currently require that various lawyers and investigators aid in those tasks. In addition, an investigative aid would help the OIG advance cases faster and more fully because investigators and attorneys would not be weighed down by those tasks for which they are less skilled and for which they don’t have time.
- Continue to investigate instances of waste, fraud, and mismanagement and identify and address systemic problems within the District.
- Continue promoting student safety through impartial assessments and detailed investigations of allegations of potential sexual misconduct and harnessing the growing body of data and information to aid in the prevention of future acts of misconduct and abuse.

Intergovernmental Affairs

MISSION

The Office of Intergovernmental Affairs (IGA) advocates for CPS students at every level of government to shape education policy and secure external resources, including Intergovernmental Agreements with the City of Chicago and its sister agencies, state capital funding, and federal funding. IGA advances the CPS agenda before the Chicago City Council, in Springfield, and in Washington, D.C., and partners with the City of Chicago, the Illinois state legislature, and other entities to secure financial opportunities to advance the District’s goals.

MAJOR PROGRAMS

- IGA serves as the main point of contact for Chicago’s 50 aldermen, 59 state senators, 118 state representatives, 17 U.S. congressmen and congresswomen, and Illinois’ two U.S. senators.
 - Actively advocates for initiatives and legislation favorable to CPS and works to deter legislation that does not benefit student progress.
 - Collaborates with outside organizations, government agencies, and elected officials to secure additional funding for CPS students.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 751,496	\$ 1,393,232	\$ 1,443,693	\$ 1,598,603
Total Department	\$ 751,496	\$ 1,393,232	\$ 1,443,693	\$ 1,598,603

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	8.0	8.0	8.0
Total Department	8.0	8.0	8.0

MAJOR ACCOMPLISHMENTS in FY2023

- Secured \$118,443,200 in funding from the City of Chicago Tax Increment Financing (TIF) Committee to support infrastructure projects at CPS schools.
- Received full Chicago City Council approval for TIF funds in the amount of \$192,584,705 to support infrastructure projects at CPS schools.
- Secured \$1,528,103.75 of Aldermanic Menu Funds to support capital projects at CPS schools.
- Worked with Aldermen to receive support for 25 Universal Pre-K, which investments totaled \$6 million.
- Passed a renewal ordinance through city council to waive permit fees for capital projects managed by Chicago Board of Education.
- Tracked and evaluated over 500 bills in the Illinois General Assembly that would either directly or indirectly impact CPS.

- Advanced [HB 2442](#), a bill co-authored by CPS. This would allow districts to credential their own teachers for high-need subject areas through standards-aligned and curriculum-specific professional development. Has advanced to the Senate floor and is awaiting a final vote.
- Advanced [HB 3592](#), a bill co-authored by CPS. This would require hearing officers to provide reasonable accommodations for all students or persons under the age of 18 testifying at a teacher dismissal hearing to protect them from being intimidated, traumatized, or retraumatized. Has advanced to the Senate floor and is awaiting a final vote.
- Continued to work with state legislators and the Department of Commerce and Economic Opportunity (DCEO) to ensure that earmarked capital funds reach their intended schools.
- Began to reestablish or create new relationships with state legislators and staff.
- Worked with the Appropriations Committee to increase education funding after highlighting the needs of school districts.
- Awarded \$2.25 million in federal Community Project Funding grants.
- Identified and helped secure over \$9 million in grants from the SAFER Communities Act.
- Submitted projects for CTE and outdoor play space for new Community Project Funding.
- Extended the U.S. Department of Agriculture's (USDA) child nutrition waiver authority into 2023; these waivers have made it possible for school meal programs to continue to offer healthy and accessible meals for children despite the disruptions caused by the pandemic.

KEY BUDGET INITIATIVES for FY2024

- Continue to grow IGA's Tax Increment Financing (TIF) Committee, Open Space Impact Fees (OSIF), and Aldermanic Menu Funds engagement strategies in effort to secure more local funding for district schools.
- Actively engage all Aldermen on school/community issues.
- Conduct one-on-one briefings with the newly elected Aldermen to brief them on their schools and explore how they can support the District through local funding.
- Create initiatives to connect Aldermen to their school communities and students.
- Host briefings and hearings on major initiatives.
- Continue to build upon crucial relationships with state legislators.
- Work with state legislators to create legislation that provides/maintains the flexibility CPS needs to best serve students.
- Continue to work with state legislators to secure capital funding for CPS schools.
- Work to increase state investment on a trajectory to fully fund the Evidence-Based Funding formula.
- Advocate for funding for newcomers to the District..
- Continue to advocate for additional increases in federal education formula funding including tripling Title I, Title II, Title IV, English Language Learners, IDEA, 21st Century Community Learning Centers, McKinney Vento and social emotional learning.
- Continue to advocate for federal infrastructure investment opportunities.
- Share best practices and outcomes with federal electeds and agencies.
- Secure additional funding by working with our delegation on funding opportunities through federal agencies.

Internal Audit and Advisory Services

MISSION

The Office of Internal Audit and Advisory Services (IAAS) performs independent and objective financial reviews to enforce accountability across the District and promote high-quality public education opportunities for every child. The District- and school-level audits that IAAS manages help assess organizational risks in order to develop risk management strategies and evaluate the effectiveness of the District's business practices to meet its operational and financial goals.

MAJOR PROGRAMS

- **School Audits:** Help school administrators achieve operational, financial, and strategic objectives by assessing and evaluating the accuracy of transactions; safeguarding of assets; and compliance with applicable laws, regulations, ordinances, contracts, and administrative policies and procedures.
- **Core Function Audits:** Support Central Office departments in ensuring strong internal controls are in place to support schools. Audits include assessing a 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 Risk Management (ERM):** Implement a multi-faceted process to manage operational, financial, technology, legal, compliance, reputational, and strategic risks across CPS. This includes overseeing a Risk Management Committee to coordinate this process.
- **Special Projects:** Advise Central Office teams on best practices in areas where there are opportunities for improvement. This includes reviews of specific processes, providing advice or information about an activity or proposed change, or agreed-upon procedures.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 1,521,660	\$ 2,448,262	\$ 2,534,288	\$ 2,499,787
Total Department	\$ 1,521,660	\$ 2,448,262	\$ 2,534,288	\$ 2,499,787

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	14.0	14.0	15.0
Total Department	14.0	14.0	15.0

MAJOR ACCOMPLISHMENTS in FY2023

- Supported schools by completing 52 Principal Transition Reviews and seven limited-scope audits to support compliance financially, operationally, and programmatically within these schools.

- Supported the District’s Central Office by providing independent assurance on reviewing facilities overtime, the Community Schools Initiative, Sustainable Community Schools, and the Safe Passage program.
- Implemented the Continuous Monitoring Audit Program (CMAP) within a new software program to improve the effectiveness and efficiency of school audits. CMAP focused on reviewing transfers, dropouts, approvals, and timeliness.
- Structured the framework for an Enterprise Risk Management (ERM) program within CPS that included the implementation of a Risk Management Committee.
- Developed and implemented an annual risk assessment questionnaire process across CPS to assist in the ERM program and the development of the annual audit plan.
- Developed an FY24 Audit Plan based on a District-wide risk assessment to focus audit resources on the highest-risk areas to support financial, operational, and programmatic compliance.

KEY BUDGET INITIATIVES for FY2024

- Conduct quarterly Risk Management Committee meetings for District-wide coordination of the annual risk assessment, annual audit plan, and corrective action plans. These meetings will also support audit and compliance efforts across CPS, such as internal audits, external audits, investigations, and department compliance reviews.
- Implement a Quality Assurance and Improvement Program (QAIP) for IAAS to comply with audit standards and ensure an effective internal audit function is in place. With QAIP in place, IAAS will undergo an external Quality Assurance Review.
- Work with CPS management to identify the high-risk information technology (IT) areas within CPS. This will inform an IT audit program focused on verifying proper controls, data integrity, system efficiency and effectiveness, and industry best practices.
- Continue overseeing the CMAP for schools with additional control areas identified and develop a new CMAP to focus on core function areas District-wide.
- Provide quarterly training sessions for school administrators to strengthen their compliance with key school-level controls.
- Develop and implement a formal tracking and follow-up process for open management action plans. The process will include a communication structure for updating management on open items and identifying items that are systemic and need an overarching solution.

Junior Reserve Officer Training Corps

MISSION

The Department of Junior Reserve Officer Training Corps (JROTC) aims to develop students into leaders through high-quality military instruction and enrichment opportunities. Students are exposed to a curriculum that promotes teamwork, critical thinking, and community service, and also have opportunities to develop their skills in activities such as archery, drill team, and robotics.

MAJOR PROGRAMS

- Oversees JROTC programming at 43 high schools, the largest JROTC program in the country in terms of total programs.
- Offers a variety of educational and leadership opportunities to support the connectedness and well-being of students enrolled at military academy high schools, as well as those participating in JROTC programs and middle school cadet corps programs.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 1,556,593	\$ 2,047,866	\$ 2,017,819	\$ 2,243,124
Other Grant Funds	\$ 8,084	\$ 642,911	\$ 343,004	\$ 136,500
Total Department	\$ 1,564,677	\$ 2,690,777	\$ 2,360,823	\$ 2,379,624
Budgeted at Schools	\$ 12,175,959	\$ 15,248,343	\$ 12,629,208	\$ 15,006,680
Grand Total	\$ 13,740,636	\$ 17,939,120	\$ 14,990,031	\$ 17,386,304

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	12.0	13.0	13.0
Total Department	12.0	13.0	13.0
Budgeted at Schools	136.0	139.0	135.0
Grand Total	148.0	152.0	148.0

MAJOR ACCOMPLISHMENTS in FY2023

- Offered numerous leadership and growth opportunities for student cadets such as command and staff coursework, service learning opportunities, color guard competitions, a sports challenge competition, and a recognition and commissioning ceremony. These opportunities enabled cadets to develop their skill sets and confidence, while also reinforcing curricular topics such as health and safety and map navigation.
- Sent over 200 cadets on educational enrichment trips to Boston, MA (West Point Military Academy, Bunker Hill Monument and Museum, and Coast Guard Academy); Washington D.C. (Gettysburg National Military Park Museum and National Museum of African American History

and Culture); and Ohio (Wright-Patterson Air Force Base, National Air Force Base Museum, and Underground Railroad Museum).

- Conducted scaled-down local JROTC Cadet Leadership Challenge labs for 250 cadets. These labs included events such as a rappel tower, navigation and map reading, archery, and drones to provide team-building opportunities and life skills activities for cadets.
- Conducted a National Archery in the Schools Program (NASP) certification class for new instructors and programs receiving archery equipment, and sent two JROTC programs to Archery Nationals.
- Co-sponsored a VEX Robotics Nationals Team to Dallas, Texas. Six cadets had the opportunity to build robots and compete against other teams from across the country, developing their collaboration and sportsmanship skills in the process.

KEY BUDGET INITIATIVES for FY2024

- Expand the JROTC co-curricular calendar to include more technology and STEM activities to ensure college and career readiness for cadets.
- Provide continuous professional development opportunities for military instructors throughout the school year with a point of emphasis on curriculum, portfolios, and JROTC Program for Accreditation (JPA) preparation.
- Focus on streamlining operational aspects of JROTC-related activities for all 43 schools that have JROTC programs, which includes participation in local, regional, and national competitions, signing up for the annual spring break trip, and the JROTC Cadet Leadership Challenge (JCLC).
- Schedule off-site professional development opportunities for department employees, program leaders, and City Corps cadets that focus on programmatic innovations and postsecondary success.
- Secure funding from the Pritzker Military Foundation to support the annual JROTC spring break trip and international trip to continue to provide cadets with an educational experience centered on U.S. military history and exposure to different cultures.
- Expand strategic recruitment of JROTC cadets by bringing awareness to elementary and high school counselors through professional development opportunities.

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, which are key contributors to success in school, career, and civic life. OLCE aims to achieve this mission of high-quality, District-wide instruction by:

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

MAJOR PROGRAMS

- **English Learner (EL) Programs:** Provide English language instruction and support to 76,000 CPS students whose primary language is one other than English. Major EL programs include:
 - **Transitional Bilingual Education (TBE):** ELs participating in TBE programs receive ESL instruction 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 United States and the EL's (or their parents') native land.
 - **Transitional Program of Instruction (TPI):** ELs participating in TPI programs receive ESL instruction, core subject instruction in English, and instruction in the history and culture of the United States 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 students developing proficiency in both languages. Dual language programs begin at the pre-k and kindergarten levels and provide a route for students to earn the CPS Pathways to the Seal of Biliteracy recognition in fifth or eighth grade 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 235 schools that serve a total of more than 97,000 students.
 - **Critical Language Initiative (CLI):** 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, general education development and ESL courses, and ensuring

parental involvement in school-based Bilingual Advisory Councils and the citywide Chicago Multilingual Parent Council.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 4,726,982	\$ 7,381,294	\$ 6,150,624	\$ 7,502,816
Title Funds	\$ 724,414	\$ 255,765	\$ 270,856	\$ 264,361
Other Grant Funds	\$ 2,080,273	\$ 5,465,338	\$ 5,170,000	\$ 5,979,292
Total Department	\$ 7,531,669	\$ 13,102,397	\$ 11,591,480	\$ 13,746,469
Budgeted at Schools	\$ 39,347,471	\$ 40,950,594	\$ 44,524,388	\$ 54,409,014
Grand Total	\$ 46,879,140	\$ 54,052,991	\$ 56,115,868	\$ 68,155,483

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	28.0	28.0	30.0
Title Funds	2.0	2.0	2.0
Other Grant Funds	10.0	12.0	12.0
Total Department	40.0	42.0	44.0
Budgeted at Schools	324.0	342.9	368.9
Grand Total	364.0	384.9	412.9

MAJOR ACCOMPLISHMENTS in FY2023

- 1,910 high school seniors from 103 participating high schools studying 24 different languages received the State Seal of Biliteracy and 888 students received the State Commendation toward Biliteracy.
- Provided summer support programs to ELs in grades 1–7 and high school credit attainment courses for ELs in grades 9–11.
- Offered professional development sessions for over 8,000 teachers, counselors, and administrators focused on fostering collaboration among dual language teachers, effective implementation of EL programs, and the application of Common Core State Standards (CCSS) and the English and Spanish Language Development Standards (WIDA).
- Led multiple citywide Multilingual Parent Council meetings that were attended by an average of 300 parents.
- Led multiple Bilingual Advisory Committee meetings that were attended by an average of 150 parents.

KEY BUDGET INITIATIVES for FY2024

- Increase funding for school-based supplemental positions in TBE and TPI programs. Provide supplemental positions to schools enrolling more than 50 ELs in FY24 (previously only for schools

with 100 or more ELs). All schools enrolling one to 19 ELs will receive a \$450 per pupil allocation for supplemental bilingual program investments.

- Provide funding for full-time dual language coordinator positions for schools that are planning and implementing dual language programs.
- Provide Bilingual Advisory Councils with \$1,250, and continue to fund bilingual parent engagement activities through academic networks and the Chicago Multilingual Parent Council.
- Allocate \$10,000 to support schools that are implementing dual language and EL regional gifted programs.
- Continue providing up to 50 percent of funding for current CPS teachers to earn their ESL and/or bilingual endorsement.
- Invest in professional development for school administrators and bilingual/ESL, world language, and general education teachers for all schools with TBE and TPI programs.
- Provide summer school enrichment programs for ELs in grades 1–11.
- Continue to provide ESL after-school tutoring programs to schools that enroll 50 or more ELs in FY24.

Law

MISSION

To provide excellent legal representation for the benefit of students, staff, and the community consistent with the District's vision, mission, and values.

MAJOR PROGRAMS

- **Freedom of Information Office:** Responds to requests for records made under the Illinois Freedom of Information Act (FOIA) by gathering documents and redacting information exempt from release under the Act.
- **Investigations:** Reviews district 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 (DCFS) and law enforcement agencies. Investigates allegations of employee misconduct, criminal background, mismanagement, Local School Council election challenges, and other incidents referred by the Office of the Inspector General (OIG) or the Office of Student Protections (OSP).
- **Labor and Employee Discipline:** Brings employee discipline and dismissal matters before administrative agencies, including the Illinois State Board of Education (ISBE), presents the Board's position in labor disputes in grievance arbitration and unfair labor practice proceedings, and represents the Board in wage claims and Occupational Safety and Health Administration (OSHA) complaints filed with the Illinois Department of Labor.
- **Labor Relations and Office of Administrative Hearings (OAH):** Leads all collective bargaining with five bargaining units and conducts administrative due process hearings on dismissal charges and contractual grievances on behalf of the Chief Executive Officer. Conducts regular engagement with all CPS unions, particularly the Chicago Teachers Union, to ensure collaborative and productive labor-management relationships on behalf of the Board.
- **Litigation:**
 - **Employment and Civil Rights:** Represent the Board and its employees in litigation, including administrative proceedings involving allegations of discrimination or violations of the United States Constitution or a federal statute.
 - **Other Civil Claims:** Represent the Board and its employees in litigation relating to breach of contract, personal injury, workplace injuries, property tax matters, and tuition fraud.
 - **Affirmative Litigation:** Seek relief in state and federal courts for injuries suffered by the Board of Education, its employees, and students.
- **Policy, Ethics, and Records:**
 - **Policy:** Manages the review of the district's policies. Advises school leaders with respect to the implementation of policy and conducts training sessions regarding policy compliance.
 - **Ethics:** Advises board members, executives, employees, and Local School Council 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 training on the Board’s Code of Ethics.

- **Records Management:** Manages the district’s compliance with the Local Records Act, Illinois School Student Records Act, related regulations, and the Local Records Commission of Cook County, including the maintenance, storage, retention, and destruction of records.
- **Former Student Records:** Manages the district’s compliance with transcripts requests, education verifications, and disability verifications.
- **School Law:** Provides legal guidance to staff on a wide range of legal and policy issues affecting schools, including student records and privacy, the student code of conduct, student enrollment and transfers, school accountability, Local School Council issues, legislative review, charter school matters, and educational initiatives. Advise and represent the Board in a variety of special education matters.
- **Transactions:** Responsible for processing, drafting, and negotiating all contracts requested by schools and departments across CPS and required by the Chicago Board of Education. These responsibilities include all no-cost contracts and procurement contracts including, but not limited to, contracts for professional services, equipment leases, educational services, data-sharing, programming, technology, facilities, capital planning, intergovernmental agreements, programming MOUs, and more. Reviews all procurement solicitations to ensure compliance with applicable laws and Board Rules. Provides legal review and counsel in bond issuances, intergovernmental agreements, vendor compliance issues, data breach incidents, and compliance with board rules, policies, and procurement laws.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 16,666,502	\$ 19,293,836	\$ 20,000,641	\$ 19,936,558
Other Grant Funds	\$ 73,311	\$ 76,874	\$ 76,874	\$ 79,209
School Generated Funds	\$ -	\$ -	\$ 20	\$ -
Total Department	\$ 16,739,813	\$ 19,370,711	\$ 20,077,535	\$ 20,015,767

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	108.0	109.0	114.0
Other Grant Funds	1.0	1.0	1.0
Total Department	109.0	110.0	115.0

MAJOR ACCOMPLISHMENTS in FY 2023

The Law Department is organized into eight practice areas and functional units: (1) Freedom of Information Act Office, (2) Investigations, (3) Labor and Employee Discipline, (4) Labor Relations and

Office of Administrative Hearings (OAH), (5) Litigation (State and Federal), (6) Policies, Ethics, and Records, (7) School Law, and (8) Transactions.

The practice areas and units have closed out 6,186 matters between July 1 and December 31, 2022. The matters encompass routine to extremely complex and difficult issues. In addition to addressing a number of legal cases brought against the Board, the department provides extensive counseling and training to the Board, executive staff, principals, assistant principals, and administrators. Highlights are as follows:

- **Freedom of Information Act Office:**
 - Partnered with departments across the district in response to 1,096 requests received in FY23 as of March 31, 2023, from stakeholders and media representatives.
- **Investigations:**
 - There are currently 63 open cases, with 7 of them being complex management-level employee cases.
 - Investigations and the Department of Information Technology Services (ITS) have collaborated to address the daily surge of internet platform-related cases and stay up-to-date with the latest developments in the field.
- **Labor and Employee Discipline:**
 - Managed, advised, and prosecuted approximately 244 employee discipline cases.
 - Represented the Board in approximately 140 labor arbitration matters against the Chicago Teachers Union (CTU), SEIU Local 73, and UniteHere Local 1, including unfair labor practice cases before the Illinois Educational Labor Relations Board.
 - Defended the Board against 7 OSHA complaints.
- **Labor Relations:**
 - Negotiated COVID Health and Safety MOU before the start of SY 22-23, avoiding disruption to student learning.
 - Developed a new settlement process with CTU (and expanded to SEIU) to reduce grievances and expedite case resolutions.
 - Negotiated a new collective bargaining agreement with Teamsters Local 700 and conducted mid-term negotiations with CTU (calendar, class size, Virtual Academy evaluations, etc) and SEIU 73 (Crossing Guards, calendar, COVID-19 protocols, etc.). Planning for future contract negotiations with CPS unions in SY24.
 - Developed process for reporting pending enumerated charges and enumerated convictions or registrants on the Sex Offender database or Violent Offender Against Youth Database to ISBE for license/revocation consideration pursuant to Section 34-18.5(e) of the Illinois School Code.
 - In collaboration with several Central Office departments, released the Template School Handbook for the fifth year in a row, which is a comprehensive 76-page school-based employee handbook that provides an overview of board policies, rules, and practices.
- **Litigation:**
 - *Favorable Settlements:* (1) Secured substantial settlement in an action brought against two former vendors and a former employee who perpetrated a fraudulent scheme against CPS. (2) Significant settlement obtained from the defendant in a case brought by CPS against manufacturers and distributors of vaping devices.

- *Favorable Trial Verdicts:* (1) Trial verdict in favor of CPS and several employees, including former CEO, in an action brought by former principal and former assistant principal alleging violation of due process. (2) Trial verdict in favor of CPS in an action brought by a former school engineer alleging his supervisor created a racially hostile working environment.
- Successfully defended multiple TROs brought against CPS.
- The unit was able to obtain dismissals of various tort, contract, and federal claims against CPS.
- The unit resolved 182 litigated workers' compensation cases between July 1, 2022, and March 31, 2023.
- **School Law:**
 - Organized and led a 5-day virtual conference for over 1,100 administrations related to relevant legal topics.
 - Provided professional development opportunities for network staff, school administrators, and staff related to relevant legal topics, including best practices to prevent abuse allegations of diverse learners, First Amendment concerns in schools, grade change policy, and interacting with law enforcement.
 - Represented the Board in several Office for Civil Rights (OCR) complaints through data responses and interviews. OCR closed out four matters in the first two quarters, with the Board receiving favorable findings in all four matters. In addition, the district has entered into 2 resolution agreements with OCR.
 - Provided continued legal guidance to Central Office departments and schools on the ever evolving impact of COVID-19 on the district.
 - Represented the Board in 145+ Due Process complaints, mediation requests, State complaints, informal complaints, and 504 matters related to special education matters.
 - Provided extensive support and guidance to the Office of Diverse Learner Support and Services (ODLSS) with special education matters, including attending IEP meetings and supporting teams with compliance; provided substantial input and guidance for annual revisions to the ODLSS Procedural Manual, support and thought partnering with ODLSS relating to the ongoing nursing shortage, assistance in student placements at non-ISBE approved residential facilities and reimbursement based on ISBE's emergency and student specific placement exception, the implementation of recovery services guidance, and compensatory education materials to be shared with school teams.
 - Supported ODLSS with processing claims and distributing funds as part of its Student Specific Corrective Action (SSCA) project, as mandated by ISBE. Represented ODLSS in monthly meetings with external stakeholders, including attorneys, parent advocates, and representatives from ISBE, to discuss feedback and concerns around SSCA.
- **Transactions**
 - Negotiated, drafted, and reviewed over 1,000 contracts for the district and helped bring more grant funding, intergovernmental support, technology resources, programming, and other critical products and services to schools and departments throughout the district.

- In Calendar Year 2022, the Transactions Unit opened 1,056 contract matters and closed 1,089 contract matters. These numbers do not fully capture the true breadth of contracts handled, as an individual “matter” often constitutes a pool with multiple vendors.
- Transactions Unit substantially built out its infrastructure by building contract templates, standardizing processes and protocols, and shifting from a specialization/”siloed” model to a cross-training model.
- **Policy and Procedures, Ethics and Records**
 - Continue to monitor district need for graduation waivers and have entered 1,800+ graduation requirement waivers for graduating students in FY23.
 - Initiated a review of the Board Policy Process and have had meetings with several stakeholders and policy owners to discuss improvements to the Process.
 - Former Student Records
 - Caught up a one-month delay in records requests.
 - Implemented a filing system for former students/third-party requests.
 - Records Management
 - Disposed of approximately 1,000 boxes of records currently at offsite storage to date (resulting in an annual savings of \$1,200 on offsite storage costs for these boxes).
 - Disposed of over an additional 17 tons of eligible records to date from schools and departments in accordance with the Local Records Act and Board policy.
 - Reviewed and processed over 4,780 boxes of records to date from schools and departments for disposal and for offsite storage to ensure compliance with Illinois law and Board policy.
 - Facilitated over 1,000 requests regarding records-related collections and deliveries.
 - Homeschooling:
 - Advised families and all stakeholders on homeschooling and enrollment and withdrawal matters
 - Received and documented requested homeschooling paperwork for 200 students to date for SY22-23.
 - Enrolled ~30 students in the district Home School and assigned to secondary school association through the Homeschool Request to Participate in CPS Curricular and Extracurricular Activities or Courses process.

