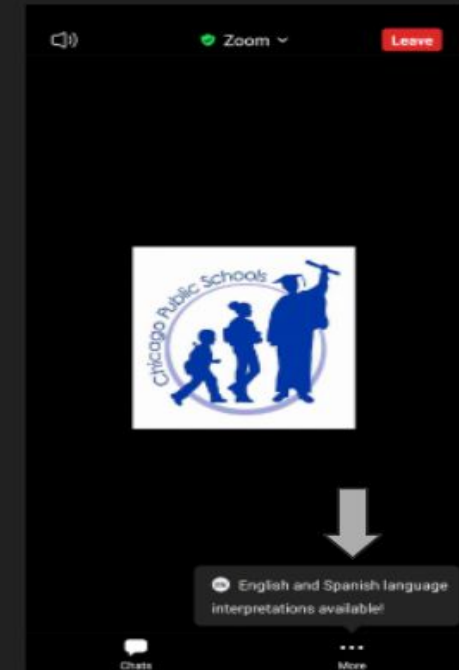
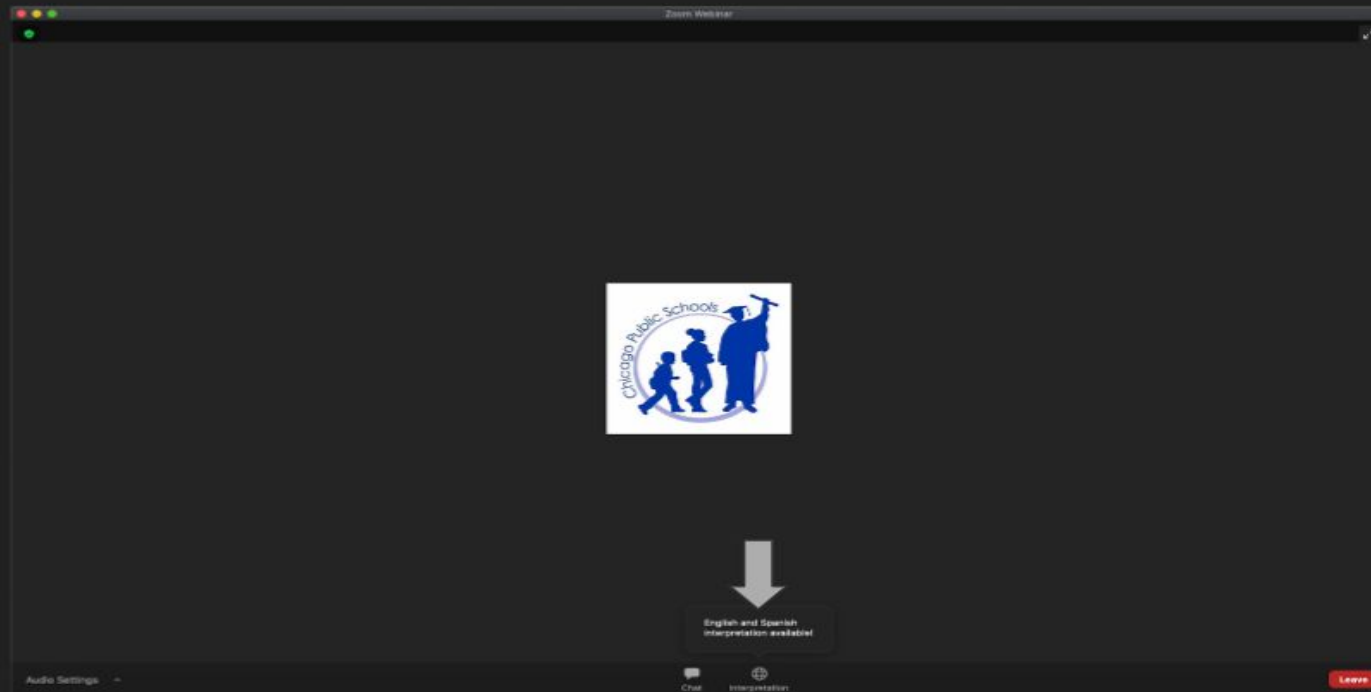


Welcome!

To access Spanish interpretation click the icon labeled interpretation in the bottom of your Zoom Window



USE CHAT or Q&A and pay attention to the chat to engage during the presentation. (click so that "Chat" is visible)

Today's Goals

Today's objectives:

- Recap the FY25 capital planning process and budget
- Continue to build CPS communities' understanding of the district's capital planning process
- Consult families and collect feedback on capital budget priorities