KEY BUDGET INITIATIVES for FY2024

- The increase of FTE positions supports and aligns with our SY23-24 key strategies/recommitments to improve upon and streamline the contracts process for internal stakeholders, schools, and vendors in a timely manner.
 - Establish realistic time frames, differentiated by contract type, to complete contract negotiation and drafting after client submission of material.
 - Partner with Procurement and ITS to implement a unified contract management

system to streamline, 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.
- Create conditions where student victims are able to tell their stories to hearing officers without retraumatizing them and positively affect the outcome of personnel matters involving the perpetrator.
- Establish equitable discipline by reviewing current discipline practices and creating recommendations for the discipline process.
- CTU Contract Negotiations: Negotiations for successor CBA will begin during FY '24.

Marketing

MISSION

The CPS Marketing Office operates as an internal agency providing fully integrated marketing strategy and campaign management support to district managed Departments, Network Offices and Selected Schools. Our operational model is structured to provide best-in-class marketing services as close to cost as possible. By centralizing and more effectively coordinating the district's marketing efforts, the Marketing Office is able to make district wide marketing outreach more strategic, increase alignment with and support the achievement of our 5-year vision related goals, and extract more dollar value from marketing investments.

MAJOR PROGRAMS

- **Back to School:** Manage all the marketing for the summer back to school campaign designed to get students and staff ready for day one. This includes creating and placing all city-wide advertisements, designing marketing material for Back to School Bashes and summer promotional events, creating floats for the Bud Billiken Parade, and developing all promotional material for the staff Summer Leadership Institute and Admin Summit.
- **GoCPS:** Manage all the marketing for the annual GoCPS K-12 application and enrollment campaign including developing and maintaining the informational and school search website, designing and placing citywide advertisements, creating explainer videos, writing and distributing weekly marketing packages, running incentive campaigns for school leaders, and creating training material for staff and parents.
- **Chicago Early Learning:** Manage all the marketing for the annual Pre-K application and enrollment campaign including developing and maintaining the informational and school search website, designing and placing citywide advertisements, creating explainer videos, writing and distributing weekly marketing packages, running incentive campaigns for school leaders, and creating training material for staff and parents.
- **Healthcare Initiatives:** Manage all marketing for multiple annual healthcare related campaigns focused on getting families to renew or enroll in Medicaid coverage, promoting healthy practices to prevent and control infectious disorder spreads, explaining district-wide and school level health and safety protocols, and promoting the use of healthcare benefits. This is all done through the creation and distribution of advertisements, collateral, websites, social media, video, and other informational collateral.
- **Local School Council Elections:** Manage the city-wide local school council marketing elections, which includes creating and running advertisements, process and training collateral, polling place signage and material, and the informational/election results website for both the candidate campaign and the election campaign.
- **District-Wide Web & Digital Media:** In collaboration with the CPS Communications and Web Services teams; we plan, write, design and help to maintain all of the district's internal and external websites, microsites, and social media platforms.

- **School Marketing Support:** Provide strategic marketing council and marketing outreach support to selected schools which can include creating branded marketing material, running advertising campaigns, or implementing environmental designs.
- **New School Branding:** Provide comprehensive start-up marketing support to new schools that are opened by the district including designing and implementing school logos, mascots, brand standards, collateral, websites, uniforms, environmental designs, and building signage.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 1,134,817	\$ 2,670,315	\$ 4,285,190	\$ 3,128,263
Other Grant Funds	\$ 138,793	\$ -	\$ -	\$ -
ESSER Funds	\$ 1,031,492	\$ -	\$ 1,000,000	\$ -
Total Department	\$ 2,305,102	\$ 2,670,315	\$ 5,285,190	\$ 3,128,263

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	8.0	8.0	8.0
Total Department	8.0	8.0	8.0

MAJOR ACCOMPLISHMENTS in FY2023

- Ran a city-wide GoCPS application marketing campaign that resulted in 94.54 percent of CPS 8th graders using the process to apply to high school.
- Rana city-wide Chicago Early Learning Pre-K campaign that contributed to a six percent increase in Pre-K enrollment.
- Built and launched six new major district wide websites for Skyline, GoCPS, Chicago Early Learning, Policy, Construction & Construction Guidelines, and the Annual Regional Analysis.

KEY BUDGET INITIATIVES for FY2024

- Design and launch a multi-year marketing campaign to drive adoption of the Skyline digital curriculum system.
- Build a new website and launch the first comprehensive year-around marketing campaign for the Learn.Plan.Succeed initiative.
- Design and implement the design/branding system for the new Bronzeville/Englewood High School and run a comprehensive marketing campaign to support the launch of both campuses.

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, including its three-year Blueprint.

MAJOR PROGRAMS

- **Elementary and High School Networks:** Coaches, develops, and supports network chiefs, deputy chiefs, and teams to significantly improve all schools through effective leadership, strategic planning, enhancing instructional practices, rigorous data practices, authentic community engagement, and equitable resource allocation.
- **Continuous Improvement Work Plan (CIWP):** Sets the vision for the CIWP process and provides training and support to school CIWP development.
- **Data Management:** Provides timely and actionable data reports and dashboards for schools and networks to make instructional decisions.
- **School Support Team:** Serves as the point of contact for all issues requiring Central Office support at ISP schools. These schools have experienced principals who are given increased independence and do not fall under the traditional network structure.
- **Parent Support Center:** Collaborates with many Central Office departments to resolve concerns or issues raised by CPS parents and guardians and connect them to any resources they may need.
- **Professional Learning:** Creates and implements a system of District-wide professional learning in collaboration with Central Office teams and external partners for network leaders, network teams, and instructional support leaders that is responsive to their needs. Ensures that professional learning is aligned with the CPS Instructional Core Vision and other ONS priorities.

BUDGET SUMMARY

Office of Network Support

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 2,852,741	\$ 4,528,475	\$ 5,003,440	\$ 4,822,663
Title Funds	\$ 854,497	\$ 893,436	\$ 923,537	\$ 880,992
Other Grant Funds	\$ 450,496	\$ -	\$ 1,955	\$ -
Total Department	\$ 4,157,734	\$ 5,421,912	\$ 5,928,932	\$ 5,703,655

Geographical Networks

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 10,225,820	\$ 12,658,644	\$ 13,696,569	\$ 12,824,636

Title Funds	\$ 8,224,161	\$ 9,356,613	\$ 10,523,985	\$ 9,766,068
Other Grant Funds	\$ 2,844,719	\$ 8,467,921	\$ 9,281,810	\$ 9,844,480
Total Department	\$ 21,294,700	\$ 30,483,178	\$ 33,502,364	\$ 32,435,184

POSITION SUMMARY

Office Of Network Support

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	27.0	27.0	28.0
Title Funds	6.0	6.0	6.0
Total Department	33.0	33.0	34.0

Geographical Networks

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	100.0	105.0	100.0
Title Funds	73.0	73.0	73.0
Other Grant Funds	72.0	72.0	72.0
Total Department	245.0	250.0	245.0

MAJOR ACCOMPLISHMENTS in FY2023

- Reimagined the school Continuous Improvement Work Plan (CIWP) to integrate school improvement efforts with both the three-year Blueprint and the Continuous Improvement and Data Transparency Policy in a way that fosters coherence between schools and Central Office.
- Strengthened CIWP alignment with IL-EMPOWER requirements to streamline school requirements to receive available funds.
- Created and launched a three-year RFP with new, tiered pathways for the Chicago Leadership Collaborative. This process led to the selection of the University of Illinois Chicago, New Leaders, and National Louis University as partners in May 2023.
- Drafted Version 1.0 of our Model for Cultivating Leadership toolkit for tiered, District-wide succession and transition planning.
- Designed and wrote the scope for School Leaders University, a \$1+ million project that will provide on-demand, competency-aligned professional learning for school leaders.
- Launched the AP Development Toolkit with 57 principal and assistant principal pairs to provide a framework and resources that help principals support the individualized, job-embedded professional development of their APs.
- Surveyed school leaders and procured multiple vendors to offer a menu of responsive, competency-aligned spring professional learning opportunities to nearly 150 principal and assistant principals.
- Selected, in collaboration with the UIC Center for Urban Education Leadership (CUEL), for a competitive, highly-regarded William T. Grant Foundation Institutional Challenge Grant. CUEL will

receive approximately \$650,000 to partner with DPQ to research and identify equity-oriented, race-focused principal practices that will be included in the District's principal preparation programs.

- Successfully proposed and received \$400,000 in grant funds from Crown Family Philanthropies to support several initiatives, including the Aspiring Assistant Principals Institute, AP Development Toolkit pilot, eligibility redesign, and engagement efforts.
- Supported the learning and mentorship needs of 63 first-year principals by implementing the Mentor 360 Grant from the Illinois State Board of Education and offering opt-in, just-in-time learning support and learning walks.
- Created the first-ever School Leaders Magazine to highlight best practices for school leaders that are aligned with District competencies and priorities.
- Spearheaded collaborative meetings to maximize the impact of District initiatives that have led to an increase in high school students earning college credit.

KEY BUDGET INITIATIVES for FY2024

- Continue planning a new, differentiated Chicago Leadership Collaborative model that has three pathways: pre-leadership preparation, internship and endorsement, and residency. The third pathway will place 25 resident principals with selected mentor principals across the District for a one-year administrative practicum experience in DPQ-funded positions.
- Contract with a service provider to enhance the New Principals Institute with university-level academic and theoretical learning, while also extending more structured learning opportunities for second-year principals.
- Solicit proposals for retention programs to engage high-performing, experienced principals in professional learning about executive leadership.
- Align the eligibility process to the District's new school leader competencies and new state policy.
- Expand the District's Virtual Academy to provide students across CPS with access to content their school may not be able to offer.
- Ensure that schools are making progress toward District goals through their CIWPs. Schools will be provided with professional learning and a revamped CIWP planning and analytics platform that supports their success.

Nutrition Support Services

MISSION

The Department of Nutrition Support Services (NSS) provides all CPS students access to healthy and nutritious meals every day free of charge. NSS meets and/or exceeds the United States Department of Agriculture’s (USDA) nutrition standards for school meals. These meals support the District’s mission of supporting academic and operational excellence for CPS students.

MAJOR PROGRAMS

- **Community Eligibility Provision (CEP):** CPS submits an application to the Illinois State Board of Education to participate in the CEP program, which is an alternative to collecting, approving, and verifying household eligibility applications for free and reduced-price meals in high-poverty local educational agencies (LEAs) for schools participating in the National School Lunch and School Breakfast Programs. This designation allows for NSS to offer all meals free of charge to all students. CPS is currently certified to participate in the CEP program from 2022–26.
 - **National School Lunch Program (NSLP):** A federally assisted meal program that provides nutritionally balanced lunches to children each school day.
 - **School Breakfast Program (SBP):** Provides states with cash assistance for non-profit breakfast programs in schools and residential child care institutions.
- **Child and Adult Food Care Program (CAFPC):** Provides students with healthy, well-balanced meals and snacks while attending programs outside of regular school hours, including after-school supper, Saturday meals, and Saturday snacks.
- **Fresh Fruit and Vegetable Program (FFVP):** Partners with the USDA to provide grants for in-classroom fruit and vegetable tastings during the school day to increase fresh fruit and vegetable consumption and nutrition education exposure in elementary schools.
- **Summer Food Service Program (SFSP):** Provides breakfast and lunch for students participating in summer programs at CPS schools, as well as lunch to any child 18 years and younger in convenient outdoor venues across the District.
- **A La Carte and Vending (Smart Snacks):** Provides students with healthy, well-balanced meals and snacks during after-school and Saturday programs.
- **USDA Foods in Schools Program:** Works with American agricultural producers to purchase domestic agricultural products that support the District’s existing nutrition programs.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ (19,301,292)	\$ -	\$ 50,000	\$ 25,000
Other Grant Funds	\$ 2,205,379	\$ 2,598,338	\$ 3,360,115	\$ 3,275,514
ESSER Funds	\$ 2,006,194	\$ -	\$ -	\$ -
Lunchroom Funds	\$ 121,554,570	\$ 125,354,889	\$ 128,217,965	\$ 122,925,844
Total Department	\$ 106,464,851	\$ 127,953,227	\$ 131,628,080	\$ 123,471,998
Budgeted at Schools	\$ 89,703,894	\$ 100,974,631	\$ 76,981,600	\$ 97,991,255

Grand Total	\$ 196,168,745	\$224,495,827	\$ 208,609,680	\$ 226,486,215
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POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
Lunchroom Funds	345.0	253.0	214.0
Total Department	345.0	253.0	214.0
Budgeted at Schools	2,413.0	2,331.0	2,319.0
Grand Total	2,758.0	2,584.0	2,433.0

Note: FY2024 FTEs were reduced to align with meal counts and school enrollment by shifting staff to other sites and closing vacant positions

MAJOR ACCOMPLISHMENTS in FY2023

- Created an employee recognition program titled ASPIRE to recognize NSS staff who go above and beyond their normal job duties.
- Revised the formula for how NSS staffs schools to align with industry standards and ensure schools are equitably staffed based on key metrics.
- Conducted student tastings at 39 schools over the summer of 2022 and 24 schools throughout the 2022–23 school year to gain student feedback on new menu offerings and recipes.
- Conducted quarterly student focus group meetings to obtain feedback on menus.
- Included limited time offer (LTO) options on the menu in an effort to increase meal participation.
- Updated the Local School Wellness Policy to allow for higher acceptability menu items that still meet USDA K–12 requirements.
- Conducted quarterly meetings with school dining managers to gain valuable feedback around menus and recipes that assisted NSS in creating more appealing menus for students.
- Identified schools with low rates of meal participation, conducted site assessments to determine why, and made operational adjustments as needed.
- Identified four schools to modify in order to pilot a food court-style concept and increase the number of items to be made from scratch.

KEY BUDGET INITIATIVES for FY2024

- Increase meal participation by doing the following:
 - Continue to offer LTOs and premium menu options in schools.
 - Expand food court/scratch pilot concept in four high schools.
 - Install digital menu boards at the food court pilot schools.
 - Replace and enhance old serving lines and lunchroom tables.
 - Work collaboratively with the CPS Marketing team to create in-house branding and marketing materials for schools.

Planning and Data Management

MISSION

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

MAJOR PROGRAMS

- **Annual Regional Analysis (ARA):** Supports Chicago Public School’s goal to provide every student with a high-quality education in every neighborhood by giving stakeholders a consistent array of information regarding school quality, enrollment patterns, school choice, and program offering by region.
- **GIS Mapping, Enrollment, and Demographic Data Analysis:** Conducts sophisticated data analysis and geospatial mapping and visualization to inform enrollment trends across the district.
- **Space Utilization:** Tracks and reports on school building utilization rates for most district-managed elementary and high schools. We are also responsible for identifying and monitoring classroom size and setting recommendations for remedying overcrowded situations.
- **Student Assignment Services:** Manages the CPS School Locator, a helpful web mapping application that assists parents and students navigate the diverse landscape of schools CPS has to offer. PDM also provides recommendations for adjustments to attendance areas, school grade structures, educational program changes, and socioeconomic tiers used for student selections.
- **Enrollment Forecast Services:** Each year, PDM creates a grade-by-grade, school-by-school enrollment forecast used for planning purposes across various departments.
- **Ancillary Consulting Services:** Respond to various ancillary requests for data and services. Examples include:
 - Acting as business owner of the School Data Management System (SDMS).
 - Acting as data/GIS consultant and strategist to other departments lacking capacity.
 - Maintaining an active membership in the Data Governance Committee, serving as one of several stewards of data management best practices for the District.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 896,761	\$ 992,981	\$ 1,047,174	\$ 1,027,902
Total Department	\$ 896,761	\$ 992,981	\$ 1,047,174	\$ 1,027,902

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	8.0	8.0	8.0
Total Department	8.0	8.0	8.0

MAJOR ACCOMPLISHMENTS in FY2023

- Partnered with Family and Community Engagement to provide demographic and enrollment data to community organizations to help support community-led initiatives.
- Created more transparency in space utilization calculations for school principals and improved the principal feedback process to better identify issues with classroom counts.
- Supported internal departments with over 160 yearly requests for maps or ad hoc analyses.
- Shared detailed demographic data and school impact analysis with internal and external stakeholders to determine whether there is a need for a new attendance area high school in the Near South area and adjacent regions.

KEY BUDGET INITIATIVES for FY2024

- Continue to develop an internal data management system in order to streamline the creation of major department initiatives, including:
 - ARA and community-based analyses that will support Reimagining Initiatives.
 - Space Utilization calculations and classroom-level usage data to support district planning initiatives.
 - District, school, and community-level enrollment projections across multiple grade levels
- Explore updates to space utilization to better reflect classroom usage.
- Support additional communities in exploring strategies to improve school quality and increase resources brought to students by aligning internal resources.

Portfolio Management

MISSION

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

MAJOR PROGRAMS

- Oversees four key CPS departments: Office of Access & Enrollment (OAE), Office of Innovation & Incubation (I&I), Office of Planning & Data Management (PDM), and School Quality Measurement and Research (SQMR).
- Partners with communities and schools by providing data and guidance to help inform neighborhood plans and programmatic changes that increase equity of access for students.
- Conducts continuous reviews of OAE’s admissions and enrollment processes and policies to explore opportunities to better serve Chicago families with understanding CPS school options, application criteria, and the general process.
- Supports the implementation and district-wide integration of the [Continuous Improvement and Data Transparency Policy](#), the district’s new approach to school accountability.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
Operating Funds	\$ 725,700	\$ 1,155,472	\$ 1,189,796	\$ 1,461,478
Total Department	\$ 725,700	\$ 1,155,472	\$ 1,189,796	\$ 1,461,478

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
Operating Funds	6.0	6.0	7.0
Total Department	6.0	6.0	7.0

MAJOR ACCOMPLISHMENTS in FY2023

- Led the successful colocation of two CPS elementary schools, Aspira Haugan and North River, which gave students access to a thriving educational environment, including a gymnasium, outdoor playground, art spaces, and a library. Social-emotional and safety supports were established to help students acclimate to the transition.
- Championed by School Quality Measurement and Research (SQMR), we continued the journey to completely redefine the district’s accountability framework for the fourth year. In alignment with the CPS Equity Framework and to ensure an unprecedented level of engagement, the [Stakeholder Engagement Design Team](#) (SEDT) was established. Comprised of academic and research experts, educators, parents, CTU members, and community-based organizations, this

group supported the design of an authentic stakeholder engagement process and produced stakeholder recommendations to co-create components of the [Policy for Continuous Improvement and Data Transparency](#). A new approach to accountability, the policy ties accountability to high-quality educational experiences for all students, aligns with the CPS equity framework, and establishes greater accountability for the District. Moreover, the information the District generates related to this policy will drive continuous improvement at the school and district level and meet stakeholder needs.

- Incubation of a high school with two campuses in Bronzeville and Englewood at the former sites of Urban Prep Academy. We are working diligently to fulfill our commitment to operate a high-quality, District-run high school for all students with a mission to provide a rigorous, culturally relevant education.

KEY BUDGET INITIATIVES for FY2024

- Develop an OPM strategy that builds on the accomplishments over the past several years and aligns with the Reimagining section of the District's Three-Year Blueprint:
 - Continue the district's commitment to transform our approach to accountability by implementing the Policy for Continuous Improvement and Data Transparency, accounting for systemic inequities and providing stakeholders with the information they need, and;
 - Redesign our admissions and enrollment policies and processes to ensure that they are responsive, accessible, and equitable for all families.

Procurement and Contracts

MISSION

The mission of the Department of Procurement and Contracts is to work with schools, departments, vendors, and stakeholders to provide schools and students with the highest quality and value goods and services in support of the District’s core values.

MAJOR PROGRAMS

- **Procurement Sourcing:**
 - Assure 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.
 - Manage and review the Board Action Plan (BAP) process across the District for the procurement of goods and services.
 - Manage business processes for over 4,000 current and prospective suppliers.
- **Keep Improving District Services (KIDS):**
 - Engage 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.
 - Partner 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

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 2,546,615	\$ 3,342,474	\$ 3,327,392	\$ 3,577,534
Total Department	\$ 2,546,615	\$ 3,342,474	\$ 3,327,392	\$ 3,577,534

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	26.0	28.0	28.0
Total Department	26.0	28.0	28.0

MAJOR ACCOMPLISHMENTS in FY2023

- Secured \$44.3 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.
- Continued to support the Office of Student Health and Wellness with providing comprehensive COVID-19 testing and vaccination opportunities for students and staff.

- Partnered with the Office of Language and Cultural Education in seeking contracted suppliers for a Spanish language arts digital curriculum by August 2022.
- Partnered with the Department of Finance to implement a digital wallet solution for teacher reimbursements by August 2022.
- Kicked off the vendor attestation process for Contracted vendors in August 2022, to ensure that all our contracted vendors are in compliance with background checks, insurance requirements, and ITS approvals (if applicable).
- Partnered with the Chief Executive Office, Law Department, Board Office, and Department of Information and Technology Services to launch a new workflow management system by June 2023 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.
- Partnered with the Law Department and Board Office to update the Procurement Board Rules in April 2023 to streamline procurement processes and reduce administrative workloads for projects that require Board approval.

KEY BUDGET INITIATIVES for FY2024

- Partner with the Department of Finance, Department of Information and Technology Services, and Talent Office in soliciting an enhanced Enterprise Resource Planning (ERP) system.
- Streamline our vendor onboarding/annual attestation process and collaborate with all the stakeholders to make the process more efficient, transparent and user-friendly.

Safety and Security

MISSION

The mission of the Office of Safety and Security (OSS) is to support schools so that all students feel safe, both physically and emotionally, as well as welcomed, supported, and respected by both peers and adults so that they can reach their full potential. This team uses a combination of methods, including prevention, intervention, and enforcement, to proactively address issues in order to ensure the safety of our students. They also partner with other stakeholders, including city agencies and community-based organizations, to proactively identify risks in the community that could affect student safety.

MAJOR PROGRAMS

OSS manages programs that support the safety of our students and schools using innovative strategies and protocols that incorporate industry best practices. The department is divided into six teams:

- **Network Safety Team:** Serves as the overall safety support structure for each network and school. Every school has an identified point of contact from this team who is accountable for assisting in areas ranging from safety strategy development to security staff support to incident investigation and response. Key responsibilities include:
 - Working with schools to develop customized school safety plans.
 - Providing school-based security staff guidance and training that takes a trauma-informed approach to support students.
 - Ensuring the performance optimization of school-based security staff.
 - Partnering with the Chicago Police Department (CPD) and community stakeholders to support school safety plans inside and outside of schools.
 - Conducting positive interventions for students who are at risk due to factors including, but not limited to, social media events, environmental concerns, gang concerns, and any other issues that might jeopardize student safety.
 - Partnering with the Office of Sports Administration to deliver security to high-profile sporting events across the District.
 - Overseeing the CPS crossing guard program.
- **Student Safety Services Team:** Responsible for the overall operations of the Student Safety Center, the District's 24/7 command center for safety communications. This team also manages the safety technology strategy and implementation of safety initiatives such as cameras and screening equipment.
- **Clinical and Crisis Team:** Consists of licensed clinicians who are responsible for attending to the emotional and psychological well-being of school communities when school crises occur. This team is responsible for supporting school-based crisis teams when there is an incident and proactively setting up supports and structures by building capacity at a local level.
- **Safe Passage Team:** Responsible for the planning and implementation of the District's Safe Passage program. The program partners with community-based organizations to hire Safe Passage workers to keep students safe as they travel to and from school.
- **Background Check Team:** Responsible for implementing the CPS background check process for

the entire District including employees, vendor employees, volunteers, Local School Council members, and charter school partners.

- **Safety Operations Team:** Responsible for ensuring that all schools and staff have met the safety standards set by the District in the areas of school safety integrity (including conducting safety audits) and emergency preparedness. They support schools and the District in providing training on developing emergency plans and how to conduct emergency drills for incidents such as fire, tornado, and active shooter. The team is also responsible for partnering with the network safety team to ensure that all security officers and crossing guards receive high-quality training to create and maintain a safe and healthy learning environment for all students and staff. Finally, this team is responsible for responding to emergency situations that may warrant evacuation, relocation, or lockdowns.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 50,144,585	\$ 57,778,117	\$ 60,103,095	\$ 60,206,364
Other Grant Funds	\$ 5,365,633	\$ 1,750,000	\$ 6,906,100	\$ 9,100,322
ESSER Funds	\$ 4,586,639	\$ -	\$ 1,233,406	\$ -
School Generated Funds	\$ 781,336	\$ 395,608	\$ 4,701,564	\$ 532,714
Total Department	\$ 60,878,193	\$ 59,923,725	\$ 72,944,164	\$ 69,839,400
Budgeted at Schools	\$ 81,041,329	\$ 72,497,583	\$ 72,180,837	\$ 74,759,651
Grand Total	\$ 141,919,522	\$ 132,421,308	\$ 145,125,001	\$ 144,599,051

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	918.0	932.0	956.0
Other Grant Funds	0.0	2.0	2.0
Total Department	918.0	934.0	958.0
Budgeted at Schools	1,143.6	1,167.1	1,179.2
Grand Total	2,061.6	2,101.1	2,137.2

Note: Schools can appeal their centrally-funded security allocations based on a variety of factors (increased enrollment, neighborhood safety concerns, additional buildings or branches to their campus, etc). Additional FTE in FY23 and FY24 is largely a result of schools directly asking for additional resources.

MAJOR ACCOMPLISHMENTS in FY2023

- Continued to oversee the CPS Whole School Safety (WSS) Planning Process with five community-based organizations to engage community stakeholders. This process allowed school communities to identify alternative systems of safety for the District beyond the School Resource Officer (SRO) program and design holistic safety plans that traded in SROs for alternate resources based on their school’s needs.

- During this second year's process, 41 CPS high schools participated in this extensive community engagement process to create a comprehensive, holistic safety plan for their school.
- In exchange for the SRO resource, schools received almost \$3.8 million of re-investment funds that could be used towards proactive, alternative safety strategies such as school climate support or restorative justice support.
- Launched an updated CPS Safety and Security web page for parents and students to promote general CPS safety information and CPS safety protocols.
- Provided 525 summer jobs for students from high-risk situations. Youth participated in soft skills training for the first two weeks of their summer job where they gained skills such as resume building, interview prep, dressing for success, and giving an elevator pitch. After developing these skills, youth were able to apply them directly to work experiences.
- Expanded the Choose to Change program to provide mentoring and therapy for more than 2,500 high-risk students since its inception, which led to a 48 percent reduction in violent crime arrests and an average of seven additional days of school attendance for these students. During SY23, over 1,000 youth received Choose to Change mentoring and cognitive behavioral intervention services.
- Launched the new Back to Our Future program to re-engage youth who have been disconnected from school for at least 12-18 months or have been chronically absent from school. This new program is first-of-its-kind in concept and scale for attracting hundreds of youth from the highest risk situations. Since the program's inception in August 2022, 400 youth have been consented to the program.
- Awarded a Supporting Our Students grant of \$750,000 to implement safety protocols to monitor social media to proactively prevent potential safety issues.
- Integrated more than 600 crossing guards into the CPS Safety Team from the City of Chicago. Developed and implemented a creative recruiting plan to reduce the crossing guard vacancy rate from 40 percent to less than six percent as of SY23.
- Conducted ongoing certification to more than 1,300 CPS security officers using the Safety-Care Training standards.
- Partnered with the Office of Social and Emotional Learning (OSEL) and NewRoot to develop updated restorative practices training with a trauma-informed lens specific to the role of our security officers.
- Updated facilities-related safety protocols in partnership with the Department of Facilities to incorporate the new call center managed by this department's vendor, JLL.
- Refined CPS threat assessment protocols in partnership with school-based teams and partners at CPD.
- Updated camera systems in 63 CPS schools as part of Phase 1 of the \$76.3 million CPS Camera Enhancement initiative.
- Increased coordination with OSEL to promote additional school discipline reforms, such as improving clarity around police notification guidelines and removing criminalizing language when describing specific behaviors.
- Completed installations of the new digital visitor management system in all CPS schools.

- Launched the new updated Crisis Manual to incorporate updated information based on best practices, particularly around mental health supports.
- Launched a menu of virtual training regarding crisis protocols and procedures to increase awareness, connection, and support across the District.
- Launched the new CPS Emergency Planning Guidelines to assist schools in the emergency planning process by providing updated guidance on best practices for prevention, preparedness, response, and recovery relevant to potential natural and human-caused emergencies.
- Additionally, every school received a “Main Office Go Kit” to ensure the preparedness of the school’s Emergency Management Team in the event of an emergency incident.
- Launched a new emergency training video for all staff and students across the District while also distributing approximately 22,000 “Go Kits” for classrooms to ensure preparedness in the event of an emergency incident.
- Partnered with the Office of Network Support (ONS) to develop an emergency management page on the ONS Dashboard for network chiefs and principals to access real-time updates on their network and school’s completion status of the annually required emergency plans and safety drills.
- Launched the new emergency planning form through the ServiceNow platform, replacing the Chicago Police Department FIMS platform to make the process easier for schools to complete. As a component of the emergency planning process, OSS partnered with the Office of Student Health and Wellness to incorporate their medical emergency response plan within the overall school emergency plan so schools can complete both plans in one location.
- Launched an Emergency Management Planning and Response intranet page, which provides a one-stop shop for school leaders to access all emergency management forms, guidance, and emergency preparedness videos to ensure their school is prepared to respond in the event of an emergency.
- Partnered with the Department of Facilities to develop a comprehensive safety audit process to internally launch Safe Schools Audits in sync with this department’s current building audits.
- Launched improved Safe Passage oversight operations standards including implementing new digital incident reporting systems, standardized invoicing processes, and background check compliance protocols.
- Refined the centralized hiring process for school leaders to have real-time access to pre-vetted candidate resumes to more quickly and efficiently fill security officer vacancies with candidates who are interested in working in their geographical area.
- Launched a new hire orientation training curriculum that provides new school-based security officers with four full days of training to ensure they receive the training necessary to be successful prior to their first day in their new role.

KEY BUDGET INITIATIVES for FY2024

- Continue to engage school administrators, staff, students, school community stakeholders, and community partners in the implementation of Year 3 of the Whole School Safety Planning Process for high schools contemplating the School Resource Officer program in conjunction with holistic safety alternatives through the Healing-Centered Framework.

- This year's engagement efforts will include a new "Adopt a School" process that will allow five community-based organizations to each work one-on-one with a school as they navigate this process.
- Initiate research to review the quantitative and qualitative impact of SROs inside of Chicago Public Schools. This information will be used to better inform the District on how to adapt the SRO program in schools.
- Continue the implementation of the \$76.3 million CPS Camera Enhancement initiative to develop Phases 2 and 3, including the launch of the RFP process for the remaining phases.
- Continue to promote student support efforts using innovative new violence prevention programs such as continuing Choose to Change to serve at least 1,300 youth.
- Expand the Back to Our Future re-engagement program to support an additional 500 inactive students from extremely high-need situations.
- Partner with the Chicago Department of Transportation to launch a new comprehensive traffic safety initiative to review crossing guard priorities across existing and potential crossing guard intersections.
- Deliver new, updated trauma-informed restorative practices training to 100 percent of all security officers.
- Continue to solicit feedback on CPS Emergency Planning Guidelines from school community stakeholders to continuously improve the clarity and efficacy of protocols.
- Implement Background Check 2.1 to launch a new vendor portal to enable vendor partners to manage staff rosters. New updates also improve visibility for hiring managers, such as principals, to track their candidate's background check status.
- Continue to solicit feedback on the Centralized Hiring Process from school leaders to continuously improve the efficiency of the process for them to fill their vacant security officer positions.

School Counseling and Postsecondary Advising

MISSION

The mission of the Office of School Counseling and Postsecondary Advising (OSCPA) is to ensure that pre-k–12 postsecondary teams (school counselors and coaches) implement comprehensive, student-centered, and data-informed practices to positively impact the academic, social-emotional, and postsecondary outcomes of all students in the District.

MAJOR PROGRAMS

- **CPS Success Bound, a College and Career Competency Curriculum (C4):** Design and update Skyline college and career readiness curriculum that drives the District’s mission to champion postsecondary success and provide a high-quality education to every child. This program achieves these goals by ensuring all students have equitable access to the support and instruction needed to successfully develop and fulfill a concrete postsecondary plan.
- **Learn.Plan.Succeed. (LPS) and Financial Aid Graduation Requirements:** Generate structures and systems to support students successfully completing the postsecondary graduation requirements through mechanisms of data reporting, training, tools of support, advising, and direct service.
- **Comprehensive Training and Supports:** Implement comprehensive school counseling professional development programs that are aligned to key performance indicators intended to ensure that school counselors across the District address the academic, social-emotional, and postsecondary needs of students.
- **College and Career Readiness Direct Service:** Provide network-level support to schools to build a college-going culture; increase career exposure; and drive student-centered postsecondary awareness, readiness, access, and success through Freshmen Connection, Postsecondary Leadership Teams (PLTs), Professional Learning Communities for PLTs and seminar teachers, and collective impact visits.
- **Alumni Success Initiative:** Implement systems and funding to provide CPS alumni with support from graduation through the fall of their second postsecondary year through extended day pay for high school-based alumni coordinators, campus-based near-peer transitional youth leaders, and management of emergency funding.
- **Scholarship Support:** Expand financial supports for students beyond state, federal, and institutional funding by fostering partnerships with strategic scholarship providers; managing the CPS Academic Works web-based scholarship tool; monitoring and reporting on scholarship awards; coordinating scholarship-focused events; facilitating school counselor and advisor professional development; and providing ready-to-use resources for students, parents, practitioners, and partners.
- **Target Populations Initiatives:** Analyze data to target groups of students for focused and strategic postsecondary interventions that close opportunity gaps, including school-based mentoring, Coalition of Advocates for Undocumented Students’ Education, Coalition of Black and Latinx Teen Males, Young Men/Women of Color Summits, Middle School Summit, and the DREAM High Series.
- **TRIO Talent Search:** Provide targeted awareness, access, and enrollment support for college access to five target schools (four elementary and one high school) in the Pullman community by

serving 500 students a year with two full-time staff and four academic tutors.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 4,412,523	\$ 5,948,713	\$ 5,910,684	\$ 6,173,411
Title Funds	\$ 1,306,647	\$ 4,131,778	\$ 4,504,860	\$ 5,176,512
Other Grant Funds	\$ 6,248,738	\$ 1,662,363	\$ 3,460,010	\$ 2,126,846
Total Department	\$ 11,967,908	\$ 11,742,854	\$ 13,875,554	\$ 13,476,769

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	31.0	30.5	37.0
Title Funds	6.0	7.8	10.0
Other Grant Funds	14.0	13.8	11.0
Total Department	51.0	52.1	58.0

MAJOR ACCOMPLISHMENTS in FY2023

- Provided direct service to more than 9,000 students through postsecondary exploration events such as the Network College Fairs, City Colleges of Chicago Spotlight Days, Young Men and Women of Color Summits, a Middle School Summit, and much more!
- Acquired SchoolLinks as the District's new sole postsecondary enterprise platform which will replace Naviance in SY24 after a nearly two year RFP process to source the best vendor.
- Ran a supplemental RFP for a College and Career Readiness Services vendor pool in order to add 12 new vendor options for college and career access and success.
- Engaged 15 schools in a philanthropically sponsored Postsecondary Advising Planning Cohort where OSCPA provided three days of intensive training and quarterly cohort sessions as well as a newly developed Postsecondary Advising Planning Template to support and drive students' postsecondary outcomes.
- Drove the District in nationally unprecedented growth on FAFSA completion, reaching 97 percent and nearly three percent growth year over year.
- Successfully supported all schools in year two of the Learn.Plan.Succeed. graduation requirement, leading to 97.3 percent completion rate for all schools with 48.52 percent of students providing preferred evidence.
- Led the District in scholarship application completion, resulting in the Class of 2022 being offered a record-breaking \$1.5 billion in scholarship dollars.
- Secured \$500,000 in additional funding from Crown Family Philanthropy to support an alumni emergency fund that provided more than \$1.3 million to the Classes of 2020, 2021, and 2022 since October of 2020 when the fund was initiated to support persistence in their postsecondary education.

- Expanded the school-based mentoring program from 54 schools in SY22 to 60 schools in SY23 with the goal of providing targeted and robust mentorship to priority population students.
- Expanded the full-year Alumni Success Initiative, which allowed 74 high schools in the winter and 108 high schools in the summer to provide multi-tiered support to the Class of 2022 and the Class of 2021 throughout their first two years of postsecondary education.
- Advocated for and successfully created 69 new school counselor positions at 69 schools in SY23. The new positions were awarded based on the opportunity index and extreme caseload size, leading to a decrease in the school counselor-to-student ratio and an increase in student services.
- Coached six new schools to earn the national honor of becoming a Recognized ASCA Model Program (RAMP) through the American School Counselor Association (ASCA) and provided each a \$2,000 stipend for program enhancement and/or school counselor conference attendance.
- Piloted the CPS Success Bound curriculum (C4) for grades 9 and 10 at 15 high schools and made the curriculum available District-wide through Skyline starting in January of 2022.
- Enhanced the work of the College Compact to leverage partnerships with 35 institutions of higher education (IHEs) to ensure the researched-backed practices for IHEs to support CPS alumni persistence and success are increasing.
- Collaborated with the CPS Early College and Career Education team and the Mayor's Office to co-lead the city's second Skilled Trades Fair, which hosted more than 3,000 students at the McCormick Center and exposed them to opportunities in the trades.
- Secured an Empathy Grant of \$75,000 from Crown Family Philanthropies to fund our Coalition for Black and Latinx Teens (COBALT).
- Awarded the federal School Based Mental Health Provider Grant for over \$15 million, \$5 million of which will be managed by OSCPA to increase school counselor recruitment and retention.
- Invested nearly \$12,000 and partnered with the Talent Office to produce fall and spring Teach Chicago Tomorrow recruitment events that served 388 students total.
- Invested over \$40,000 to increase twenty-eight OSCPA team members' professional learning through attendance at eight conferences and nine memberships in professional associations.
- Trained one or more school counselor from every elementary and high school through in-person Network Academies, which emphasized Multi-Tiered System of Supports and ASCA model alignment.

KEY BUDGET INITIATIVES for FY2024

- Increase the number of direct service OSCPA College and Career Coaches to provide ten additional schools with a full- or half-time staff member and drive postsecondary success at schools whose postsecondary metrics are lagging behind.
- Ensure adequate training and change management for the software transition from Naviance to SchoolLinks. Provide training to staff during the summer and throughout the school year alongside outreach efforts and ongoing support.
- Increase data bandwidth by hiring part-time data support (miscellaneous) positions that can drive key reporting for SY24.
- Enhance existing Network College Fairs to include a Student Affairs fair in order to best support students' understanding of college campuses' robust cultures.

- Pilot the CPS Success Bound (C4) curriculum for grades 6–8 at a minimum of nine schools and ensure the full year’s curriculum is available District-wide by the start of SY24.
- Increase the number of students who successfully fulfill the Learn.Plan.Succeed. graduation requirement with “preferred evidence” by five percent.
- Partner with the Illinois Association of College Admission Counseling (IACAC) to provide membership to all high school counselors and college and career coaches and ensure that IACAC’s offerings meet the needs of CPS staff.
- Coach an additional 10–12 schools in earning the national RAMP designation, as this evidences exemplary school counseling programming.
- Provide improved accountability and tracking of Freshman Connection through Aspen and CPS Dashboard, with the intention of increasing student engagement by at least 10 percent over last summer.
- Leverage the School Based Mental Health Provider grant to provide stipends to School Counseling Interns.

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 helping to define school and district quality and 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

- **Accountability Redesign:** Collaborate with and engage our city's education stakeholders to inform the creation of a new district accountability system to promote equity and excellence in our schools.
- **Summative Performance Data:**
 - 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, including data needed in support of CPS' Three-Year Blueprint.
 - 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 Charter Quality Policy, and state statute, such as the Performance Evaluation Reform Act.
 - Increase transparency within CPS and to the public through clear reporting of performance data.
- **External Research Partnerships:** Manage the district's research-practice partnerships, external research review processes, and data-sharing agreements.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 2,430,205	\$ 2,844,813	\$ 2,920,962	\$ 3,418,013
Other Operating Funds	\$ 52,835	\$ 63,477	\$ 66,052	\$ 60,076
School-Based Funds	\$ 20,000	\$ 118,100	\$ 222,900	\$ 221,032
Total Department	\$ 2,503,040	\$ 3,026,390	\$ 3,209,914	\$ 3,699,121

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	15.0	15.5	15.5
Other Operation Funds	1.0	0.5	0.5
Total Department	16.0	16.0	16.0

MAJOR ACCOMPLISHMENTS in FY2023

- Calculated and released all available performance metrics, such as the district’s graduation rate, dropout rate, and college enrollment and persistence rates, for 635 schools and programs.
- Assigned and released accurate REACH educator evaluation ratings for over 22,000 educators based on the negotiated rules agreed to by the Chicago Teachers Union.
- Continued the work of [Accountability Redesign](#), a major stakeholder engagement initiative in collaboration with the Office of Family and Community Engagement in Education, to drive the redesign of the district’s school performance framework. This work culminated with a Board vote approving the new policies at the April 2023 Board meeting.
- Led outreach efforts to stakeholder groups, including Central Office staff, principals, and teachers, to better understand research use and research needs; outcomes include a bi-monthly Conversations with Researchers webinar series.
- Coordinated the release of new CPS research findings on the variability of grades, postsecondary outcomes for EL and former EL students, and the impacts of high-dosage tutoring.

KEY BUDGET INITIATIVES for FY2024

- Transition from the accountability redesign process to the implementation of new policies. This includes continued engagement with stakeholders in decision-making through FY24 and beyond; the development of new school profile pages and other information sources; and improved system coherence in line with the new approach to accountability.
- Continue to support schools with simulations and technical support for officially calculating a redesigned accountability system. This will provide schools with better information to help them adopt the new system.
- Actualize the CPS Equity Framework by designing, developing, implementing, and supporting an Equity-Centered Research Agenda. This guiding document reflects the district’s short-term and long-term priorities and allows external research partners to better align their research capacity to these priorities. In FY2024, the External Research team will stand up and facilitate an Equity-Centered Research Agenda (EqRA) Working Group composed of stakeholders from our research communities and our school communities to understand the district’s learning priorities and how to make progress toward those priorities.

Social and Emotional Learning

MISSION

The Office of Social and Emotional Learning (OSEL) is a part of the Office of College and Career Success (OCCS) and partners with schools and networks to establish and sustain supportive learning communities founded on caring relationships and a multi-tiered system of supports (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-engaged practices, restorative approaches to discipline, social and emotional skills instruction, and targeted social, emotional, and behavioral interventions.

MAJOR PROGRAMS

- **Tiered SEL Teaming Structures:** Provide identified school leads and team members with initial training, cycles of learning, and consultation support schools to create, enhance and sustain tiered SEL teaming structures in every school community. In building an MTSS for behavioral and mental health needs, including teaming structures and referral procedures that facilitate the delivery of therapeutic strategies and targeted interventions for students with greater social and emotional needs. These therapeutic strategies provide focused skill development specifically designed to positively impact a student or small group of students.
- **Behavioral Health Interventions and Partnerships:** Enhanced systems of supports to build community partnerships to support tiered SEL and behavioral health interventions for all students. These supports include providing a universally accessible menu of SEL and behavioral health interventions and implementation support for school-based interventionist, teachers, and assigned community partner staff.
- **Healing-Centered Supports:** Provide cycles of learning to implement tiered healing-centered strategies for students and adults. Provide training, curriculum, and ongoing support to schools to implement SEL skill-building lessons and integrate Illinois SEL Learning Standards into academic core content for all students. Provide training, coaching, and resources to support school staff in establishing safe and supportive learning climates, positive relationships, and healing-centered practices in accordance with the CPS Climate Standards. This includes training, support, and resources in a continuum of restorative practices to proactively build community, as well as to support school staff in preventing behavior incidents. These practices are also used to support staff in responding to behavior incidents in ways that minimize the use of suspensions and expulsions and restore school community after conflict or harm.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 2,473,162	\$ 4,066,062	\$ 4,118,998	\$ 4,754,050
Title Funds	\$ 6,418,477	\$ 8,893,981	\$ 10,057,099	\$ 8,366,977
Other Grant Funds	\$ 5,761,030	\$ 1,508,258	\$ 23,842,638	\$ 8,530,870*
Total Department	\$ 14,652,669	\$ 14,468,301	\$ 38,018,735	\$ 21,651,897

Note: Other Grant Funds allocations for FY2024 do not reflect centrally budgeted ESSER non-personnel allocation for universal SEL curriculum, mental health supports, and trauma-informed interventions. Details on ESSER funding can be found in the Budget Overview.

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	13.3	14.3	16.3
Title Funds	24.7	24.7	24.7
Other Grant Funds	5.0	17.0	17.0
Total Department	43.0	56.0	58.0

MAJOR ACCOMPLISHMENTS in FY2023

- Awarded \$1.9 million from the Substance Abuse and Mental Health Services Administration (SAMHSA) to implement the Cooperative Agreements for School Based Trauma-Informed Support Services and Mental Health Care for Children and Youth project. This effort will implement a comprehensive plan to address needs related to substance use and prevention efforts through a multi-tiered system of trauma-informed supports for students and their families.
- Awarded \$3.8 million from the Substance Abuse and Mental Health Services Administration (SAMHSA) to implement Project AWARE (Advancing Wellness and Resiliency in Education). This initiative will expand behavioral health partnerships and service supports in District-managed high schools.
- Expanded access to evidence-based SEL curriculum to 194 schools, and provided the Classroom Meeting Handbook to all District schools to support the enhancement of classroom community and the teaching of explicit SEL skills to students.
- Expanded universal mindfulness training and materials for teachers to implement school-wide mindfulness techniques with students at 75 schools, and provided 60 schools with on-going implementation support and material replacement.
- Supported Behavioral Health Team (BHT) professional learning community with 407 BHT team leads engaging in shared learning and sharing of best practices through a comprehensive learning series.
- Supported climate teams professional learning community with 306 climate and culture team leads engaging in shared learning and sharing of best practices through a comprehensive learning series.
- Expanded the implementation of professional learning communities for high school and elementary school discipline leaders, with 652 discipline leaders from 391 schools engaging in shared learning and sharing best practices on topics like due process, responding to allegations of bullying, and restorative practices with parents and caregivers.
- Expanded and continued school-level behavior health partnerships to 213 for schools to make direct referrals for behavioral health supports to be provided during the school day by outside partners.

- Sustained school-level mentoring partnerships at 91 schools to provide school day mentoring support during the school day.
- Provided continued consultation and implementation support to 121 schools that are implementing various adult mindset and skill development model program models school-wide.
- Coordinated training and implementation support to 1,935 school-based interventions in select SEL and behavioral health interventions.
- Engaged 558 educators in substance use prevention professional development.

KEY BUDGET INITIATIVES for FY2024

Tiered SEL Teaming Structures

- Implement a comprehensive support model for school-level Climate and Culture Teams that includes a professional learning community for team leads, coaching support for targeted schools, and monitoring of team effectiveness to support student connectedness.
- Enhance Behavioral Health Team implementation support by expanding existing district-wide professional learning communities to additional schools, providing coaching to targeted schools, monitoring team implementation, and releasing comprehensive guidance and asynchronous learning for staff and community stakeholders.
- Co-construct a model with the Illinois State Board of Education to align teaming structures to include trauma informed assessment and action planning as part of school-wide continuous improvement and recovery efforts.

Behavioral Health Interventions and Partnerships

- Continue to expand training and implementation support for school-based interventions, teachers, and staff in creating trauma-engaged interventions and practices. Maintain a menu of behavioral health intervention curriculum, training and implementation support for new or existing school-based interventions to ensure accessibility and successful delivery of small group services to students.
- Expand partnerships with community-based organizations and vendors to provide school-level behavioral health and mentoring services and supports for high school students.
- Expanding intervention training to partner organization staff on grief, loss, substance abuse, and other identified evidence-based interventions.
- Pilot alternatives to school exclusion interventions and partnerships to provide enhanced support for students and school communities.
- Expand available SEL and behavioral health strategies, interventions, and services accessible in the district's MTSS platform.

Healing-Centered Supports

- Continue to enhance supportive discipline professional development model consisting of professional learning community, training, consultations, and on-site supports for staff supporting student discipline to reduce the use of suspensions.
- Expand restorative practices training, coaching, and consultation towards the implementation of the whole school safety initiatives within the Healing-Centered Project. Select schools will receive trauma-engaged, school-based restorative practices coaching and facilitation support for school-based leads.

- Continue training for teacher leaders to serve as peer coaches for healing-centered instructional practices and expand implementation of Restorative Practices Affiliate Series for teacher leaders.
- Expand implementation support for adult SEL, wellness, and collective care strategies, including “Better Together: Six Essential Conversations for Cultivating Adult SEL and Relational Trust,” a self-guided staff relationship-building toolkit.
- Enhance implementation support to schools currently implementing school-wide Conscious Discipline and expand program model and implementation support to additional schools.
- Enhance Classroom Meetings Handbook to include ready-to-use weekly lesson plans for elementary school teachers.
- Continue to expand the access to and implementation of SEL integration and universal SEL curricula in academic instruction and programs. All elementary schools will continue to receive training and implementation support with identified SEL curricula, bullying prevention and child protection units for all classrooms in pre-k through eighth grade. Pilot and provide universally accessible SEL curricula and implementation support to district managed high schools.
- Launch district-wide training and implementation support of identified SEL skills inventories, assessments, and tools in alignment with the multi-tiered system of supports model.

Sports Administration

MISSION

The Office of Sports Administration (OSA) oversees the equitable implementation of sports programs across all elementary schools and high schools within CPS and the Chicago Public League (CPL). OSA helps schools provide essential athletic and academic development for each student-athlete and aims to inspire students to value integrity, sportsmanship, health and wellness, and community.

MAJOR PROGRAMS

- **CPL High School Interscholastic Sports:** Provide valuable after-school learning opportunities for tens of thousands of students each season 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, including the recognition of rules, regulations, and conduct of all who are associated with OSA.
- **Elementary Sports Program:** Oversee CPS SCORE!, the District-wide interscholastic sports league for all CPS students in fifth through eighth grade. CPS SCORE! member schools strive to develop the values of responsibility, teamwork, sportsmanship, and character in each participating student.
- **Driver Education:** Coordinate instruction for Behind the Wheel, a driver education program, at 20 locations to help students obtain the six hours of traffic driving that is required in order to obtain licensure.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 19,978,458	\$ 21,716,977	\$ 23,554,345	\$ 22,958,329
Title Funds	\$ -	\$ 807,075	\$ 657,075	\$ 290,797
Other Grant Funds	\$ 815,041	\$ 1,830,855	\$ 5,131,395	\$ 2,310,834
Total Department	\$ 20,793,499	\$ 24,354,907	\$ 29,342,815	\$ 25,559,960

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	24.0	25.0	25.0
Total Department	24.0	25.0	25.0

MAJOR ACCOMPLISHMENTS in FY2023

- Provided full-time, District-funded athletic director support at 84 CPS-managed high schools for the first time in the history of CPL. This support allowed each school to have an athletic director in their building to oversee and execute athletic programs on a daily basis. Previously, the District

funded athletic support through stipends, and each school chose whether or not to employ full-time athletic support.

- Created the CPL Basketball Championship Week allowing all boys and girls divisions (blue, white, and green) to play for division championships in college facilities and receive recognition for their student-athletes, coaches, and communities. Previously, the only city championship event was focused on the red division.
- Introduced girls wrestling as a stand-alone CPL sport and conducted the first girls city championship with over 100 participants.
- Debuted girls flag football at 27 schools to bring the total number of schools offering this sport to 48. The NFL, Chicago Bears, and Nike continued to partner with CPS schools and other schools to grow this sport statewide.
- Oversaw partnerships with Kemper Sports and Callaway Golf to sponsor and support new girls and boys golf teams at Hyde Park Academy High School and Brooks College Preparatory Academy this past fall.
- Brought eight CPS pools back into service through the Pool Task Force and began planning two new pool projects at Bogan High School and Sullivan High School.
- Expanded the District's OSA television agreement with WCIU to broadcast live city championship events in girls and boys sports. New to the agreement will be the girls city soccer championship, along with girls and boys basketball, boys soccer, and football.
- Launched the cpsathletics.com website to celebrate student-athletes, coaches, and schools with pictures and narratives. This site also recaps completed sporting events and provides information about upcoming competitions.
- Engaged more than 1,200 students through summer sports skills camps.
- Finalized the contract to proceed with electronic ticketing for all athletic events beginning in the fall of 2023.
- Saw a 25 percent increase in the number of schools participating in SCORE! in the fall and winter of 2022. In the spring of 2023, SCORE! introduced girls and boys flag football as separate sports offerings for seventh and eighth grade for the first time.

KEY BUDGET INITIATIVES for FY24

- Continue to provide ATI athletic training services for all high schools in our seven District owned stadiums in the fall of 2023 and the spring of 2024 for the following sports: football, boys and girls soccer, boys and girls lacrosse, and track and field.
- Expand the CPL Basketball Championship Week to include freshmen.
- Support the District's student-athletes with Gatorade drinks and nutritional bars supplied to all District-managed high schools. This initiative includes refrigeration units supplied to our schools and funded by OSA. Gatorade products are replenished three times per year.
- Expand girls flag football from being offered at 48 schools to 60 schools.
- Make progress on facility improvements across the District, including at Stagg Field, Hanson Stadium, and Gately Stadium. Additionally, continue the work of the pool task force to re-open three to five pools this year to support swimming and water polo teams, including through efforts to re-open the pools at Bogan High School and Sullivan High School.

- Promote CPS SCORE! to grow participation in its programs by at least 10 percent.
- Expand the District's usage of the vendor Arbiter, which is currently used to pay high school sports officials, to also pay elementary school officials. Through this expansion, payment to elementary school officials will be better organized and done more efficiently.
- Build on the video conference meetings that are currently held with coaches, athletic directors, and SCORE! liaisons with additional professional development opportunities. By hosting these sessions in person, OSA can better ensure that best practices related to athletics are being followed in CPS schools.
- Continue refining the Chicago Public League and CPS SCORE! branding to increase recognition for CPS athletic programs and better engage school communities. This branding will also be part of professional development workshops to ensure consistency across schools that will further the reach of the brand.

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

- **School Nursing:** Provides direct care and consultation to students and families to advance health equity. Allocates nursing services in schools; addresses acute and chronic health conditions; and works to assess, prevent, and mitigate illness through the application of the nursing process.
- **Health Information and Disease Response:** Leads the District’s disease response through robust, customized disease investigation; leads operational programs for clinical supplies; conducts epidemiologic analysis; and produces public health guidance designed to mitigate disease transmission in schools. Serves as principal liaison to relevant public health authorities, including the Chicago Department of Public Health (CDPH).
- **Health Promotion:** Provides subject matter expertise, professional development, and resources necessary to ensure District curriculum and policies advance equity and improve access to high-quality health information on the topics of: nutrition, physical activity, mental and sexual health services, sexual health education, and LGBTQ+ student and staff support.
- **Children and Family Benefits Unit (CFBU):** Establishes social services network and technological infrastructure to facilitate enrollment, engagement, and utilization of health-related programs including Medicaid/CHIP, SNAP (food stamps), and TANF (cash assistance). Provides case management to families that prevents unintentional exclusion of eligible individuals due to administrative errors by the Department of Human Services (DHS) and the Department of Healthcare and Family Services (HFS).
- **Student Health Services:** Provides access to direct school-based and mobile health services including immunizations; physicals; and vision, hearing, and dental screenings and exams. Maintains external partnerships for 33 school-based health centers (SBHCs) and mobile health care providers.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 56,805,594	\$ 11,968,645	\$ 67,362,222	\$ 14,131,559
Title Funds	\$ -	\$ -	\$ 757,641	\$ 826,403
Other Grant Funds	\$ 37,749,445	\$ 6,242,536	\$ 48,787,096	\$ 10,641,219
Total Department	\$ 94,555,039	\$ 18,211,181	\$ 116,906,959	\$ 24,084,648*

Note: CPS originally allocated over \$18 million for OSHW in FY2023; however, we were required to use additional funds (federal funds/grants/etc.) to maintain our COVID-19 prevention protocols and expand our vaccine and testing offerings to meet public demand. With the federal government's rescinding of the COVID-19 Public Health Emergency, we anticipate lower public demand for COVID-19 vaccines and testing and, therefore, a lower projected spending level.

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	124.5	124.5	128
Title Funds	0.0	0.0	2.0
Other Grant Funds	45.5	45.5	26.0
Total Department	170.0	170.0	156.0

MAJOR ACCOMPLISHMENTS in FY2023

Health Information and Disease Response

- Administered 2023 Youth Risk Behavior Survey (YRBS); received weighted data for the 2022 School Health Profiles Survey.
- Conducted evaluation to inform COVID-19 response, future state planning, and public reporting.
- Launched the Healthy CPS Selected Progress Indicators page on the Office of Network Support dashboard to provide quarterly network-level updates on health and wellness policy compliance.
- Secured \$7.9 million in grant funding from CDPH to support expanding disease response data infrastructure.

COVID-19 Response

- PCR lab-based tested 771,748 students and staff; distributed 1 million rapid take home test kits (secured at no cost to the District).
- Contact traced 27,008 cases of COVID-19; supported and trained 157 schools that established school-based contact tracing teams.
- Managed over 850 CPS COVID-19/Flu Vaccination Events; distributed over 4,644 vaccine doses.

Health Promotion Team

- Hosted the fourth annual Whole Child Partner Summit in December 2022 with more than 150 attendees.
- Received the American School Health Association's Whole School, Whole Community, Whole Child (WSCC) Award in July 2022.
- Awarded \$750,000 Congressionally Directed Funding to hire two additional Healthy CPS Network Specialists.
- Trained 40,000 staff in health and wellness policies and procedures.
- Established the District's Gender and Sexuality Alliances (GSA) Leadership Committee; increased GSAs in schools by 32 percent. Provided more than 200 GSA advisors with stipends totaling \$127,000. Provided 115 schools funding totalling \$46,000 for GSA programming.
- Received Substance Abuse and Mental Health Services Administration (SAMHSA) grants totaling over \$2 million per year to increase mental health, substance use, and crisis support services for the next four years in collaboration with the Office of Social and Emotional Learning and the Office of School Safety and Security.

- Launched the Garden Educator Cohort and expanded Farm to School programming through events engaging over 2,000 students.

Student Health Services

- Collaborated with CDPH and Oral Health Forum on a \$100,000 grant for “Oral Health Equity Project” aimed at developing a referral system for students needing dental care.
- Managed 33 SBHCs and 10 mobile care providers to provide school-based physical exams and immunizations.
- Coordinated CPS/CDPH School-based Dental Exam Program; a total of 42,949 students have received a dental exam in the past 12 months.
- Coordinated CPS/CDPH School-based Eye Exam Program; a total of 17,105 students have received an eye exam in the past 12 months.
- Managed screening and referral services for students, including more than 110,000 vision screenings and more than 113,000 hearing screenings.

Children and Family Benefits Unit (CFBU)

- 90 percent of eligible students were continuously enrolled in Medicaid.
- Received a \$800,000 SNAP Outreach grant, which increased access to food security programs for all CPS students.
- Received an average of 1,800 calls per month to the Healthy CPS Hotline (773-553-KIDS), for a total of over 22,500 calls from April 2022 to April 2023.
- Received \$400,000 through the Pritzker Family Foundation to create a data-sharing system that allows for better outreach and benefits enrollment services to families.
- Developed a comprehensive outreach program for schools and communities, resulting in more than 750 public events and more than 5,700 cases managed.

Nursing Unit

- Developed evidence-based practice guidelines and successfully implemented an annual skills competency training program.
- Reduced agency budget spending by \$1.1 million from 2022.
- Hired 85 additional nurses, enrolled 38 Health Service Nurses into a Certified School Nurse Program, and increased the number of Certified School Nurses by 19.

KEY BUDGET INITIATIVES for FY2024

Health Information and Response Team

- Collect, analyze, and disseminate health-related data to inform OSHW programs and support the research and evaluation of health-related programs within the District.
- Redefine the COVID-19 Response Team to support all disease response in schools and mitigate in-school disease transmission through the Disease Prevention and Response Team.
- Collaborate with the CPS Department of Information and Technology Services to create and adapt appropriate screening, tracking, and reporting systems to mitigate disease transmission.

Health Promotion Team

- Increase students’ access to psychiatric and substance use services through community partnerships and procurement processes.
- Establish a GSA in every CPS school. Train 100 percent of CPS staff on supporting transgender, non-binary, and gender non-conforming students. Host the fourth annual GSA Summit.

- Launch parent-facing resources for personal health and safety and sexual health education; continue to update CPS sexual health education curriculum.
- Increase school garden engagement and support through Farm to School programming, on-demand teacher resources, and the onboarding of garden vendors.
- Build school capacity to implement health and wellness policies through student, staff, and community engagement.

Health Services Unit

- Provide vision and hearing screenings to students with Individualized Education Programs or who are in a mandated grade per State of Illinois rules.
- Create opportunities for preventive services for students with medical, dental, and optical care homes.
- Prepare school-based healthcare providers, including Mobile Health Coalition members and SBHC operators for the transition of COVID-19 vaccines to the commercial market and align with the federal government's Vaccines For Children (VFC) program.
- Ensure all CPS health services are designed to document criteria for Medicaid reimbursement.

Children and Family Benefits Unit

- Advocate for and provide oversight of the development and use of a District-wide health information and social services master data management solution.
- Expand care coordination to increase the utilization of Medicaid benefits and increase students' access to care.
- Launch a comprehensive Medicaid redetermination marketing campaign.

Nursing Unit

- Hire an additional 81 nursing professionals.
- Secure funding for an LPN to RN bridge program.
- Purchase a risk management tracking system.
- Purchase an evidence-based nursing performance development system.

Student Protections and Title IX | Equal Opportunity Compliance Office

MISSION

The mission of the Office of Student Protections and Title IX (OSP) and the Equal Opportunity Compliance Office (EOCO) is to promote a District that is free from abuse, discrimination, harassment, and retaliation. We engage collaboratively with our stakeholders to remove barriers to academic programs and activities to provide an equitable, inclusive, and safe learning and work environment. By working together to safeguard civil rights, we positively impact school communities affected by harm.

MAJOR PROGRAMS

- **Supportive Measures:** Coordinate internally and externally to provide student and staff services, counseling, and support to students involved in or experiencing allegations of sexual harassment, sexual misconduct, bullying, or abuse.
- **Investigations:** Lead culturally responsive and trauma-informed investigations to ensure equal access to education and work, and investigate severe and pervasive allegations of discrimination, harassment, sexual harassment, sexual misconduct, and retaliation between students and staff. Additionally, lead investigations into allegations of physical or verbal abuse, corporal punishment, discrimination, and other employee misconduct impacting students.
- **Compliance:** Ensure compliance with Title VI, Title VII, and Title IX, as well as other state, federal, and local laws that protect students and staff from discrimination based on sex, gender, sexual orientation, race, color, national origin, and other protected categories. Audit schools to ensure equity in athletic and educational programs and activities.
- **Training:** Develop and implement mandatory training for every member of the CPS community. Create and provide targeted training in response to OSP and EOCO data, national trends, and industry standards.
- **Policy:** Create and implement a cadence for reviewing, revising, and rescinding district policies and practices to comply with federal, state, and local laws. Outline mandatory reporting procedures and District expectations to contribute to overall student and staff wellness and retention.
- **Data and Reporting:** Collect and share data with the Board of Education, internal stakeholders, and the public. Analyze data to inform the response to key areas that affect students and staff, as well as the development of OSP and EOCO initiatives.
- **Restorative Justice:** Implement this framework to address conflict and misconduct in a mutually peaceful manner for students, staff, and CPS community members, while also repairing the harm caused by the wrongdoing.
- **Prevention:** Oversee programs to engage staff and students as change-makers within their school buildings. These prevention programs promote a deeper understanding of civil rights issues impacting our school communities and equip participants to develop solutions that bring about positive change, awareness, and active intervention against civil rights violations. All prevention programs include training encouraging stakeholders to become active bystanders and take ownership in defending against civil rights infractions.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 3,332,359	\$ 5,264,068	\$ 5,485,361	\$ 6,351,845
Other Grant Funds	\$ -	\$ -	\$ 124,408	\$ 95,206
Total Department	\$ 3,332,359	\$ 5,264,068	\$ 5,609,769	\$ 6,447,051

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	43.0	48.0	50.0
Other Grant Funds	0.0	1.0	1.0
Total Department	43.0	49.0	51.0

Note: Additional FTE was allocated during FY23 to OSP (two investigators, two specialists, and an additional intake specialist). In FY24, additional FTE was allocated to EOCO.

MAJOR ACCOMPLISHMENTS in FY2023

- Audited District-run, charter, and Options schools' dress codes to ensure compliance with gender and racial equity, as well as CPS policy on dress codes and discipline. Received policies from more than half of all CPS schools, while remaining on track to review the policies of all schools by the end of the 2022-23 school year.
- Conducted an outreach campaign regarding athletics and student rights under Title IX, including posting posters in high schools, filming a sports video celebrating Title IX, and creating training for athletic directors on Title IX and athletics.
- Expanded the OSP investigations team from four investigators to ten investigators to reduce investigation timelines, and expanded OSP Spanish-speaking investigators from one to three investigators to ensure equitable investigations for Spanish-speaking students and families.
- Opened and assigned 244 OSP-led investigations and consults, and closed 257 OSP-led investigations and consults cases from the beginning of SY23 through March 2023.
- Worked with schools to update their student protections school representative designee, garnering a 98.3 percent response rate from all District-run, charter, and Options schools.
- Updated the existing training for student protections school representatives focusing on key areas for the role, conducting investigations, and structuring supports with two additional modules being prepared for SY24. Updates include companion documents for direct reference.
- Revised and ensured greater accessibility to OSP student-facing training by updating the grades 1-3 and 4-6 training decks, and translating the content into Spanish. The pre-k and kindergarten training also underwent a complete overhaul with the support of the Office of Early Childhood Education, resulting in social stories to communicate the information at a more developmentally appropriate level.
- Streamlined the triage of physical abuse, verbal abuse, and corporal punishment reports, ensuring student access to the same level of support as sexual misconduct reports, totaling more than 500 cases in the first three quarters of the school year.

- Engaged more than 50 participants in prevention programming, bolstering their engagement in upholding student and staff civil rights in school buildings across the District.

KEY BUDGET INITIATIVES for FY2024

- Institute bystander intervention training for staff and students and sexual harassment training for managers to ensure compliance with new law.
- Continue Civil Rights Scholars prevention programming that elevates student voice and positions students as key stakeholders in leading school climate and cultural change around sexual misconduct and bias-based behaviors. The SY24 cohort of the Civil Rights Scholars program will also focus on the disruption and prevention of harm through specific training on active bystander Intervention and the provision of resources for scholars to impact their school communities through a peer-to-peer model of interrupting harm and increasing awareness.
- Continue Civil Rights in Action prevention programming that positions school administrators as key stakeholders in leading school climate and cultural change around bias-based behaviors. The program's second cohort will take place during SY24 and will engage another group of principals from around the District in an experiential learning journey through the South.
- Establish community partnerships to ensure students who have experienced harm have direct access to services. In particular, OSP seeks to strengthen current partnerships by creating additional avenues to connect students with the support services they need and creating space for community partners to offer workshops to both complainants and respondents around healthy relationships, establishing and respecting boundaries, and the impact of bias-based harm.
- Develop a plan to improve the overall data collection process to ensure the accuracy of data used to inform the unit's response to key areas impacting students and staff.
- Launch an awareness campaign for pregnant and parenting students to raise awareness of their rights.
- Invest in staff training to ensure proper processes are followed when investigating Title VI, Title VII, and Title IX cases.
- Take a data-driven approach to establish baselines and create metrics that will reduce triage and investigation timelines to provide quicker resolution to impacted students and schools.
- Invest in the continued professional development of investigators to ensure equitable and trauma-informed investigations for students. Professional development will focus on priority areas such as forensic interviewing training and vicarious trauma identification.
- Create whole school and individual corrective action training programs in response to allegations of physical abuse, verbal abuse, and corporal punishment.
- Increase the remedies, training, and programming for students who engage in sexual misconduct and bias-based harm behaviors. Programming will be centered on respect, healthy boundaries, consent, and the impact of harm, and will target students who are reported to have caused harm. OSP hopes to establish a menu of interventions for student responses beyond traditional punitive measures that encourage better decisions, create safer school environments, and help students understand the impact of harm.

Student Support and Engagement

MISSION

The mission of the Office of Student Support and Engagement (OSSE) is to advocate for equity, transform systems, and reduce barriers to student success. OSSE furthers this mission by supporting the development of strong and safe neighborhood school communities, collaborating with CPS and community partners to provide responsive programming, and empowering the most vulnerable CPS students with resources and positive relationships with caring adults and their peers.

OSSE envisions a District in which every student, regardless of their personal circumstances or the barriers they face, has the ability to access programs and resources that prepare them for successful lives beyond high school. OSSE works to steer the systems, structures, and student supports necessary for driving student engagement as evidenced by students coming to school regularly, participating in learning and extracurricular activities, and benefiting from strong connections to their school community.

MAJOR PROGRAMS

- **Juvenile Justice (JJ):** Monitors and supports students who are transitioning back to neighborhood and Options schools after leaving Nancy B. Jefferson Alternative School. JJ also provides training and implementation support for CPS schools in applying restorative re-entry processes for students returning from extended absences. This program is primarily funded by the Title I Neglected and Delinquent grant.
- **Community Schools Initiative (CSI):** Harnesses the collective impact of community-based organizations to design and deliver comprehensive and responsive wraparound services to students, their families, and their communities. CSI utilizes over \$26 million through a variety of grants and local funding to implement school-wide change. The majority of the funds are derived from the Sustainable Community School grant, the Full Service Community Schools grant, and the 21st Century Community Learning Centers grant.
- **Student Connectedness (formerly Re-Engagement):** Manages programs designed to reach out to the District's most at-risk students and support them in arriving and thriving at school. This program contributes to the District's new Connectedness and Wellbeing initiative, which focuses on ensuring under-engaged students are connected to high-interest programs, responsive interventions, and caring adults. This program is currently primarily funded through ESSER.
- **Extended Learning and Enrichment (formerly Out-of-School Time):** Provides schools with the tools, resources, and funding to offer high-quality and high-interest programs that occur before school, after school, during weekends, and over breaks. This includes thousands of non-credit bearing programming that helps students stay connected, improve their academic performance, discover new passions, and form positive relationships with adults and peers. This program is currently primarily funded through ESSER.
- **Attendance and Truancy:** Aligns and unifies the District's efforts toward understanding and addressing attendance and subsequent absenteeism for grades pre-k–12 through the Multi-Tiered System of Support (MTSS) lens. The Attendance and Truancy Department stands up

cross-departmentally created tools, trainings, and resources for schools and networks to utilize as they apply the MTSS lens to their own strategic efforts. Procedural and practical guidance is provided to schools, networks, and CPS departments to ensure that highly researched best practices are applied. The Attendance and Truancy Department also created and manages the Tassel Truancy Intervention Program, which is a state-approved program that serves off-track high school seniors who cannot attend in-person instruction due to a significant barrier or crisis in their circumstances, and who are between .5 and 2 credits away from graduating.

- **Student Outreach and Re-engagement (SOAR):** Provides Tier III attendance intervention support for students with patterns of chronic truancy. Implements initiatives to locate students who have stopped arriving at school and facilitates meaningful re-engagement with the student’s home school through re-entry advocacy and connection to intensive in-school and out-of-school interventions. SOAR also follows up with students and school teams to monitor progress, provide feedback, and connect them to alternative interventions when needed.
- **Students in Temporary Living Situations (STLS):** Protects the educational rights of homeless students and ensures they have equitable access to the services, programs, and activities that are provided to students who live in permanent housing. This program assists families experiencing homelessness by removing barriers to enrollment and attendance through advocacy and by providing services such as transportation, school uniforms, school supplies, fee waivers, and referrals to community resources.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 5,647,305	\$ 11,952,523	\$ 9,043,237	\$ 12,421,037
Title Funds	\$ 3,749,807	\$ 6,354,999	\$ 6,496,449	\$ 7,894,993
Other Grant Funds	\$ 13,365,917	\$ 34,499,125	\$ 46,958,756	\$ 40,305,381*
Total Department	\$ 22,763,029	\$ 52,806,647	\$ 62,498,442	\$ 60,621,411
Budgeted at Schools	\$ 3,706,439	\$ 6,313,469	\$ 9,510,042	\$ 8,397,105
Grand Total	\$ 26,469,468	\$ 59,120,116	\$ 72,008,484	\$ 69,018,516

Note: FY2024 Other Grant Funds allocations do not reflect centrally budgeted ESSER non-personnel allocations for Extended Learning and Enrichment, Student Connectedness, and Attendance and Truancy. Details on ESSER funding can be found in the Budget Overview.

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	16.0	15.0	23.0
Title Funds	8.6	7.6	9.1
Other Grant Funds	42.5	45.5	49.8
Total Department	67.1	68.1	81.9
Budgeted at Schools	71.0	91.8	95.0

Grand Total	138.1	159.9	176.9
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MAJOR ACCOMPLISHMENTS in FY2023

- **Restorative Re-entry Supports Contributed to Improved Retention Rates:** From SY21 to SY23, increased the end-of-year CPS retention rate of Nancy B. Jefferson Alternative School re-entries in Network 15 from 73 percent to 100 percent, reducing the one-year dropout rate to zero. Expanded restorative re-entry training and supports to all Options network operators and schools.
- **Enhanced Engagement and Improved Visibility of Under-Engaged Students:** On a quarterly basis, defined the District’s most at-need students (referred to as Engagement Priority Students) and integrated interventions and connection points across student-level platforms. Engagement Priority Students who received an intervention or connection point were more likely to remain enrolled in the same school and were less likely to transfer schools, and had a higher overall attendance rate:
 - 92.5 percent of high school Engagement Priority Students who received a documented form of engagement remained at the same school; 80 percent of high school Engagement Priority students who did not receive documented engagement remained at the same school.
 - High school Engagement Priority Students who received a documented form of engagement had a 70 percent overall attendance rate; high school Engagement Priority Students who did not receive a documented form of engagement had a 60 percent overall attendance rate.
- **Expanded Enrichment Programming, Delivering More Opportunities than Ever:** Increased the number of students enrolled in Out-of-School Time (OST) programming by 12,000 students as compared to SY22. Increased high-priority student enrollment as compared to SY22. CSI offered before- and after-school programs to more than 17,000 students and 4,153 adults. Received \$1.8 million in 21st CCLC funds to implement the Community Schools strategy in 12 schools for three years. Received \$500,000 in Full Service Community Schools funds for five years in order to create a pipeline of services through full-time, at-risk coordinators in three schools.
- **Improved Engagement with Families Reporting Excused Absences:** Led the full roll-out of the E-Absence feature in Aspen, the District’s Parent Portal. As of March 24, there were over 60,000 submissions via the E-Absence feature. The vast majority were deemed valid reasons for absence, which turned what would have been unexcused absences into excused ones.
- **Increased Collaboration Across Central Offices to Improve Programming:** Worked closely with several key departments to better leverage District resources and improve equitable access to school, community school, and OST programming. As of May 2023, 39 percent of priority group students were engaged in OST programs as compared to 34 percent in SY22. Collaborated with the Office of Early Childhood Education to improve awareness of MTSS attendance practices for our youngest students and increase access for extended learning opportunities for pre-k students; one third of CSI schools now offer an OST opportunity for pre-k. Collaborated with the Office of Student Health and Wellness and the Department of Information and Technology Services to build out the system in Aspen that captures Mental Health Day data while spreading awareness of the health barriers some CPS students face.

- **Improved Data Systems for Charter Schools:** Worked with the Office of Portfolio Management to develop contract language for charter renewals to better position the District and charter schools in data sharing and best practice application.
- **Recovery and Expansion of Students Receiving Attendance Intervention Supports:**
 - Managed the first full year of the Tassel Truancy Intervention Program. Since the program received full state and District provisioning, there has been an 82 percent completion rate, meaning 135 out of the 163 students participating in the program were able to graduate.
 - SOAR is on track to serve over 1,200 students in SY23, which is an increase of almost 100 percent from SY22.
 - Connected 31 percent of SOAR students across all networks with behavioral health programs and/or interventions with a goal of assisting students overcome barriers to school attendance.
 - Launched the Connected and Wellbeing Initiative with a special emphasis on serving Engagement Priority Students. Connected over 150 Nancy B. Jefferson Alternative School students to intensive mentoring programs and summer jobs.

KEY BUDGET INITIATIVES for FY2024

- **Re-Organize OSSE to Provide Better Support to School Leaders and School-Based Teams:**
 - Support the change and project management for the re-organization and re-branding of OSSE departments.
 - Rethink the SOAR team structure in order to adjust their primary role from outreach to re-entry supports for highest priority high schools. If the team is expanded, OSSE would provide similar supports to middle school students in the highest priority elementary schools.
- **Invest in District-wide Best Practice Approaches for Attendance Interventions:**
 - Partner with the organization Attendance Works to develop a multi-year strategy to improve attendance.
 - Launch a District-wide home visit model that includes staff training, coaching, and compensation in order to strengthen the relationships between families and schools.
- **Improve Enrichment Program Development and Implementation:**
 - Develop a rubric, platform, and training modules for schools that are implementing enrichment programming.
 - Expand programming funding for all schools.
 - Expand partnerships with content area experts (such as the STEM Department) and key stakeholders to provide more enrichment opportunities for students, including work-based learning and college and career exploration opportunities.
 - Increase adult engagement in Community School programming.
 - If the OSSE team size is expanded, provide the program leads at the highest priority schools with coaching and implementation support, including the use of the new CPS Program Quality tool, which is a rubric and framework that defines high-quality youth development programming principles.
- **Revise Systems for Attendance and Enrollment Practices:**

- Update Aspen to optimize the tracking of student outreach and documentation of all steps in the Lost Child Process.
- Provide attendance strategy support for school attendance teams and leads with a heightened focus on high-priority schools, if the OSSE team size is expanded.
- Leverage the additional team members to reinforce equitable and responsible enrollment best practices, eighth to ninth grade transition, and data quality.
- **Expand Enrollment and Attendance Supports for Additional Students:**
 - Provide an additional 500 court-involved students who are not enrolled at Nancy B. Jefferson Alternative School with resources such as re-entry supports, mentoring, and tutoring.
 - Establish partnerships with sister city agencies and community-based organizations to provide 200 additional court-involved students with intensive mentoring and case management services.
 - Provide training, coaching, resources, and ongoing support in restorative re-entry to all CPS high schools.
 - Develop a cohesive and comprehensive response and resource plan for refugee and newcomer students.

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:** Develops, recruits, retains, and empowers educators through initiatives such as expanding teacher residency programs; developing new career pathways into teaching for CPS graduates; providing intensive talent management support for Opportunity Schools, some of the District's hardest-to-staff schools; and aggressively recruiting teachers, nurses, social workers, and counselors to support Chicago's students.
- **Educator Effectiveness:** Leads the implementation of evaluation systems for teachers, principals, and assistant principals. We provide training and guidance to encourage a focus on growth and development rather than compliance. In addition, we support programming to encourage the expansion of teacher leadership and central office leadership development.
- **Human Resources (HR) Operations:** Focuses on identifying strategies and methods to better support and improve existing processes to allow new employees, teachers, hiring managers, and school leaders to focus on supporting core instruction. HR Operations works on improving efficiency and transparency during the employee onboarding process. HR Operations also maintains and leverages the Safe Schools training platform to offer consistent safety and compliance training throughout the District and operates the District's substitute services.
- **HR Business Partners (HRBP):** Serves as the primary point of contact to their portfolio of clients and plays a critical role in supporting strategic priorities and operational functions in the following areas: employee relations, discipline counseling, performance and talent management, workforce planning, department/school organizational design. Another key focus is providing key stakeholders with critical feedback to help streamline and develop more efficient and effective processes. The core focus of this team is partnership and advocacy, timely follow-through, consultative and solution-oriented support, and training.
- **Health, Benefits, Leaves, and Disability Management:** 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 healthcare and benefits department manages the administration of health and wellness benefits and insurance for all district staff. The primary focus includes improving holistic health and wellness outcomes through education, engagement, and participation. The upcoming fiscal year will focus on expanding resources and support for mental health and behavioral health for principals and managers. The department will be launching an employee recognition and rewards program.

- **Talent Management:** Continues implementing Lead with CPS, a District-wide leadership platform for employee development. Performs client management functions for all District leaders seeking Talent guidance and support, workforce planning, and organizational development.
- **Compensation and Organizational Design:** Develops and oversees compensation and reward programs designed to attract, reward, and retain employees. Provides organizational design guidance and support to District leadership.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 45,797,425	\$ 38,989,479	\$ 38,930,373	\$ 43,196,903
Title Funds	\$ 4,615,206	\$ 5,335,089	\$ 6,941,362	\$ 9,448,344
Other Grant Funds	\$ 1,790,417	\$ 9,025,595	\$ 12,144,497	\$ 8,696,083
ESSER Funds	\$ 14,455,094	\$ 3,106	\$ 5,794,571	\$ -
School Generated Funds	\$ 864,893	\$ 120,589	\$ 889,981	\$ 412,688
Total Department	\$ 67,523,035	\$ 53,473,858	\$ 64,700,784	\$ 61,754,018

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	324.5	330.0	392.0
Title Funds	14.0	14.0	14.0
Other Grant Funds	11.0	11.0	11.0
ESSER Funds	0.0	56.0	0.0
School Generated Funds	5.5	5.0	5.0
Total Department	355.0	416.0	422.0

Note: The District’s Teacher Residency Program accounts for the significant investment in general funds dollars and FTE allocations. In FY24, the Teacher Residency Program will increase by over 50 FTE. Resident Teachers work directly in schools, but the positions are managed centrally.

MAJOR ACCOMPLISHMENTS in FY2023

- Enrolled 70 CPS grads into Teach Chicago Tomorrow for the incoming cohort that begins in summer 2023—bringing the total enrollment to over 130 scholars. Expanded our university partners and pathways to include Roosevelt University and Northeastern University as program partners.
- Expanded the Teacher Residency Program to approximately 250 new resident teachers who will begin their training experience on July 1st. This is a 15 percent increase from last year’s enrollment of 175.
- Launched the Pre-Service Teaching Equity Project (P-STEP)--a 3 to 5-year pilot initiative funded by the US Department of Education, whereby student teachers are intentionally matched with

geographically and ethnically/culturally diverse cooperating teachers who demonstrate a high level of proficiency in teacher leadership competencies. This initiative will likely lead to a higher conversion of student teachers to full-time hires as well as a more equitable distribution of student teachers and, ultimately, teachers of record. We will use the successes of this project to inform long-term planning for all student-teacher placements. We currently have 50 student teachers enrolled in the initiative and anticipate enrolling at least 50 more for the fall term.

- Increased the percentage of new teachers who are Black/Latinx to 48 percent (up from 33 percent in FY18). Reached 71 percent of the hiring target of 3,000 new Black and Latinx teachers by 2024 through strategic recruiting and engaging more intentionally with Chicagoland universities, HBCUs, and HSIs serving Black and Latinx populations.
- Relaunched [Lead With CPS](#), a hub of leadership development opportunities that provide growth and development options for teachers, school leaders, and central office staff. The website also houses leadership stories by CPS employees. In addition to the website, we also launched the Take the Lead Cohort for Central Office managers and directors and the Executive Seminar Series (in partnership with the University of Chicago) for senior leaders.
- Coordinated long-term project to revise process for principal and assistant principal evaluation. Provide training for school leaders and principal supervisors regarding the new competencies for school leaders. Lead stakeholder engagement with school leaders, central office staff, and senior leadership to secure buy-in for updating the evaluation process.
- Continued implementing the Teachers Lead Chicago (TLC) grant from the Department of Education. Coordinated spending across Talent, Teaching, and Learning, and the Department of Principal Quality to improve human capital management systems. TLC provides financial support to expand the residency program, support the rollout of distributed leadership structures consistent with CEo vision, and provide training for school leaders and principal supervisors related to improvements to principal competencies.
- Sustained progress in hiring and training more than 100 additional nurses through the Mental Health Professional Demonstration Grant from the Department of Education.
- Awarded a \$15 million grant from the Department of Education in January 2023 to fund recruitment and retention of school social workers, school psychologists, and school counselors - three critical areas that have collectively seen an increase of 250+ positions in the previous school year.
- Implemented a monetary substitute utilization incentive for substitutes, which increased substitute fill rates on Mondays and Fridays from 69 percent at the beginning of the year to 73 percent in the spring.
- Made reasonable ADA and non-ADA accommodations for employees who faced challenges returning to work in person due to COVID-related medical conditions, responsibilities as primary caregivers, or childcare needs.
- Re-negotiated a 6-year medical and ancillary services health plan for eligible staff. Reducing employee out-of-pocket costs, expanding and adding new services, and \$4.5M wellness credit.

KEY BUDGET INITIATIVES for FY2024

- Play a critical role in recruiting, selecting, training, and developing the high-quality and diverse talent needed district-wide to support operational and academic teams, in addition to school-based hiring.
- Recruit 250 teacher residents for the 2023-24 school year across five critical subject areas where the District has an insufficient supply of teachers: special education, bilingual special education, early childhood special education, bilingual early childhood, and dance education.
- Support the incoming cohort of scholars across programs as they enter their first year as college students, as well as work with second-year scholars to ensure matriculation to 4-years institutions to complete their program, including coordination with university partners and One Million Degrees. Additionally, recruit the next cohort of students to enroll in the program. Partner with the Office of College and Career Success (OCCS) to ensure that the Teach Chicago Tomorrow toolkit provides a valuable post-secondary planning resource for the approximately 2,000 CPS seniors considering an education career.
- Partner with the Office of Diverse Learner Supports and Services and the Office of Student Health and Wellness to coordinate federal grant funding that broadens recruitment programming and access to professional development programs for mental health professionals. The District will also continue to invest in pipeline expansions for clinicians and targeted recruiting for highest-need positions while creating a robust mental health professional development framework.
- Continue a multi-year investment to subsidize the cost of special education courses so that veteran CPS teachers in high-need communities are prepared and licensed as special education teachers by adding the necessary endorsement.
- Continue Core Cadre plan implemented in FY23 that allows network chiefs ten core cadres per network to use at their discretion for schools in their network. Continue the substitute teacher incentive program that awards monetary payments for substitutes to help fill the gap for teacher vacancies and absences.
- Develop a comprehensive “dashboard” of operational metrics.
- Refresh Customer Service Training for all employees to better align with our mission to deliver courteous, accurate, responsive, and timely service to all staff.
- Continue implementation of the Teachers Lead Chicago grant from the Department of Education. Coordinate spending across Talent, Teaching, and Learning, and the Department of Principal Quality to improve human capital management systems. Support creating the “School Leader University” initiative to align professional learning for school leaders to new competencies.
- Partner with the Procurement, Department of Information and Technology Services, and Finance Office in soliciting an enhanced Enterprise Resource Planning (ERP) system.

Teaching and Learning

MISSION

The mission of the Office of Teaching and Learning is to provide all stakeholders with educational resources to support high-quality curriculum and instruction that engages and empowers students.

MAJOR PROGRAMS

- **Curriculum Departments (Arts, Health and Physical Education, Literacy, STEM, Computer Science, and Social Science):** Focus on the effective implementation of Illinois State Standards and high-quality instruction. Ensures that educators have the training, resources, and community to support meaningful and effective learning that prepares students for a successful future.
- **Curriculum, Instruction, and Digital Learning:** Oversees the development of Skyline, the district's PK-12 comprehensive curriculum. Provides support and professional learning around libraries, instructional technology, and curriculum. Maintains the District's learning hub, which houses and tracks CPS professional learning, the intranet that houses information, tools, and resources for CPS staff, and the Learning Object Repository, which comprises various webinar systems that support digital media management.
- **Instructional Systems and Supports:** Provides students with targeted resources and academic programs that extend 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. Manages the district's pilot of competency based education. Provides scheduling and grading practices support to schools.
- **Academic Competitions:** Encompasses extra-curricular programs and activities aimed at engaging students before, during and after school, which include science exhibitions, academic decathlon, the spelling bee, debate, math leagues, and chess programs.
- **Teacher Leadership Development and Innovation:** Supports multiple teacher leadership, teacher mentoring, teacher development, and professional development initiatives across CPS including new teacher induction and mentoring, and distributed leadership.
- **Student Assessment and MTSS:** Provides all CPS stakeholders with high-quality information about student academic growth and achievement in CPS to help inform their continuous improvement processes and advance learning, access, and opportunity for all students. Supports all schools in the development and implementation of balanced assessment systems and a Multi-Tiered System of Supports (MTSS) Framework.
- **Advanced Learning and Specialty Programs:** Provides students and families with equitable access to high-quality school models aimed at increasing college readiness through rigorous, theme-based, and student-centered instruction. Provides schools 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 are tailored to each student's needs, strengths, and interests.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 33,631,928	\$ 43,845,869	\$ 46,366,572	\$ 48,023,437
Title Funds	\$ 17,988,296	\$ 19,303,229	\$ 31,258,307	\$ 18,523,648
Other Grant Funds	\$ 39,115,353	\$ 11,570,803	\$ 63,584,454	\$ 19,101,922*
Total Department	\$ 90,735,577	\$ 74,719,901	\$ 141,209,333	\$ 85,649,007
Budgeted at Schools	\$ 81,858,362	\$ 83,467,240	\$ 82,235,071	\$ 84,010,884
Grand Total	\$ 172,593,939	\$ 158,187,141	\$ 223,444,404	\$ 169,659,891

Note: FY24 Other Grant Funds allocations do not reflect centrally budgeted ESSER non-personnel allocations for Early Literacy Support, Skyline, and Tutor Corps. Details on ESSER funding can be found in the Budget Overview.

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	117.0	140.2	155.0
Title Funds	39.0	36.5	43.0
Other Grant Funds	77.0	90.5	81.0
Total Department	233.0	267.2	279.0
Budgeted at Schools	651.0	650.7	684.0
Grand Total	884.0	917.9	963.0

MAJOR ACCOMPLISHMENTS in FY2023

Arts Education

- Implemented various Arts Student Programs, including RE:ALIZE Early College Arts Program, All City Performing Arts, and RE•VER•BER•ATE Arts Festival. Each of these programs provided students with increased access to Arts coursework and performing arts opportunities.
- In collaboration with the Chief Education Office, Office of Budget and Grants Management, and Office of Network Support, we have built school budgets to include funding for at least one Arts teacher position at every school.

Health and Physical Education

- Development of Asynchronous Physical Education Course Modules, Driver Education Guidance, Physical Education Guidance and the Aquatic Emergency Management Plan.
- The HPE and Aspen teams built out, tested, and released a new Individual Student Fitness Report, supporting individual student monitoring and goal-setting as it relates to individual student fitness tests that are required by ISBE.

Science, Technology, Engineering and Mathematics

- Provided 1,996 students from 19 high schools high-dosage math tutoring during the school day. Students who have strong attendance and received 50 or more hours of tutoring are passing their core math class at a 96 percent rate.
- 8,289 students from 361 schools participating in algebra this year, an increase of 1,254 students enrolled in Algebra overall from last year.
- Funded Algebra Teacher University Coursework for 60 teachers.
- 72.9 percent of students enrolled in a Transitional Math course earned a C or better in Semester 1, putting them on track to earn automatic placement into a credit bearing math course at any Illinois Community College.
- Designed and delivered nine monthly plug-and-play design engineering challenges for 100 percent of STE(A)M schools to use in any classroom.
- Built two Maker U sites at Earle Elementary and Michele Clark High School. We facilitated Makerspace specific professional learning sessions targeting makerspace technologies, their implementation in the classroom, as well as hands-on learning activities. The schools used these sites for their students and family and community learning.
- Implementation supports for STE(A)M schools, including continuous improvement feedback cycles, differentiated professional learning, and Lending Library STEM kits. Partnered with NASCAR on two STEM Schools major initiatives: supporting our March 2023 in-school helmet design challenge impacting all 22,000 students (with additional interactive connecting points with NASCAR engineers in April) and supporting the first annual STEAM Fest, a design challenge for 500 students from all 43 schools held at the Field Museum on May 2, 2023.
- Built teacher leadership in Science, with the following learning communities: K-8 Master Teacher Leader Cohort, Professional Learning Leaders Academy, HS Science Teacher Professional Learning Communities, and K-5 Wednesday Workshops.
- Provided Skyline Implementation and Professional Learning Supports for Elementary Math and Science with the implementation of K-5 Science Professional Learning Communities, K-5 Math Unit Launch an Instructional Practice Workshops, K-5 Building Math Fluency Through Games, and 6-8 Science Instructional Practice Workshops and Professional Learning Communities.
- Provided Network and School Leader Curriculum and Instructional Support through a Math K-12 Instructional Support Leader Professional Learning Community, Science K-12 Instructional Support Collaborative, K-5 Science Network Based Instructional Practice Workshops, and Skyline Math Sessions for School Leaders.
- Increased community, parent, and partner engagement by facilitating Department of STEM (DoSTEM) Parent Roadshows, STEM family opportunities, and resources by collaborating with Parent University Parent Action Council, Chicago Co-Op Pathway with community-based organizations and STEM program providers, and Chicago Learning Exchange made of active community-based partners.
- Funded competition fees and supplies for district-wide robotics events impacting 64 students and 17 coaches.

Computer Science

- Expanded access to advanced computer science opportunities.

- Increased participation in AP CSP exam by 69 percent for female or non-binary students since 2017 and 19 percent in the AP CSA exam. Secured a \$5,000 grant for up to 18 high schools to increase enrollment of black students in AP CS coursework.
- Developed and launched a professional learning series for HS teachers focused on advanced coding and web design that is culturally relevant and engaging for CPS students.
- Provided ongoing professional learning communities for new and current CS teachers, focused on increasing their understanding and confidence while they learn strategies for creating an engaging and relevant experience for students.
- Expanded a robotics lending library to over 1,300 devices available for elementary school teachers.
- Facilitated various student enrichment activities throughout the school year, including but not limited to a Computer Science/Technology Coordinator Youth Apprenticeship Program, Robotics program, CS Showcase, and Esports competitions.

Literacy

- Increased access to effective and rigorous literacy instruction by providing professional learning on Literacy Foundational Skills, school-based planning and implementation co-labs, and expanding Transitional English course access to 2949 students in 42 high schools.
- Increased equity of literacy outcomes but finalizing the selection of a common K-2 Literacy Assessment, released grade-band specific recommendations for use of CPS-approved intervention tools, completed a comprehensive PK-8 literacy curriculum landscape survey, and expanded the HS Reading Intervention Plan to offer Structured Literacy courses in 30 schools.
- Increased access to high-quality, culturally responsive resources in PK-3rd grade classrooms and Parent University sites.

Social Science Department

- Provided professional learning, curricular and instructional resources and support, guidance, and feedback to various district stakeholders in our efforts to support shifting teacher practice towards alignment to the CPS Instructional Core and the IL Social Science standards.
- Collaborated with, guided, and informed various partners in the creation, iteration, and implementation of high-quality rigorous standards-aligned curricular and instructional resources and programs.

Curriculum, Instruction, and Digital Learning

- Launched the development of PK-12 Spanish Language Arts (Artes del lenguaje del español) curriculum for Skyline.
- Supported teachers and school leaders in the second year of Skyline implementation, a standards-based, culturally responsive curriculum designed for all CPS students. This curriculum is freely and fully available to all District schools, providing high-quality teacher-led coursework and resources in English language arts, mathematics, science, social science, and two world languages (Spanish and French).
- With input from teachers, students, and other stakeholders, revised the instructional and assessment resources associated with the PK-12 Skyline English language arts, mathematics,

science, social science, and world languages courses to make them more accessible, rigorous, engaging, and supportive of all learners.

- Expanded professional learning opportunities in order to ensure that all Skyline-adopting teachers have access to a comprehensive, year-long set of intentionally balanced and vertically aligned centralized and school-based supports.
- Improved the digital learning environment that the digital resources are built on to make it easier to use the Skyline curriculum.
- Supported school librarians with professional learning and continued to build a pipeline of local librarian candidates through the CPS Librarian Cohort.

Instructional Supports

- Supporting the revamp of the Credit Recovery Dashboard. Updated dashboard is set to launch in July during the summer Credit Recovery session.
- Launched a local bridge site option for schools to host summer bridge with their currently enrolled students.

Academic Competitions

- Oversaw efforts to provide more than **100,000** CPS students with access to academic competitions during the school day, afterschool, and weekend tournaments. Academic competitions included debate, chess, spelling bee, academic decathlon, science fair, and math league.
 - Whitney Young Magnet High School was crowned the winner of the 2023 Academic Decathlon City Championship.
 - Eight teams advanced to the Academic Decathlon State Competition
 - Whitney Young was crowned as the winner of the Academic Decathlon State Championship
 - Eight CPS High Schools advanced to the IHSA Chess state tournament, three schools placing in the top twenty.
- Offered various summer opportunities in summer 2022 to over 250 students with a focus on debate, chess, spelling, and career pathways.

Teacher Leadership Development and Innovation

- Expanded New Teacher Orientation events to include a fourth day, which provided a foundation of community for new teachers and an opportunity to connect with teacher leaders and teams across the district.
- Facilitated monthly teacher-led professional development sessions and over 2,000 hours of one-on-one mentoring for 100 new CPS teachers and 50 early career teachers.
- Scaled in-school mentoring work to over 700 school-based new teacher mentors and provided differentiated and responsive professional development, small group coaching, and one-to-one coaching.
- Revised and built a cohesive teacher leader professional development series for pre-service teacher leaders, while aligning this learning to pre-service teacher learning in partnership with the Office of Talent.

- Developed *Supporting CPS New Teachers: A Guide for School Leaders* to ensure school leaders have the information regarding district-based support, as well as the guidance to establish school-based induction systems. This project was completed in partnership with the New Teacher Center.

Distributed & Supportive Leadership

- Expanded and re-imagined an intensive Distributed Leadership model from 33 schools to 79 schools, which provides a foundation for schools to cultivate academically focused ILTs, collaboratively engaged teams, embedded Connective Coaching, and the ability to empower and support Teacher Leaders in strategic and rigorous ways.
- Facilitated twice monthly professional development sessions with over 250 Lead Coaches and over 100 teacher leaders (Team Directors) across CPS.
- Scaled learning cycles led by teacher leaders with connective coaching in over 300 schools by providing differentiated and responsive professional development, small group coaching, and one-to-one coaching to the teacher leaders within those schools
- Revised and built new cohesive Teacher Leader Competencies with key indicators of success.
- Developed *The Distributed Leadership toolkit: A Guide for School Leader Teams* to ensure schools have the information regarding best practices for Distributed Leadership as well as the guidance to establish effective ILTs, teacher leader lead collaboratively engaged teams and Teacher leader eco-systems.

Student Assessment and MTSS

- Implemented a Balanced Assessment System with the administration of Skyline interim assessments, screening/benchmark assessments in grades K-8, and PSAT/NMSQT assessment for 11th graders.
- Supported Skyline curriculum embedded-assessments with the development of new Skyline assessments, continuous improvement of existing Skyline Curriculum-embedded assessments, Skyline interim assessment data analysis sessions with content and network teams, and the launch of Assessment for Learning Professional Learning Communities.
- Provided professional learning opportunities and data analysis sessions for Networks and schools in connection with screening/benchmark assessments.
- Led the policy-setting, communication, implementation, and support of all national, state, and district-required large-scale assessments, including English Language (EL) Screeners, ACCESS, the Illinois Assessment of Readiness (IAR), Illinois Science Assessment (ISA), Dynamic Learning Maps - Alternate Assessment (DLM-AA), the SAT suite of assessments, the CPS Algebra Exit Exam, and the CPS High School Admissions Test
- Implemented the PSAT 8/9 pilot, providing access to more than 70 elementary schools to administer the PSAT 8/9 to 8th grade students and use the data to begin to explore post-secondary pathways and use as a resource for increased access to advanced courses
- Provide high-quality learning and engagement opportunities via ILT mini-institutes and Summer Leadership Institute to empower school teams to use large-scale assessment for summer planning and continuous improvement.

- Engaged in the development process for online Performance Tasks in grades 3-12 in Literacy, Social Science, World Language, Arts & PE.
- Provided various supports and resources for the implementation of an equity-based multi-tiered system of support (MTSS) framework in every school such as the development of the MTSS Continuum to be used in the CIWP process, launching Branching Minds usage in all district-managed schools, facilitation of the MTSS Professional Learning Communities, and piloting Math K-12 intervention and Reading K-5 intervention.
- Managed Tutor Corps - a high dosage reading tutoring program for K-5 reading and 6-12 math. Through the Tutor Corps, ~700 tutors provided tutoring services to an estimated 10,000 students.

Advanced Learning and Specialty Programs

- Increased Advanced Placement (AP) student enrollment and examination sitting by 25 percent and 24 percent since SY20. Provided training for teachers and administrators at schools with AP Capstone.
- Increased school participation in Equal Opportunity Schools by 7 percent from SY22.
- Developed and facilitated various professional learning opportunities focused on personalized learning and gifted education, such as a 5-session series for onboarding teachers, ongoing learning and coaching support for current personalized learning and gifted teachers, and a personalized learning Ambassador program.
- Increased the number of authorized International Baccalaureate programs by 4 percent at elementary schools and 1 percent at high schools.
- Provided an increase in professional development sessions for IB Coordinators, Administrators and Network personnel.
- Awarded a five year, \$14.3 million Magnet Schools Assistance Program (MSAP) Grant from the US Department of Education (USED) to transform two K-8 elementary magnet schools - Pershing and Saucedo, into STEAM magnet schools serving over 1,200 students.
- Reduced minority group isolation of African American students at W Brown by 1 percentage point and at Claremont by 7 percentage points, and reduced minority isolation of Hispanic students at Jungman by 25 percentage points from the baseline established in October 2016.
- 18 percent increase in student enrollment at W Brown from SY21-22: 20th day membership and 23 percent increase in student enrollment from SY21-22: 20th day membership at Jungman.

Student Voice and Civic Engagement

- Completed new and refreshed Skyline curriculum. Examples include a new module designed to help teachers build systems and routines for student voice and inclusive classrooms, teacher-created deliberations, 6-12 Civic Media Literacy modules, and K-8 Financial Education inquiry units.
- Launched a new district measure of student experience (Cultivate), leading over 70 workshops (training 457 CPS stakeholders) as well as professional learning.
- Disrupted inequitable access to non-credit bearing financial education and service learning by identifying systemic barriers and improved tracking, reporting, and accountability systems resulting in an 89 percent decrease in seniors at-risk of not graduating due to non-completion.

- 100 percent CPS schools received “Equity Reports” using their 5E’s data on 24 civic learning items and 24 social science items to assess the degree in which students engaged in conversation/learning around difficult or controversial topics, experience learning related to issues they care about, degree in which they discuss race, and engage in projects.

KEY BUDGET INITIATIVES for FY2024

Arts Education

- Doubling Individualized Supports offering job-embedded coaching that drives teacher practice towards alignment with the CPS Instructional Core and Arts Instructional Vision.
- Increase in staffing for the RE:ALIZE program, to ensure sufficient administrative capacity.
- Continued participation in the All City Performing Arts program, focusing on creating new opportunities based on student feedback such as modern rock band, percussion, and music production ensembles.
- Grow the reach of the RE•VER•BER•ATE Arts Festival, seeking out additional venues, partnerships, and sponsors to continue showcasing the artistic work of all our students.
- Continued professional learning for all key programmatic stakeholders at Fine and Performing Arts Schools: administrators, MCLTs, arts teachers, and non-arts teachers.
- Funding Legacy Fine and Performing Arts Schools need-based grants to close the resource inequity.
- Funding demonstration Site schools to serve as learning labs and be valuable peer-learning opportunities that are congruous with the district’s distributed leadership model of professional learning.

Health and Physical Education

- Landscape analysis of driver education across the nation to inform the district’s long-term strategic plan for driver education.
- Development of physical education high element guidance for schools with high element structures.
- Development of demonstration sites for physical education and aquatics education to serve peer to peer learning.

Science, Technology, Engineering and Mathematics

- Expand student access to high-quality Math curriculum and advanced Math pathways with the following strategies: increased high school sites that will receive in-class math tutoring services from 19 to 22 and an increase of 8th grade students successfully completing high school algebra
- Enhance support for STE(A)M Program Implementation with various investments such as professional learning cohorts, Makerspaces to serve as professional learning spaces, and STEAM Fest.
- Build teacher leadership in Science Instruction with an expansion of the following professional learning communities: Professional Leaders Academy, Master Teacher Leader Cohort, High School Science Teacher Leader PLC, and Wednesday Workshops.
- Expand support for effective science instruction and curriculum implementation with an increase of professional learning opportunities for K-5 and middle school science teachers.

- Expand support for effective math instruction and curriculum implementation with the development and implementation of a K-5 Math Professional Learning Community, development and implementation of a K-5 Math Book Study, and an expansion of the K-8 Building Mathematical Fluency Through Games program.
- Continue and expand K-12 Math Instructional Support Leader Professional Learning Community.
- Continue to advance belonging in STEM with STEM readiness tools and resources for families by expanding STEM parent engagement across the district.
- Expand support to non-STEM schools seeking STEM programming and events, expand national STEM network for collaboration, initiatives, and resources.

Computer Science

- Expand student access to high quality CS curriculum with the following investments: CS middle school exit exam and CS high school placement exam pilot, expand access to block-based programming and physical computing, expand access to Intro to CS for Middle School, Expand Access to AP CSP, and increase professional learning for alternate units in Exploring Computer Science curriculum.
- Continue to build teacher leadership in computer science by expanding our cluster teacher robotics professional learning community, expanding current course professional learning communities, and the development of a TechCo professional learning community.

Literacy

- Increase Access to Effective and Rigorous Literacy Instruction with refined grade-banded guidance, Skyline professional learning, establishment of a continuous, connected system of supports for early learning, expansion of access to Transitional English.
- Increase equity of literacy outcomes with the establishment of a comprehensive system of literacy-specific intervention tools, guidance, and training and an expansion of the NHS Structured Literacy cohort.
- Increase access to high-quality, culturally responsive resources with the expansion of early literacy abundant reading to intermediate and middle grades.

Social Science

- Develop, revise, and facilitate professional learning, guidance, and feedback to various district stakeholders to support rigorous, high-quality social science curriculum and instruction.
- Continue guiding and informing community partners in the creation, iteration, and implementation of high-quality rigorous standards-aligned curricular and instructional resources and programs.

Curriculum, Instruction, and Digital Learning

- Finalize the development of the PK-12 Spanish Language Arts (Artes del lenguaje del español) curriculum for Skyline and support teachers in their adoption of their new curriculum.
- Support teachers and school leaders in the third year of Skyline implementation, a standards-based, culturally responsive curriculum designed for all CPS students.

- With input from teachers, students, and other stakeholders, revise the instructional and assessment resources associated with the PK-12 Skyline English language arts, mathematics, science, social science, and world languages courses to make them more accessible, rigorous, engaging, and supportive of all learners.
 - *All content areas:*
 - Curriculum will be enhanced by incorporating additional culturally relevant components.
 - Support for diverse learners and English learners will be expanded, increasing the resources available for both teachers and students.
 - *Mathematics:*
 - Math assessments will be refined to include culturally responsive elements and alignment to balanced DOK levels.
 - The integration of digital manipulatives and tools will be increased.
 - The development of the middle school pathway for grade 8 algebra will be undertaken.
 - The use of gamification and interactive elements will be heightened.
 - K-8 glossaries will be created to include interactives to support academic vocabulary acquisition.
 - *English language arts:*
 - Heighten the success of mini-lessons through assessment reviews, lesson evaluations, and gathering input from students and teachers about optimal length, efficacy, digital engagement, and adaptability
 - Adjust lesson pacing and content density by analyzing activity timing, objectives, and lesson density, while establishing pacing standards for specific grade levels in designated units
 - Develop consistent writing rubrics for various writing genres
 - Enhance the navigability and functionality of teacher planning tools
 - Broaden text selection options based on feedback from teachers and students
 - *Science:*
 - Science assessments will be improved to incorporate culturally responsive elements and align with 3D NGSS standards.
 - The inclusion of simulations and tools will be augmented.
 - K-8 glossaries featuring interactive elements will be developed to support academic vocabulary acquisition.
 - Enhanced acceleration and differentiation options will be provided for both students and teachers.
 - *Social Science:*
 - Annotation tools will be developed to increase student engagement and comprehension of text
 - Primary and secondary sources will be added to further enhance content
 - UDL resources will be built and refined
 - End of Unit assessments/interim assessments will be revised
 - Social science inquiry will be continuously enhanced

- *World Language:*
 - Visual dictionaries to support learning will be added
 - Student self reflections will be added to promote metacognition
 - Study guides across grade levels will be developed to support self progress monitoring will
 - Language diagnostic tool for use in aligned course placement will be built
- Expand professional learning opportunities in order to ensure that all Skyline-adopting teachers have access to a comprehensive, year-long set of intentionally balanced and vertically aligned centralized and school-based supports
- Improved the digital learning environment that the digital resources are built on to make it easier to use the Skyline curriculum. Revamp Skyline navigation functionality to consolidate the current navigation options into a single, user-friendly interface that was developed with teacher feedback in mind.
- Support school librarians with professional learning and continued to build a pipeline of local librarian candidates through the CPS Librarian Cohort
- Develop new external partnerships that will enhance the Skyline academic curriculum.

Instructional Supports

- Implementation of a system for Credit Recovery(CR) progress monitoring and providing data-informed network support using the updated CR Dashboard.
- Creation of a 3 year vision/plan to provide district-wide guidance to increase equity and consistency in grading practices for both ES and HS.
- Establishment of the anchors and pathway for Competency Based Education implementation.
- Provide schools with support on building quality schedules that support student needs.

Academic Competitions

- Provide national tournament experience for all Academic Chess students by providing US Chess Federation rated tournaments

Teacher Leadership Development and Innovation

- Expand district access the the Distributed Leadership toolkit, resources and professional learning
- Expand Distributed Leadership Comprehensive Cohort (DLCC) by 20 schools across a variety of networks
- Increase the number of school leader participants who consistently engage in the professional learning cohorts for Distributed Leadership from a principal role
- Increase teacher leader and lead coach proficiency as it aligns to the Teacher Leader Framework by providing differentiated support and coaching cycles
- Differentiate the professional learning opportunities for teacher leader and lead coaches by aligned programming to years of experience in the role and the Teacher Leader Framework
- Revise professional learning series for teacher leaders and lead coaches to ensure greater differentiation and professional growth

- Expand new teacher summer learning opportunities and ground them in the CPS New Teacher Development Areas (e.g., Framework for Teaching Domain 1, Domain 2, Domain 4), as well as the Instructional Core
- Expand early career teacher summer learning opportunities to include partnerships with ITS, MTSS, and a focus on Framework for Teaching Domain 2
- Increase the number of participants at the annual New Teacher Orientation in August, orientation events in the fall and winter, New Teacher Cohort monthly professional development, and monthly Early Career Teacher Professional Learning Community
- Increase mentor proficiency as it aligns to the Teacher Leader Framework by providing differentiated Induction Specialist support and coaching cycles
- Differentiate the professional learning opportunities for new teacher mentors by aligned programming to years of experience in the role and the Teacher Leader Framework
- Revise professional learning series for resident mentors to ensure greater differentiation and mentor professional growth
- Align cooperating teacher professional learning to the PStep Grant expectations and ensure greater inclusion of the CPS Equity Framework

Student Assessment and MTSS

- Increase adoption and implementation of the district's Balanced Assessment Systems, including but not limited to Skyline interim assessments, PSAT/NMSQT for 11th grade, Star 360, and i-Ready.
- Expand the implementation and use of Skyline curriculum-embedded assessments as well as continuous improvement across content areas for cultural relevance and user experience.
- Increase the participation and data use of the Assessment of Spanish Reading, and implement a pilot to accelerate the development of an adaptive assessment of Spanish reading
- Increase adoption and use of screening/benchmark assessments and increase personalized support for schools
- Implement a new alternate assessment for diverse learners in cluster programs to support students' IEP goals
- Expansion of access, implementation, and impact of high-quality academic interventions.
- Continue to develop tutoring models for sustainability through use of education technology and additional model development.

Advanced Learning and Specialty Programs

- Through partnership with Equal Opportunity Schools, expand access to AP and IB courses across all schools, specifically targeting students who have not been previously targeted for enrollment
- Targeted expansion and implementation of AP Capstone programs at selective enrollment schools
- Refine support systems for schools implementing accelerated placement programming and expanding professional learning cohorts for teachers in regional gifted, classical, and comprehensive gifted programs.
- Expand access to existing program cohorts for new personalized learning teachers, while also deepening practice for existing teachers

- Development of coordinators in deepening of program knowledge as well as teacher leadership competencies, coaching, and professional learning best practices
- Deepening theme-based integration at magnet and magnet cluster schools through the MSA Magnet Pillars

Student Voice and Civic Engagement

- Create tiered supports for leveraging Cultivate Conditions within continuous improvement: Learning cycles, CIWP, practice shifts, and building inclusive partnerships with youth. This includes professional development (in collaboration with other departments); materials, tools, research, asynchronous learning teachers can leverage within learning cycles
- Develop shared Inner Core guidance/practices: a. conduct a listen & learn tour that captures current inner core values, practices, approaches, and needs across T&L, b. use this information to revise current Inner Core guidance/powerful practices & develop potentially new guidance/materials, c. test content and get approval from T&L Inner Core Steering committee
- Spotlight Inner Core through foundational Inner Core professional learning & resources that leverage universal PL structures and Skyline (e.g. Conditions guides; Lesson 0; Inner Core colabs (identity/community); Inner Core Foundational PL (adultism training/identity workshop/building community training; etc)
- Build collaborative Inner Core practice spaces across contents, grades, and programs that emphasize continuous learning and alignment within the inner core (e.g. Inner Core Caucus and Collaboratory; community dialogues; Inner Core Consultancies)
- Develop Impact Schools program: designation and credentialing of schools and educators in student voice and engagement leadership
- Pilot and finalize new interdisciplinary curriculum projects with partner-departments: Media Literacy Integration modules; Powerful Learning Environments/Lesson 0; FinEd Inquiries; CIMBY Environmental Civic Action Projects
- Pilot Student Voice Infrastructure structures: Perspectives Convenings; Student Town Halls; Student Newsletter; District wide referendum vote
- Refresh Service Learning requirement, guidance, curriculum, and training
- Expand and improve SVC's through distributed leadership structures
- Expand Participatory Budgeting: Ensure at least 50 schools engage students in the budgeting process through participatory budgeting. Impact goal - 50 percent of schools will allocate funds from their FY25 budgets to participatory budgeting

Student Transportation Services

MISSION

The mission of the Office of Student Transportation Services is to improve student achievement by providing safe and timely 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 Learner Transportation:** Provides transportation from home to school for more than 10,000 students with special needs and more than 500 students with specific medical needs through approximately 1,000 routes provided by 21 vendors. Additional services based on the individual needs of students may include a bus aide, nurse, lift-equipped vehicle for wheelchairs, an air-conditioned vehicle, or car seat and harness or restraint system.
- **Option for Knowledge Transportation:** Provides access to a variety of programs (including magnet academic centers, gifted programs, and classical schools) for approximately 6,700 K–8 students on approximately 270 routes. Transportation is often based on living one-and-a-half to six miles from school.
- **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:** Centrally staffs and manages bus aides for over 10,000 students with Individualized Education Programs (IEPs) who require a transportation aide.

BUDGET SUMMARY

	2022 Actual Expenses	2023 Approved Budget	2023 Ending Budget	2024 Proposed Budget
General Funds	\$ 156,934,342	\$ 131,770,667	\$ 133,641,685	\$ 140,298,848
Title Funds	\$ -	\$ 4,500,000	\$ 5,800,000	\$ 6,000,000
Total Department	\$ 156,934,342	\$ 136,270,667	\$ 139,441,685	\$ 146,298,848

POSITION SUMMARY

	2023 Budgeted Positions	2023 Ending Positions	2024 Proposed Positions
General Funds	841.0	841.0	843.0
Total Department	841.0	841.0	843.0

MAJOR ACCOMPLISHMENTS in FY2023

- Optimized use of CPS and non-public routes, transporting 85 percent of students that require transportation despite a significant bus driver shortage.

- Invested over \$10 million in payments to approximately 1,983 families through monthly financial incentive stipends of \$500 to transport their children to and from school throughout the school year.
- Continued retention bonuses as incentives for current drivers in an effort to reduce the District's driver shortage.
- Invested \$1.4 million to increase school bus drivers' hourly wages by \$3.00.
- Provided free CTA Ventra cards to over 300 parents and students in selective enrollment, classical, and gifted programs.
- Secured four new permanent paratransit/alternative vendors and one yellow bus vendor to assist with transporting diverse learner students.

KEY BUDGET INITIATIVES for FY2024

- Replace current routing software to support routing optimization and low travel times for students to and from school.
- Continue recruitment for yellow bus and paratransit vendors in order to redress and prevent a more significant driver shortage.
- Increase recruitment of bus aides in order to meet a higher number of routes due to the increase in paratransit and alternative transportation.
- Secure more vendors to assist schools with purchasing Multi-Function School Activity Buses (MFSAB) to support students' transportation to and from after-school programs.

The FY2024 budget for Chicago Public Schools (CPS) includes a capital budget totaling \$155 million of investments that will focus on priority facilities needs and includes leveraging \$55 million in outside funding. The FY2024 capital plan provides funding in five main areas: critical facility needs, interior improvements, programmatic investments, site improvements, and IT upgrades.

CPS is committed to promoting equitable access to high-quality school environments. The District's Equity Office played an important role in developing the past few capital proposals and will continue to do so for the FY2024 capital plan to ensure that resources are distributed equitably across CPS schools so all students can share in the District's record-setting progress. In addition, the District conducted five public meetings during the month of April to gather community input during the capital plan development process.

The CPS facility portfolio includes 522 campuses and over 800 buildings. Our average facility is over 83 years old, and the total CPS critical facility need is over \$3 billion. Since FY2016, CPS has invested over \$3.5 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.

The FY2024 capital budget is primarily funded by the future issuance of general obligation bonds which are principally repaid by Evidence-Based Funding (EBF). (For more information, please see the Debt Management chapter of the budget book.) A portion of the FY2024 budget is also funded by Tax Increment Financing (TIF) funds, state funding, and other outside resources as they become identified.

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 \$155 million FY2024 capital budget by funding and project type:

Table 1: Sources and Uses (\$ in Millions)

Estimated Sources	
Anticipated Bond Offerings and Other Capital Funds ¹	\$100.1
Tax Increment Financing Funding	\$42.1
External Funding for Space to Grow	\$10.6
Other Potential External Funding	\$2.2
Total FY2024 Capital Budget Sources	\$155.0

¹ 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.

Estimated Uses	
Facility Needs and Interior Improvements	\$103.2
Educational Programming	\$2.0
IT and Building System Investments	\$6.2
Site Improvements	\$23.6
Capital Project Support Services	\$20.0
Total FY2024 Capital Budget Uses	\$155.0

District Equity Index to Prioritize Investments

In recent years, the District has prioritized investments promoting equitable access to high-quality learning environments. To advance this work, the District will continue to utilize the Equity Index, a tool to help identify opportunity differences so that resources can be prioritized for the schools in greatest need.

Funding from Tax Increment Financing

CPS has a significant backlog of deferred critical facility needs, so additional funding is always pursued to help mitigate some of this backlog. One of these outside funding sources is the Tax Increment Financing (TIF) funds, which are approved in various categories.

Utilizing the \$42.1 million in TIF funding, CPS is planning capital exterior envelope work, mechanical renovations, fire alarm system replacement, modular renovations, interior renovations, and site improvements at 19 campuses.

Priority Facility Needs

Every student deserves to access a neighborhood school that is warm, safe, and dry, and CPS is allocating \$103.2 million in funding for critical maintenance projects and interior improvements, which includes \$38.2 million in TIF funding for exterior envelope work, mechanical renovations, fire alarm system replacement, modular renovations, and interior improvements.

The FY2024 capital budget addresses the District’s priority renovation projects, and most urgent facility needs that have the leverage of outside funding. We will invest in 3 major exterior envelope projects and four major renovations to mechanical systems. The breakdown of funding for facility needs is as follows:

- \$34.2 million for priority roof, envelope, and mechanical projects;
- \$2.2 million for fire alarm system replacement;
- \$50 million for unanticipated emergency repairs;
- \$5.2 million for building automation system upgrades;
- \$1.6 million for modular refurbishment; and
- \$10 million in interior improvements

Programmatic Investments to Build Upon School Success

The 2024 capital budget includes \$2 million in outside funding to support programmatic investments for high-quality learning environments.

Site Improvements that Foster Learning

This year's capital budget includes \$23.6 million for site improvements, including \$3.9 million in TIF funding as well as our continued partnership with the Department of Water Management and the Metropolitan Water Reclamation District. Students can benefit from a well-rounded education that promotes healthy and active development.

IT and Building System Investments

In FY2024, we are proposing a \$6.2 million investment in ITS governance, risk, compliance management, private and public cloud upgrades & data storage capacity, and ITS data center network infrastructure upgrades.

Impact of FY2024 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. Below we describe the capital project categories and their potential impact.

Facility Needs

Addressing facility needs helps the District reduce costs associated with frequent repairs to aging roofs, windows, and boiler systems, which are often funded through our general operating budget. This, in turn, frees up operating dollars that can be reallocated for instruction, support, and other district expenses. In addition, replacing roofs and mechanical systems with more energy-efficient solutions can reduce our energy consumption and other utility costs.

Educational Programming, Interior Renovations, and Site Improvements

Investments in educational programming that convert or improve existing space 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 requiring new construction, build-outs, or adding physical space to an existing building, such as a science lab 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 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 FY2024, 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 period, the remaining \$100 million would carry forward in the Fund Balance for use during the following fiscal year.

Table 2: FY2022 - FY2024 Summary of Capital Projects Funds (\$ in Millions)

	FY2022 Actual	FY2023 Estimate	FY2024 Budget
Beginning-Year Fund Balance	\$188.8	\$163.7	\$152.2
Revenues			
Local	\$32.7	\$59.5	\$82.0
State	\$13.8	\$28.3	\$17.1
Federal	\$10.7	\$0.0	\$4.0
Interest & Investment Earnings	\$0.4	\$0.0	\$0.0
Bond Proceeds	\$543.5	\$450.0	\$500.0
Total Revenue	\$601.1	\$537.8	\$603.1
Expenditures			
Capital Outlay	\$626.2	\$549.3	\$500.0
Ending Fund Balance	\$163.7	\$152.2	\$255.3

Five-Year Capital Plan

The CPS FY2024 capital budget will follow a different trajectory than in previous years. To ensure that all schools are ready to receive students on day one of the new school year, CPS will seek to pass a scaled-down \$155 million capital plan in June of 2023 to address immediate facility needs, including emergency repairs. The FY2024 capital plan provides funding in five main areas: critical facility needs,

interior improvements, programmatic investments, site improvements, and IT upgrades.

The District will soon launch a comprehensive review of all facility needs that will include robust stakeholder engagement to develop an Educational Facilities Master Plan. A supplemental FY2024 capital plan with funding identified for priority projects will be released later in the 2023-24 school year once this process is complete.

CPS' five-year capital plan will include further investments in deferred maintenance, targeted site improvements, and emergency projects. Future projects will be determined by assessed need, district educational priorities, and an equitable distribution of available funding. CPS intends to target approximately \$553 million in annual capital funding in fiscal years 2025 through 2028 as part of its five-year capital investment strategy.

Table 3: Five-Year Capital Plan (\$ in Millions)

Budget Category	FY2025 Budget	FY2026 Budget	FY2027 Budget	FY2028 Budget
Facility Needs	\$355.0	\$355.0	\$355.0	\$355.0
Interior Improvements	\$10.0	\$10.0	\$10.0	\$10.0
Programmatic Investments	\$120.0	\$120.0	\$120.0	\$120.0
IT, Security, and Other Investments	\$12.0	\$12.0	\$12.0	\$12.0
Site Improvements	\$30.0	\$30.0	\$30.0	\$30.0
Capital Project Support Services	\$26.0	\$26.0	\$26.0	\$26.0
Total Capital Plan	\$553.0	\$553.0	\$553.0	\$553.0

Debt Overview

The Chicago Board of Education (Board) is authorized by state law to issue notes and bonds, enter into lease agreements for capital improvement projects, and assist in the management of cash flow and liquidity. As of June 1, 2023, the Board has approximately \$8.9 billion of outstanding long-term debt and no outstanding short-term debt. FY2024 includes appropriations of \$785 million for long-term debt service payments. Approximately \$19.5 million of appropriations for interest on short-term debt is included in the operating budget.

Capital Improvements and Debt

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 the 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 the expansion of full-day pre-k and other high-quality programs. Bonds are debt instruments that are similar to a loan, requiring annual principal and interest payments.

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. As of June 1, 2023, all CPS outstanding long-term debt is fixed rate.

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 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. CPS issues two types of long-term debt: Alternate Revenue General Obligation bonds and Capital Improvement Tax bonds.

Alternate Revenue General Obligation Bonds

Similar to most Illinois 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 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 supports CPS alternate revenue bonds is one of the following: Evidence Based Funding (EBF) from the State of Illinois (known as "General State Aid" prior to FY2018), Personal Property Replacement Taxes (PPRT), revenues derived from intergovernmental agreements (IGAs) with the City of Chicago, and federal interest subsidies. The majority of CPS bonds are backed by EBF. In FY2024, approximately \$503 million in EBF revenues will be required for debt service, compared to \$502 million in FY2023 and \$480 million in FY2022. In addition to debt service funded by EBF, \$40 million of debt service will be paid from PPRT in FY2024. 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 IGAs.

CPS has benefited from issuing bonds with federal interest subsidies, resulting in a very low cost of borrowing. These include Qualified School Construction Bonds (QSCBs) and Build America Bonds (BABs) created by the American Recovery and Reinvestment Act of 2009 (ARRA). The FY2024 budget includes \$24 million of federal subsidies for debt service.

The second revenue source for all CPS Alternate Revenue GO bonds is a property tax levy that 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.

Capital Improvement Tax Bonds

In FY2016, CPS began levying a Capital Improvement Tax (CIT) levy to fund capital projects. As of June 1, 2023, CPS has sold three series of CIT bonds, and the total amount of outstanding CIT bonds is \$1.4 billion.

The FY2024 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.

Tax Anticipation Notes

In recent fiscal years, the Board has relied on short-term borrowing to fund operations and liquidity. These short-term borrowings have primarily consisted of the issuance of tax anticipation notes (TANs), payable from the collection of education fund real estate property taxes levied by the Board for a given year.

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, just as 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 rating.

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 FY2023, CPS received a general obligation credit rating upgrade from Standard & Poor’s (BB+). Additionally, Moody’s revised the outlook on its Ba2 rating from Stable to Positive.

In addition to the CPS GO 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.

**Table 1: Credit Ratings History
(as of June 1, 2023)**

Credit Rating	General Obligation				Capital Improvement Tax		
	Rater	KBRA*	Fitch	S&P	Moody’s	Fitch	KBRA
Current		BBB	BB+	BB+	Ba2	A	BBB+
FY22		BBB	BB+	BB	Ba2	A	BBB+
FY21		BBB-	BB	BB	Ba3	A-	BBB
FY20		BBB-	BB	BB-	B1	A	BBB
FY19		BBB-	BB-	B+	B2	A	BBB
FY18		BBB-	BB-	B	B3	A	BBB
FY17		BBB-	BB-	B	B3	A	BBB
FY16		BBB-	B+	BB	B2	A	BBB
FY15		BBB+	BBB-	A-	Ba3		
FY14			A-	A+	Baa1		
FY13			A-	A+	A3		

*KBRA rates GO bond series issued from 2016 to 2019 one notch higher than the underlying General Obligation credit (currently BBB+).

FY2024 Liquidity and Short-term Borrowing

It is anticipated that the Board will issue Educational Purposes TANs in FY2024 to fund operating liquidity and cash flow needs similar to prior fiscal years. For the last several years, the Board has closed on multiple annual series of TANs for working capital purposes. The TANs were issued as either public sales or direct placement with investors. The initial issuance of TANs typically occurs in the fall or winter. Subsequently, the principal amount of TANs outstanding increased with cash flow needs and has typically peaked initially in February due to the annual debt service deposit for the Board's alternate revenue bonds required on February 15. The collection of the first installment of property taxes has historically improved the Board's cash position and resulted in a repayment of a portion of the Board's outstanding TANs. A second peak is typically experienced in July, due to additional cash needs and the Board's annual pension contribution required on June 30. TANs are typically repaid fully in August with the collections of the second installment of property taxes. However, in FY2023, Cook County delayed the collection of second installment property taxes until December 30, necessitating additional TANs borrowing by CPS. The FY2024 operating budget includes appropriations of approximately \$19.5 million to pay debt service on TANs.

FY2024 Debt Service Costs

As shown in the table below, FY2024 includes total appropriations of approximately \$785 million for long-term alternate bonds and CIT bonds. Of this total, approximately \$543 million will be funded from operating revenues. In addition, approximately \$19.5 million of total appropriations are budgeted for TANs interest within the operating fund.

CPS is required to set aside long-term debt service one year in advance for EBF-funded debt and one-and-a-half years in advance for PPRT and CIT bond-funded debt service. The FY2024 revenues shown in the following table for debt service 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 FY2024 will be paid from revenues set aside in FY2023. Table 2 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 2: FY2022-2024 Summary of Long-Term Debt Service Funds¹
(\$ in Millions)

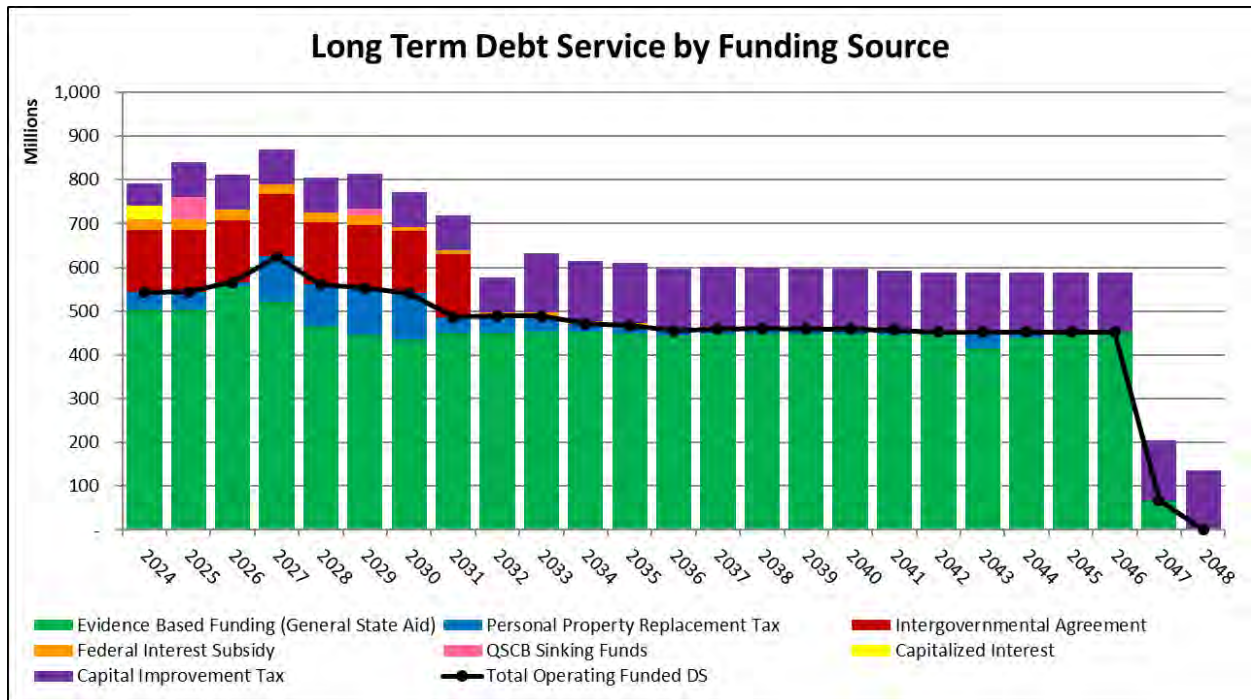
	FY2022	FY2023	FY2024
	Actual	Estimated	Budget
Beginning Fund Balance	833.6	869.0	910.5
Revenues:			
Evidence-Based Funding (State Aid)	480.3	501.7	503.0
Personal Property Replacement Tax	39.4	39.4	40.4
Intergovernmental Agreements	153.0	142.3	142.3
Federal Interest Subsidy	18.6	24.6	24.4
Capital Improvement Tax	50.8	51.1	51.1
Interest Earnings	(14.7)	12.0	16.0
Total Revenue	727.5	771.1	777.3
Expenses:			
Existing Bond Principal payment	198.6	259.2	256.7
Existing Bond Interest payment	515.1	509.7	528.3
Fees	0.5	0.5	0.5
Total Existing Bond Debt Service	714.2	769.4	785.5
Other Financing Sources			
Net Amounts from Debt Issuances	22.1	39.8	0.0
Transfers in /(out)	0.0	0.0	0.0
Total other Financing Sources /(Uses)	22.1	39.8	0.0
Ending Fund Balance	869.0	910.5	902.3

¹ FY2023 and FY2024 were estimated as of June 1, 2023. This includes long-term debt only. Interest on TANs is included in the Operating Fund budget.

Future Debt Service Profile

The following graph illustrates CPS’ debt obligations on outstanding long-term bonds as of June 1, 2023. This graph does not show the impact of short-term TAN borrowings to support operating fund liquidity or any future bonds required to support future capital budgets or debt restructuring.

**Chart 1: CPS Debt Service Funding Schedule
(as of June 1, 2023)**



Note: Does not include future long-term bond financings or current or 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 outstanding debt 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 general obligation 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. The Board currently has no outstanding property tax-backed general obligation debt that counts toward the 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 FY2022 Annual Comprehensive Financial Report, general obligation debt per capita is \$2,781. 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.

Table 3: Outstanding Long-Term Debt
(in \$ as of June 1, 2023)

Description	Closing Date	Maturity Date	Principal Outstanding	Pledged Funding Source for Debt Service
ULT GO Series 1998B-1*	10/28/98	12/01/31	\$151,929,200	IGA / PPRT
ULT GO Series 1999A*	02/25/99	12/01/31	202,343,014	IGA / PPRT
ULT GO Series 2005A	06/27/05	12/01/32	115,920,000	EBF
ULT GO BAB Series 2009E	09/24/09	12/01/39	474,760,000	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 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	258,890,000	EBF
ULT GO Series 2017D	11/30/17	12/01/31	57,185,000	EBF
ULT GO Series 2017F	11/30/17	12/01/24	69,395,000	IGA
ULT GO Series 2017G	11/30/17	12/01/44	126,500,000	EBF / PPRT
ULT GO Series 2017H	11/30/17	12/01/46	280,000,000	EBF / PPRT / IGA
ULT GO Series 2018A	06/01/18	12/01/35	483,380,000	EBF
ULT GO Series 2018C	12/13/18	12/01/32	377,560,000	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	116,395,000	EBF
ULT GO Series 2021A	02/11/21	12/01/41	450,000,000	EBF / IGA
ULT GO Series 2021B	02/11/21	12/01/36	100,975,000	EBF
ULT GO Series 2022A	02/01/22	12/01/47	500,000,000	EBF
ULT GO Series 2022B	02/01/22	12/01/41	363,450,000	EBF
CIT Series 2023	03/09/23	04/01/48	520,835,000	CIT
Total Principal Outstanding			\$8,951,431,087	

*Outstanding principal excludes accreted interest.

Table 4: Outstanding Short-Term Debt
(in \$ as of June 1, 2023)

Description	Maturity Date	Principal Outstanding	Pledged Funding Source for Debt Service
Tax Anticipation Notes, Series 2022A	12/29/23*	\$0	Ed Fund Property Tax
Tax Anticipation Notes, Series 2022B	12/29/23*	0	Ed Fund Property Tax

Total Principal Outstanding		\$0
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Note: The maturity date of all 2022 TANs is the earlier of (A) December 29, 2023 or (B) the 60th day following the Tax Penalty Date. As of June 1, 2023, there was no short-term debt outstanding or issued from the authorized 2022 TANs with a capacity of \$950 million remaining.

**Table 5: Schedule of General Obligation Debt Service
Budgeted Requirements to Maturity*
(as of June 1, 2023)
(\$ in Thousands)**

Fiscal Year ending June 30	GO Bond Principal	GO Bond Interest	Total GO Bond Debt Service
2024	\$267,283	\$442,907	\$710,190
2025	323,272	438,508	761,780
2026	305,942	426,505	732,447
2027	302,547	487,846	790,393
2028	282,964	443,006	725,970
2029	292,236	441,366	733,602
2030	277,139	415,993	693,132
2031	263,066	374,967	638,033
2032	238,025	259,139	497,164
2033	250,345	246,440	496,785
2034	242,500	235,578	478,078
2035	253,530	220,032	473,562
2036	261,350	200,354	461,704
2037	272,480	191,975	464,455
2038	285,640	178,081	463,721
2039	299,500	162,523	462,023

2040	314,655	146,197	460,852
2041	328,395	128,017	456,412
2042	350,114	101,668	451,782
2043	355,583	96,195	451,778
2044	385,143	66,637	451,780
2045	403,776	48,004	451,780
2046	425,560	26,220	451,780
2047	65,000	2,850	67,850
TOTAL	\$7,046,045	\$5,781,008	\$12,827,053

Note: This table is based on budgeted debt service requirements to be deposited within each fiscal year. Interest amounts are net of capitalized interest. Excludes issues completed after June 1, 2023 and any future anticipated transactions that are included in the FY2024 budget.

**Table 6: Schedule of Capital Improvement Tax Debt Service
Budgeted Requirements to Maturity*
(as of June 1, 2023)
(\$ in Thousands)**

Fiscal Year ending June 30	CIT Bond Principal	CIT Bond Interest	Total CIT Bond Debt Service
2024	-	\$51,084	\$51,084
2025	-	79,703	79,703
2026	-	79,703	79,703
2027	-	79,703	79,703
2028	-	79,703	79,703
2029	-	79,703	79,703
2030	-	79,703	79,703
2031	-	79,703	79,703
2032	-	79,703	79,703
2033	56,215	79,703	135,918

2034	59,320	76,596	135,916
2035	62,600	73,317	135,917
2036	66,060	69,857	135,917
2037	69,855	66,060	135,915
2038	73,830	62,087	135,917
2039	77,985	57,931	135,916
2040	82,425	53,494	135,919
2041	87,115	48,802	135,917
2042	92,025	43,894	135,919
2043	97,320	38,599	135,919
2044	102,920	32,998	135,918
2045	108,725	27,193	135,918
2046	114,855	21,059	135,914
2047	121,540	14,379	135,919
2048	128,525	7,390	135,915
TOTAL	\$1,401,315	\$1,462,067	\$2,863,382

Note: This table is based on budgeted debt service requirements to be deposited within each fiscal year. Interest amounts are net of capitalized interest. Excludes issues completed after June 1, 2023 and any future anticipated transactions that are included in the FY2024 budget.

Chicago Public Schools (CPS) does not receive revenues when it pays expenses. As a result, CPS' cash flow experiences 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) occur just before major revenue receipts. These trends in revenues and expenditures put cash flow pressure on the District.

CPS continued to make progress on improving its cash flow during FY2023, and projects no Tax Anticipation Notes (TANs) will be outstanding at the end of the fiscal year. This is the second consecutive fiscal year with no TANs outstanding on June 30th. The second installment of property taxes for Tax Levy Year 2022 was delayed from August 1, 2022, to December 30, 2022, because of the County's implementation of a new computer system. This significant five-month change in the due date delayed approximately \$1.5 billion of revenues for the Board. In order to react to the delayed property tax revenues in FY23, the maximum TANs outstanding increased by \$300M compared to the prior year. CPS can continue to further decrease its reliance on TANs in FY24 if property tax bills are due on time.

In FY2023, approximately \$5.0 billion, or 69 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 \$1.5 billion of the first installment of property tax revenues. The annual Chicago Teachers' Pension Fund (CTPF) pension payment must be made by the end of the fiscal year in late June, just before CPS receives the second installment of property taxes.

Historically, approximately 58 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 33 percent of the Board's budgeted expenditures. The timing of these payments is relatively predictable and spread throughout the fiscal year. Approximately 19 percent of budget revenues, which flow through the operating account, comprise debt service, annual pension payments, and interest on short-term debt.

Most organizations set aside cash reserves to weather these peaks and valleys in cash flow. In the years prior to the revision of the state aid formula in FY2018, the Board depleted its cash reserves and has still been attempting to rebuild the balances. The Board ended FY2022 with a positive cash balance and no TANS outstanding for the first time in eight years and expects to build upon this in FY2023. However, more work is still needed as there is not enough cash on hand to last until property tax receipts are typically received in August.

Cash Inflows

CPS has four main sources of operating cash inflows: local, state, and federal revenues and working capital short-term borrowing.

- **Local Revenues:** Local revenues are largely made up of property taxes. In FY2023, CPS will

receive approximately \$3.63 billion of property taxes, of which \$2.8 billion was issued to the Board's operating fund, \$552 million was distributed to the CTPF through the pension levy, and \$56 million was 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 \$1.5 billion was due April 3 and was received into the main operating account in late March and April. The second installment of approximately \$1.4 billion is anticipated to be received past July or August, depending on the deadline. In FY2022, the second installment tax penalty date was moved to December 30, 2022, which caused approximately \$1.5 billion of property tax receipts to be delayed by approximately 150 days. Property tax receipts have grown from \$2,352 million in FY2012 to \$3,685 million in FY2023—a compounded growth rate of 3.8 percent.

- **State Revenues:** State revenues largely comprise Evidence-Based Funding (EBF) and state grants. EBF is received regularly from August through June in bi-monthly installments. In FY2023, EBF totaled approximately 71 percent of the state revenues budgeted 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 throughout the year, with the majority of them being received before June 30th.
- **Federal Revenues:** The state administers categorical grants on behalf of the federal government once grants are approved. As of May 19, 2023, CPS has received approximately \$876 million of ESSER III revenues in FY2023. Approximately 79 percent of this revenue was received before January 1, 2023.
- **Working Capital Short-Term Borrowing:** The District can issue short-term borrowing to address liquidity issues. Short-term borrowing allows the Board to borrow money to pay for expenditures when cash is unavailable and repay the borrowing when revenues become available. State statute allows CPS to issue this type of cash flow borrowing through TANs. In FY2023, CPS issued a maximum of \$1.15 billion in TANs to support liquidity. As of June 30, 2023, no TANs are projected to be outstanding for the second consecutive year. This improvement was caused by a combination of factors, including a higher fund balance, federal stimulus revenues, and other timing of revenues and expenditures. TANs are repaid from the District's operating property tax levy. To support liquidity in FY2024, CPS is prepared to issue TANs against the second installment of property taxes as needed, allowing the Board to maintain liquidity despite the uncertainty of the timing of the property tax revenues. Short-term borrowing requires that CPS pays interest on these bonds. In FY2024, the Board budgeted approximately \$19.5 million in interest costs for the TANs.

Cash 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:** Historically, approximately \$4.1 billion of CPS' expenditures are payroll and associated taxes, withholding, and employee contributions. These payments occur every other week, and most expenditures are paid from September through July. Approximately \$2.8 billion

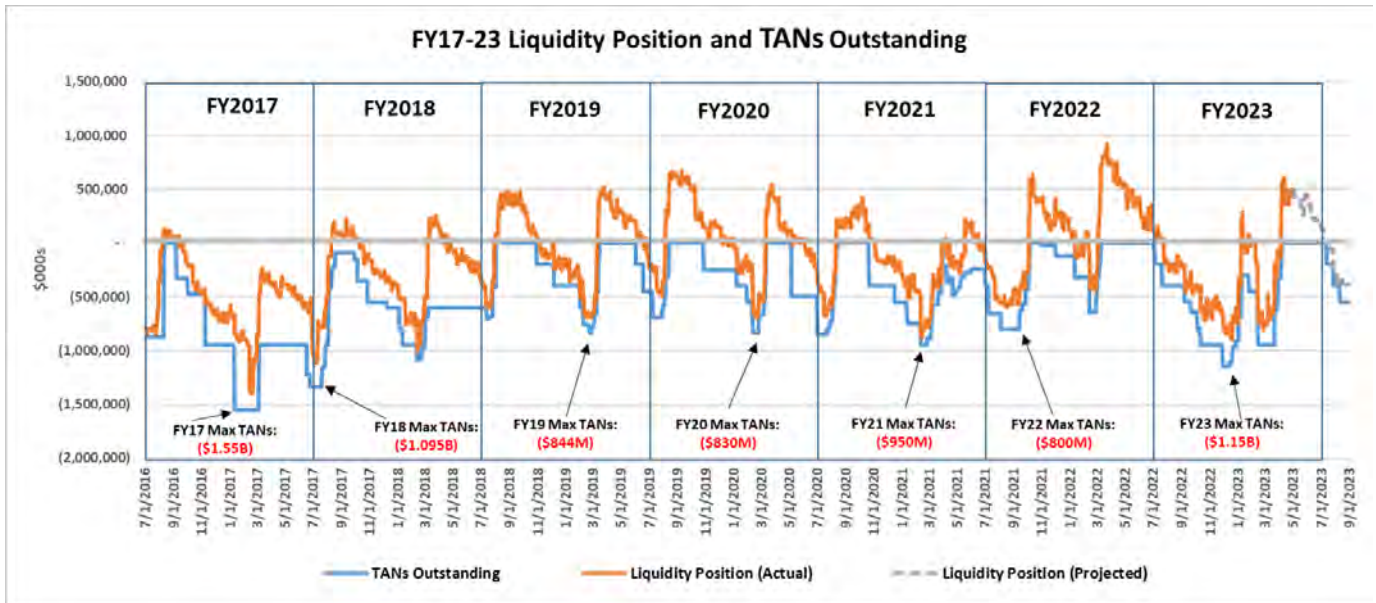
of CPS vendor expenses are also relatively stable across the year.

- Debt:** Long-Term debt service is deposited into debt service funds managed by independent bond trustees. These debt service deposits are backed by EBF and are deposited once a year. In FY2023, the debt service deposit from EBF was approximately \$502 million in mid-February. The timing of this debt service deposit comes just before CPS received approximately \$1.5 billion in property tax revenues. The remainder of the bonds are paid by personal property replacement taxes and/or property taxes deposited directly with the trustee, meaning they do not pass through the District’s operating fund from a cash perspective. The bond documents dictate the timing and amount of these payments. 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 FY2023, no contribution from operating funds is anticipated to be made to the CTPF by June 30, 2023, due to a favorable investment return by the fund in their previous fiscal year. Approximately \$12 million of pension payments were made to the CTPF previously during FY2023. In FY2023, a dedicated pension levy will directly intercept \$552 million in revenue to the CTPF—these revenues do not pass through the District’s operating funds from a cash perspective. FY2023 will mark the first time that the dedicated pension levy and state funding for pensions will cover the entirety of CPS’ obligation. However, a significant increase to the certified cost in FY2024 will force the district to divert unrestricted revenues once again to cover a portion of the cost. (See the Pensions chapter for more detail on FY24 funding sources.) The Board contributed \$175 million in the spring of 2023 to the Municipal Employees’ Annuity and Benefit Fund (MEABF) due to the City no longer picking up CPS’ full employer pension costs.

Forecasted Liquidity

The chart below provides CPS’ liquidity profile from FY2017 to FY2023. As shown in the chart below, the liquidity position is positive at the end of the fiscal year.

Chart 1: FY2017–FY2023 Operating Liquidity Position



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 (Board) 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. CPS uses governmental funds that have been historically divided into four types: General Fund, Special Revenue Funds, Capital Projects Funds, and Debt Service Funds.

In order to maintain internal controls and 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	General Fund	
	Education Funds	114, 115, 124
	Building Operations and Maintenance Fund	230
Operating Fund	Special Revenue Funds	
	CTPF Pension Levy Fund	129
	Tort Fund	210
	IDEA Fund	220
	Lunchroom	312–314
	Other Grant Funds	324–370
Capital Projects Funds	Capital Projects Funds	401–499
Debt Service Funds	Debt Service Funds	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 Funds and the Operations and Maintenance Fund.

- **Education Funds (114, 115, 124)** are used to account for the revenues and expenditures of the educational and service programs that are not accounted for in any other funds. They include 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 Funds contain the Special Education Fund (114), Regular Education Fund (115), 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 other funds.
- **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 (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 (129, 210, 220, 312, 314, 324–370)

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 CTPF Pension Levy Fund, Workers' Compensation/Tort Fund, School Lunch Funds, and Federal and State Grant Funds.

- **CTPF Pension Levy Fund (129)** accounts for payments to the Chicago Teachers' Pension Fund (CTPF) from funds collected through the District's teacher pension levy. Property tax collections for the teacher pension levy are paid directly to the CTPF by the County Treasurer.
- **Workers' Compensation/Tort 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 (312, 314)** account for school breakfast, lunch, after-school snacks, and after-school meals for all children who participate in the programs during the school year and summer. 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 (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 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 (514–699)

The Board is authorized by state law to issue notes and bonds and 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 (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 (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 (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.

Residents of Chicago

City of Chicago
Mayor Brandon Johnson

Board of Education
President Miguel del Valle

William Fletcher
Inspector General

Pedro Martinez
Chief Executive Officer

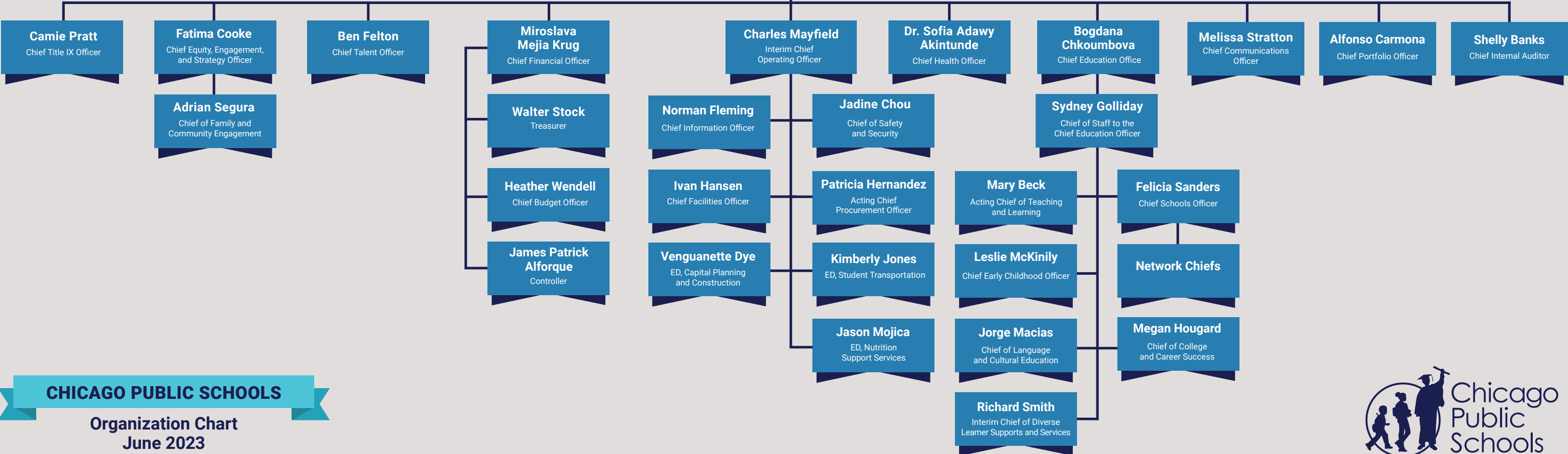
Ruchi Verma
General Counsel

Lauro Roman
Chief of Staff

Kaitlyn Girard
Chief Labor Relations Officer

Chuck Swirsky
Senior Advisor to the CEO

Seth Rau
Senior Advisor to the CEO



CHICAGO PUBLIC SCHOOLS
Organization Chart
June 2023



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, and logistics business communities.

The economy of Chicago and the region remains large and diverse, boasting a strong foundation of physical, 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 1.1 million households in Chicago, the third largest city in the United States.¹ An estimated 20.4 percent of the city's population is under 18 years old.

CHICAGO PUBLIC SCHOOLS ENROLLMENT

Chicago Public Schools (CPS) is the nation's fourth-largest school district. In the 2022–23 school year, CPS enrollment was 322,106, a decline of 8,305 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 school districts in the rest of the state.

Race and Ethnicity: 46.5 percent of CPS students are Hispanic, 35.8 percent are African American, 11.0 percent are White, 4.4 percent are Asian, and 2.3 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. 72,029 CPS students were English learners during the 2022–23 school year, which is 22.4 percent of the District's total student enrollment.

Income and Poverty: CPS students are disproportionately low-income as compared to the rest of the state. Students ages 3 to 17 meet the low-income criteria if they receive or live in households that receive public aid from SNAP (Supplemental Nutrition Assistance Program) or TANF (Targeted Assistance for Needy Families); are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets United States Department of Agriculture guidelines to receive free or reduced-price meals. There are 234,283 students that qualify as low-income based on Family Income Information Form submissions, representing over 72 percent of the CPS student population.

¹ As of the 2020 US Census.

Table 1: CPS Enrollment 2013 - 2023

	Fall 2013 (FY14)	Fall 2014 (FY15)	Fall 2015 (FY16)	Fall 2016 (FY17)	Fall 2017 (FY18)	Fall 2018 (FY19)	Fall 2019 (FY20)	Fall 2020 (FY21)	Fall 2021 (FY22)	Fall 2022 (FY23)
School- based PK*	23,671	22,873	22,555	20,673	19,441	17,668	17,492	11,494	15,430	16,403
Elementary Schools (K-8)	264,845	261,803	258,563	251,623	244,589	237,779	232,931	223,967	210,278	203,308
High schools (9-12)	112,029	112,007	111,167	109,053	107,352	105,867	104,733	105,197	104,703	102,270
Total Enrollment	400,545	396,683	392,285	381,349	371,382	361,314	355,156	340,658	330,411	321,981

Appendix B School Funding Formulas

Appendix B details the funding formulas used to allocate resources to schools. The appendix is organized in the following sections:

- District-run 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
- Allocations of other discretionary funds to District-run and charter 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)

DISTRICT SCHOOLS

STUDENT-BASED BUDGETING (SBB)

SBB is a per-pupil funding allocation based on student grade level and learning category. Along with supplemental aid, this discretionary funding source is unrestricted and often used to provide core instruction.

For FY2024, the per-pupil base rate increased to \$5,147.57 from the FY2023 rate of \$4,973.50, an increase of 3.5 percent to reflect the cost of teacher cost of living adjustments. The base rate is allocated for students in grades 4–8. Students in grades K–3 receive a weight of 1.07, or seven percent higher than the base rate. This rate reflects the District’s priority of smaller class sizes in early grades. High school students receive a weight of 1.24, or 24 percent higher than the base rate. This rate provides additional per-pupil funds in order to support the required two preparation periods for educators at the high school level. Pre-K students are funded outside of the SBB formula.

Per-pupil funds are also weighted based on a student’s learning environment. Diverse learners are required to receive instruction in the least restrictive environment (LRE), which means they should remain in a general education classroom whenever possible. A diverse learner’s LRE category is based on how much time a student spends each school day learning outside of the general education classroom. The portion of time spent outside of the classroom corresponds with the student’s LRE category.

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%

Elementary LRE 1 and LRE 2 students receive a significant portion of core instruction in the general education classroom and therefore 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 they receive instruction in core subject areas from diverse learner teachers, resourced through the Office of Diverse Learner Supports and Services (ODLSS), 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 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 diverse learner funding is included later in this chapter.

Table 2: FY2024 SBB Rates

Enrollment Category	SBB Weighting	SBB Rates
K–3 Gen Ed / LRE 1 / LRE 2	1.07	\$5,507.90
4–8 Gen Ed / LRE 1 / LRE 2	1.00	\$5,147.57
9–12 Gen Ed / LRE 1	1.24	\$6,382.99
K–3 LRE 3	40% of 1.07	\$2,203.16
4–8 LRE 3	40% of 1.00	\$2,059.03
9–12 LRE 2	70% of 1.24	\$4,468.09
9–12 LRE 3	40% of 1.24	\$2,553.20

Total Amount of SBB Allocation

For FY2024, the SBB per-pupil allocation is \$1.37 billion, which is a \$2.1 million decrease from the FY2023 budget, reflecting the District’s strategy to shift funding toward allocations that better consider school need.

Table 3: Distribution of SBB Allocation for FY2023 and FY2024 (\$ in Thousands)

	FY2023	FY2024
SBB Per-Pupil Allocation	\$1,375,511	\$1,373,441

Enrollment Count for SBB Per-Pupil Funding and Fall Adjustments

Since fiscal year 2019, the 20th day enrollment of the prior school year is used to calculate a school’s per-pupil SBB allocation.

As in the previous three fiscal years, if a school’s fall 2023 enrollment exceeds the 20th day enrollment from fall 2022, additional per-pupil SBB funding will be allocated.

The following rules apply to the counting of 20th day enrollment for funding purposes:

- Official enrollment counts are based on enrollment data collected by the District’s 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 the 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 may be retroactively excluded from the enrollment count, and the school’s funding shall be adjusted accordingly.

Local Discretionary Funds Distributed in Addition to the SBB Enrollment-Based, Per-Pupil Rate

Instructional FTE (Teacher) Positions

The FY2024 budget includes \$104 million to fund 943 full-time teacher positions - over and above all other funding allocations - to support District schools in meeting instructional priorities. This funding will utilize the CPS Office of Equity’s Opportunity Index metric to ensure alignment with levels of need across schools.

Positions have been allocated to schools according to the following methodology.

		Fall 2022 enrollment		
		0 to 600	601 to 1200	1201+
Opportunity index score	20 to 49	1.0 FTE	2.0 FTE	3.0 FTE
	50+	2.0 FTE	3.0 FTE	4.0 FTE

Equity Grants

For FY2024, CPS allocated over \$55 million in equity grant funding to 219 elementary schools and 38

high schools. This funding is allocated to schools experiencing year-over-year decline or low enrollment. Bolstering the funds of schools with low enrollment ensures that students who attend small schools have access to instructional support, academic programming, and after-school activities, similar to students attending large schools. Schools below a specific enrollment threshold (450 for elementary schools and 600 for high schools) and with a school capacity status of “underutilized” are allocated \$1,000 for elementary schools and \$1,500 for high schools for every student below that enrollment threshold. Information on utilization standards can be found [here](#). Schools received equity grant funding based on the CPS Office of Equity’s Opportunity Index. The index identifies high-need schools based on a variety of factors including income, diverse learner populations, community life expectancy, and teacher retention to better target resources for schools in greatest need.

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 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. 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.

Multiple Building Adjustment

Schools with one or two branches that are a significant distance from the main school building receive the multiple building adjustment. Schools receive a school clerk position to provide administrative support at the additional building. For FY2024, 29 schools received this additional allocation.

The total cost of the FY2024 multiple building adjustment in District-run schools is \$2.7 million.

Loss Cap Funding

To prevent drastic financial impacts on schools experiencing losses in local funding due to dropping enrollment, in FY2024 CPS allocated \$11.3 million for a loss cap, which prevents any schools from losing more than three percent of their local funding from FY2023 to FY2024.

Additional Funding for Schools with Growth in English Learners

In SY22-23, the District experienced significant growth in English Learner students, most of which occurred following the fall 20th day count used for initial FY2024 SBB allocations. To support schools that have experienced growth in English learners, the District has provided 86 schools with \$8 million in funding as part of their initial budget.

Foundation Positions

Every District school is allocated three foundation positions—one principal, one counselor, and one clerk—in addition to the school’s SBB per-pupil allocation. The total cost of foundation positions in District-run schools in FY2024 is \$223 million.

ALLOCATIONS OF SPECIAL EDUCATION TEACHERS AND PARAPROFESSIONALS

Diverse Learner Allocation

In FY2024, schools received an allocation of centrally-funded special education teachers and paraprofessionals to serve diverse learners outside of cluster programs.

A school’s FY2024 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 school’s special education population as of spring 2023. 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 4: Cluster Allocations

Type of Cluster Program	No. of Teachers	No. of Paraprofessionals
Mild or Moderate	1	2
Severe or Profound	1	3
Deaf or 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 FY2024, OLCE updated the allocation of supplemental bilingual teachers based on the allocation model introduced in FY2016. An additional \$4.9 million in resources was dedicated to English language learner resources, allowing schools with EL enrollment of 50-99 students to move from a 0.5 FTE to a 1.0 FTE allocation.

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 5: Supplemental Bilingual Position Allocations for District-Run Schools

EL Enrollment	600 +	50-599	20-49	Less than 20
Supplemental Position (EL Resource Teacher)	2.0 SUP TBE/TPI teaching	1.0 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 1.0 supplemental (SUP) DLC position.			
Bilingual Advisory Committee Funding	\$1,250	\$1,250	\$1,250	-
EL After School Tutoring (EL Grades 2-8, 9-12)	\$5,500	\$5,500	\$5,500	-
ELPT Annual Stipend	\$3,000	\$2,500	\$1,000	\$1,000

Forty schools received a position allocation, based on program enrollment, to support dual language programs in FY2024.

Additionally, OLCE provides Title III funding to support after-school tutoring programs to provide bilingual and English as a second language (ESL) academic support for EL students.

- 203 schools are eligible to apply for the \$5,500 tutoring funds.
- 42 schools are eligible for \$10,000 to support the implementation of dual language and EL regional gifted programs.
- 474 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.
- 315 schools are eligible to receive \$1,250 in Bilingual Advisory Committee (BAC) funds once they submit proof that they have established a BAC.

GENERAL EDUCATION ALLOCATIONS TO SPECIALTY AND ALTERNATIVE SCHOOLS

Specialty Schools

Within the District, 12 specialty schools and the CPS Virtual Academy primarily serve students with significant diverse learning needs; five 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 are:

- 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 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 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.

ALLOCATIONS OF OTHER DISCRETIONARY FUNDS TO ALL SCHOOLS

Supplemental Aid

As part of the FY2024 budget, District-run schools, charter schools, contract schools, and Alternative Learning Opportunity Programs (ALOPs) receive supplemental aid funding for pre-k–12 students. For District-run schools, supplemental aid funds can be budgeted at the principal’s discretion. The calculation for allocating these funds is based on the number of students who are identified as coming from households with incomes that qualify the student for free or reduced lunch. The ratio of students eligible for free or reduced meals (FRM) to the total number of students enrolled is then applied to the total enrollment, effectively calculating the number of students eligible to receive a per-pupil rate. In FY2024 the rate was \$1,061, up from \$1,025 in FY2023.

Every Student Succeeds Act (ESSA) Title I - School-Based Discretionary Allocations

The federal Department of Education provides funds for all students in any type of school through the Every Student Succeeds Act (ESSA). This funding targets resources to schools with high populations of students from low-income households, in order to provide supplemental funding to districts across the country.

Title I is a progressive allocation in that the amount of per-pupil funding for the calculated number of Title I students increases for schools with higher concentrations of students from low-income households. To determine what the per-pupil rate at each school will be, a poverty index is calculated. Effectively, the greater the poverty index, the greater the per-pupil rate for the calculated number of

eligible students at each school. Title I funds flow through the Illinois State Board of Education (ISBE) and, per the state grant requirement, schools that have an index of 40 or greater are eligible to receive a per-pupil allocation. Due to the variety of factors that result in an individual school allocation, it is not uncommon for schools to see variation in their annual Title I school-based discretionary allocation.

To calculate the poverty index, a ratio is determined using the number of students who qualify for free and reduced lunch or Temporary Assistance for Needy Families (TANF) and the number of students enrolled at a school. Student enrollment in these two categories is weighted, and because qualification for FRM status has fewer requirements than qualifying for TANF, a higher weight is placed on the free and reduced population to allocate more resources to students in this group.

Poverty rate calculations for Title I are different from the poverty percentages used to calculate supplemental aid. Supplemental aid considers only the number of students who qualify for free and reduced meals while Title I allocations consider the number of students who qualify for TANF and weights both household income metrics. Supplemental aid does not tier the amount of per-pupil funding a school receives, and there is no eligibility threshold for supplemental aid like for Title I.

CHARTER SCHOOLS, CONTRACT SCHOOLS, ALTERNATIVE LEARNING OPPORTUNITY PROGRAMS (ALOPs), AND SAFE SCHOOLS

STUDENT-BASED BUDGETING (SBB)

Like most District-run 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-run 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 6: Calculation of Modified SBB Base Rate for Charter Schools, Contract Schools, and ALOPs

	FY2024 District School Allocation	District School Enrollment	Per-Pupil Equivalent
Foundation Positions	\$222,602,059	249,660	\$891.62
Instructional Support	\$104,417,555	249,660	\$418.24
SBB Loss Cap	\$11,318,416	249,660	\$45.34
Teacher Salary Adjustment	\$31,281,280	249,660	\$125.30
Multiple Building Adjustment	\$2,661,648	249,660	\$10.66
Equity Grant	\$55,204,600	249,660	\$221.12
Per-Pupil Equivalent for Contract/ALOP	\$427,485,558	249,660	\$1,712.27
District School Base Rate			\$5,147.57

Modified Charter/Contract/ALOP Base Rate			\$6,859.84
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The modified SBB base rate for charter schools, contract schools, and ALOPs is applied using the same weights as used for District-run schools, as outlined in Table 7.

Table 7: FY2024 SBB Rates for Charter Schools, Contract Schools, and ALOPs

Enrollment Category	SBB Weighting*	SBB Rates with Equivalents
K–3 General Education / LRE 1 / LRE 2	1.07	\$7,220.17
4–8 General Education / LRE 1 / LRE 2	1.00	\$6,859.84
9–12 General Education / LRE 1	1.24	\$8,095.26
K–3 LRE 3	40% of 1.07	\$3,915.43
4–8 LRE 3	40% of 1.00	\$3,771.30
9–12 LRE 2	70% of 1.24	\$6,180.36
9–12 LRE 3	40% of 1.24	\$4,265.47

*SBB weighting is applied to the district base rate of \$5,147.57 prior to the adjustment of \$1,712.27 per pupil.

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-run 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 8: FY2024 Non-SBB Allocation

	FY2024 Budget (in \$ thousands)
General Funds Excluding Special Education (Funds 115, 129, 210, 230)	\$4,999,405
Less SBB (Includes foundation positions, teacher salary adjustment, multiple buildings adjustment, equity grants, and other local investments)	\$2,303,446

Less Supplemental Aid	\$258,138
Less State Bilingual Funding	\$50,995
Less District-Wide Shared Obligations	\$1,500,263
Amount of Non-SBB to be Distributed on Per-Pupil Basis	\$886,564

Table 9 lists the District-wide shared obligations that are not included in the non-SBB allocation:

Table 9: District-wide Shared Obligations

	FY2023 Budget (in \$ thousands)
District Pension Liability	\$947,951
Facilities Supplement for Charter/Contract/ALOP	\$92,495
Interest on Short-Term Debt	\$19,500
Core Instruction for Options, Specialty, Safe Schools	\$10,599
Real Estate Leases	\$18,511
Risk Management/Insurance	\$27,995
Transportation/Drivers Ed	\$3,163
Early Childhood (funded with General Funds)	\$100,597
New and Expansion Schools/School Transition	\$1,000
Offsetting revenue from Charters, JROTC, and E-Rate	\$70,831
Lunchroom costs (funded with General Funds)	\$9,621
Local Costs to be Covered by Federal Funding	\$25,000
Contingency	\$23,000
Vacancy Savings	\$150,000
Total District-Wide Shared Obligations	\$1,500,263

After removing the District-wide shared obligations, the non-SBB rate was based on an estimated non-SBB allocation of \$887 million. The non-SBB allocation includes the following categories of funding:

Table 10: FY2023 Non-SBB Allocation By Category

Category	Description	FY2023 Budget (in \$ thousands)
Operations	Operations and maintenance of school buildings, including the cost of engineers, custodians, utilities, repairs, and Central Office operations management	\$453,952
Security	Security guards in school buildings and Central Office management of security operations	\$86,549
IT Phone/Data Network	Telephone and high-speed data wiring and network infrastructure in school buildings	\$35,501
Central Services	Central admin services funded from local sources, other than operations, security, and IT phone/data	\$169,816
School-Based Programs	Funding for magnet, selective enrollment, IB, STEM, JROTC, and other programs that provide supplemental funding to schools from local funds	\$119,402
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.	\$(150,000)
Subtotal of Above Items		\$715,220
Non-SBB Tuition	Charter per-pupil share of the above spending categories	\$171,344
Total Non-SBB		\$886,564

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 and 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 FY2023 non-SBB base rate:

Table 11: Calculation of FY2024 Base Non-SBB Rate

Category	FY2024 Budget	Weighted Enrollment	Per-Pupil Amount
Facilities and Maintenance	\$453,952	288,906	\$1,571.28
Security	\$86,549	288,906	\$299.58
IT Phone/Data Network	\$35,501	288,906	\$122.88
Central Office	\$169,816	273,108	\$621.79
Programs at Schools	\$119,402	273,108	\$437.20
Vacancy Savings	(\$150,000)	273,108	(\$549.23)
Total	\$715,220		\$2,503.49

The following table shows the FY2023 non-SBB rates for all grade levels:

Table 12: FY2024 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	\$2,678.73	\$2,503.49	\$3,104.33

SUPPLEMENTAL FUNDING FOR SCHOOLS IN INDEPENDENT FACILITIES

In FY2024, charter school, contract school, and ALOP facilities not owned by CPS will receive a facility supplement of \$2,208 per pupil to cover the costs of renting or owning the school facility. The FY2024 rate reflects an increase of \$238 from the FY2023 rate of \$1,970, 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-run 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 cover these costs.

SPECIAL EDUCATION

Charter and Contract School Special Education Funding

In FY2024, charter and contract schools will receive a per-pupil allocation based on the number of students with IEPs at each school. Similar to District-run school allocations, a March 2023 enrollment snapshot was used to determine each school’s allocation for FY2024, based on the following rates:

Table 13: Special Education Per-Pupil Funding Rates

	LRE 1	LRE 2	LRE 3	504	Speech
Elementary School	\$13,132.77	\$15,759.31	\$19,699.14	\$2,678.06	\$3,427.92
High School	\$10,637.54	\$12,765.05	\$15,956.88	\$2,678.06	\$3,427.92

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 14: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Allocated teacher positions (license required)	\$98,822	\$120,785
Allocated paraprofessional (license required)	\$43,921	\$58,199
Clinician allocation (license required)	\$98,822	\$120,785

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 \$120,785 per year. The maximum reimbursement rate for all FTE special education teachers for each school is an average per-teacher reimbursement rate of \$98,822 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 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 \$58,199 per year. The maximum reimbursement rate for all FTE special education paraprofessionals for each school is an average per-paraprofessional reimbursement rate of \$43,921 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 Chicago Board of Education 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 \$120,785 per year. The maximum reimbursement rate for all FTE clinicians for each school is an average per-clinician reimbursement rate of \$98,822.
- 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 Chicago Board of Education and the Chicago Teachers Union.
- c. A case manager shall be deemed qualified if he or she has appropriate licenses and certifications as determined by the District. At least two years' experience in the field of special education is 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 15: Special Education Reimbursements

Position	Maximum for average position	Maximum for any individual position
Related service providers (license required)	\$98,822	\$120,785

ALLOCATIONS OF SUPPLEMENTAL BILINGUAL FUNDING FOR ENGLISH LEARNERS

Charter and contract schools, ALOPs, and Safe School programs (“charter schools” collectively) receive supplemental bilingual grant funding based on EL enrollment in the following tiered system:

Table 16: State Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2024 Supplemental Funding Allocation
1	100+ EL students enrolled	45	\$46,000
2	0 to 99 EL students enrolled	77	\$450 per EL student

Table 17: Federal Title III Funding for Charter Schools

Tier	EL Enrollment	No. of Schools	FY2024 Supplemental Funding Allocation
1	250+ EL students enrolled	12	\$46,000
2	0 to 249 EL students enrolled	110	\$85 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 18. The FY2024 rate for each charge is the same as the corresponding component in the calculation of the base non-SBB rate (see Table 11, above).

Table 18: Per-Pupil Rates for Facilities Charges

Deduction Type	FY2024 Rates
Facilities and Maintenance	\$1,571.28

Security	\$299.58
IT	\$122.88
Total Facilities Charge	\$1,993.74

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 FY2024. 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 19: 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.
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Appendix C Budget Process

The Chicago Board of Education (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. 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 proposed budget is available at 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 FY2024, CPS increased the SBB base rate by 3.5 percent to match the cost of living adjustments given to teachers as part of CPS' collective bargaining agreement. For the fifth consecutive year, school budget allocations were based on the prior school year's (SY2022–23) 20th day enrollment figures, rather than projected enrollment for the upcoming year. The FY2024 budget also includes significant central investments to support schools, including instructional coaching, technology, curriculum, summer and out-of-school time funding, and other initiatives to support District- and school-level priorities.

Department budgets were developed through rigorous engagement between CPS senior leadership and department leadership. The FY2024 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 central values and commitments as outlined in the [CPS Three-Year Blueprint](#).

In FY2023, CPS implemented a new budgeting tool named EPM for school and central office budgets. The EPM system maintained similar functionality to the Hyperion system used in prior years, but incorporated upgrades to user interface and functionality to support school users. FY2024 marked the second year of CPS' use of this budgeting system.

Budget Calendar

In the summer of 2022, the Office of Budget and Grants Management (OBGM) began the FY2024 budget planning process by developing revenue and expenditure assumptions for the upcoming fiscal year.

OBGM released school budgets and guidance to principals in April 2023. Throughout the spring of 2023, OBGM worked closely with schools and departments to develop their budget proposals and integrate them into the FY2024 proposed budget.

Public Involvement

The FY2024 CPS budget, and specifically FY2024 individual school budgets, continues to be informed by stakeholder engagement and public feedback.

This feedback built on the recommendations outlined in [this report](#), which was developed by a working group of various stakeholders, including parents; Chicago Teachers Union members; principals; school funding experts; and District, city, and state leaders. As outlined in the recommendations within the report, the work to improve school funding will continue in FY2024 through continued public engagement.

Each year, before the school budget planning process is complete, the Local School Council (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, the District shares school budget documentation and budget guidance resources 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 is required to hold at least two public hearings before the budget is voted on by the Board.

Board Adoption of the Budget

The Board is anticipated to vote on the proposed FY2024 budget at the June Board meeting scheduled for Wednesday, June 28, 2023.

Appendix D Financial Policies

Chicago Public Schools (CPS) is responsible for providing pre-k through 12th-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, other financing sources, and spendable prior-year fund balances, equal or exceed the total budgeted expenditures and other financing uses, and a "structurally balanced budget" as when the total projected revenues and other financing sources that the Board accrues in a fiscal year are equal to or greater than the total expenditures and other financing uses. 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/Tort 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 fund balance in the General Operating Fund. The stated goals of maintaining a fund balance are to provide adequate

working capital, ensure uninterrupted services in the event of unfavorable budget variances, provide for capital improvements, and achieve a balanced budget within a four-year period. Sufficient funds must be maintained in a reserve account to achieve these goals for operating funds. To facilitate the establishment and maintenance of such a reserve account, CPS adopts the following policy objectives for governmental funds. The District governmental funds are the General Operating Fund (including the Workers Compensation/Tort Fund), Capital Projects Funds, and Debt Service Funds.

Fund Balance Target

Fund balance targets are established for the General Operating Fund (including the Workers Compensation/Tort Fund), Debt Service Funds, and Capital Project Funds. The set amounts differ for each fund and will 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 operating and debt service budget for the new fiscal year is the basis for calculating the ratio of unrestricted fund balance to proposed expenditures. In essence, the current fiscal year's budgeted expenditures will determine the prior fiscal year's designated fund balance.

- **General Operating Fund**

- **Assigned Fund Balance (Stabilization Fund)**: This policy will require the Board to maintain an assigned fund balance totaling 15 percent of the operating and debt service budget (net of any budgeted non-cash expenditures or budgeted expenses derived from the dedicated Chicago Teachers' Pension Fund property tax levy) for the new fiscal year as a stabilization fund in the General Operating Fund at the annual adoption of the budget.

The 15 percent is estimated to be the historical minimum cash required to provide sufficient cash flow for stable financial operations and to reduce short-term borrowing costs. 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 Board members.

- **Criteria to use Stabilization Fund and Unassigned Fund Balance**: Notwithstanding any other provision of this policy, unassigned fund balance, if sufficient and available, should be used before the use of funds from the Stabilization Fund. Further, the use of unassigned fund balances should only be for one-time expenditures. If necessary, an amount from the Stabilization Fund can be appropriated in the following budget year for one-time expenditures or under the following circumstances:
 - To offset temporary reduction in revenues from local, state, and federal sources
 - When the Board decides to not increase the City of Chicago property taxes to the maximum allowable property tax cap

- 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 required for the Board.
 - To pay for costs related to an unforeseen emergency or natural disaster
 - To pay for specific education initiatives lasting no more than three years
- **Assigned Fund Balance Replenishment:** It is the policy of the Board to maintain 15 percent of its operating and debt service budget in the stabilization fund and to allow the Stabilization Fund to be used for the purposes listed in the policy.

In the event that the assigned stabilization fund decreases below 15 percent of the upcoming operating and debt service budget, the CFO must prepare and present to the Board a plan to replenish the stabilization fund as part of the annual statement the CFO submits to the Board in conjunction with the annual budget (see the Monitoring and Reporting section of this document). If necessary, any surplus CPS generates must first go towards replenishing the stabilization fund until the 15 percent goal is achieved and then to the unassigned 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 reserve cannot be accomplished within this period without severe hardship, then the CFO, Deputy CFO, or Controller may request that the Board approve an extension of this restoration deadline.

- **Workers Compensation/Tort Fund:** The restricted fund balance target for the Workers Comp/Tort Fund is no less than one percent and no more than two percent of the operating budget. This fund balance must only be used for expenses specified by the Illinois School Code 105 ILCS 5/2-3.170, such as unanticipated large tort, property loss, workers' compensation, or liability claims.
- **Capital Projects Funds:** Restricted fund balance must equal the unused bond proceeds, revenues, and available fund balance from the previous fiscal year. All 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 escrow agents. Assigned funds in the Debt Service Funds represent the Board's efforts to cover increases in future debt service requirements. The Office of Treasury must determine the proper level of funds needed for this purpose each fiscal year.

Monitoring and Reporting

In conjunction with the presentation of the recommended annual budget, the CFO must annually prepare a statement about the status of the fund balance in relation to this policy and present this statement to the Board. Should the CFO disclose that the stabilization funds have less than 15 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

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. CPS must 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. One-time revenues would only support the 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 required for the Board
- 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' 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. OBGGM 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 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 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, please review 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 financial 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 the risks and benefits associated with each type of debt. For additional detail, please review the Debt chapter of the budget book, as well as the Debt Management Policy: <https://policy.cps.edu/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 months 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.

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 grade 12 grade school system that operates under the Chicago Board of Education.

Chicago Teachers' 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 Teachers' 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.

Comprehensive Support 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 Comprehensive Support School is eligible for comprehensive support under the state's IL-Empower system of supports.

Contingency: A budgetary reserve set aside for emergencies or unforeseen expenditures.

Continuous Improvement Work Plan (CIWP): The three-year school improvement plan. 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.

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, security guards, and 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.

Enterprise Performance Management (EPM): Software owned and managed by Oracle. CPS utilizes the system for planning, budgeting, and forecasting revenue and expenditures.

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): Signed into law by President Barack Obama in December 2015, ESSA 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 their 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 CPS 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, the 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 an 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.

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.

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 Continuous Improvement Work Plan (CIWP), 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.

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**.

Network: Grouping of schools, usually geographical, for management and support purposes.

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.

Opportunity Index: A tool developed by the CPS Equity Office that measures opportunity gaps to more equitably support students, schools, and communities.

Public Act (P.A.): Public Acts are available on the General Assembly website at 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 Teachers' 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 their 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.

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.

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. $\text{Space Utilization Rate} = \text{Adjusted Enrollment} / \text{Ideal Capacity} * 100$

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.

Targeted Support School: An ISBE summative designation referring to a school with one or more subgroups with low achievement. A Targeted Support School is eligible for targeted support under the state's IL-Empower system of supports.

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.

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.

Vacancy Savings: The anticipated savings resulting from the delay in staffing new and vacant positions.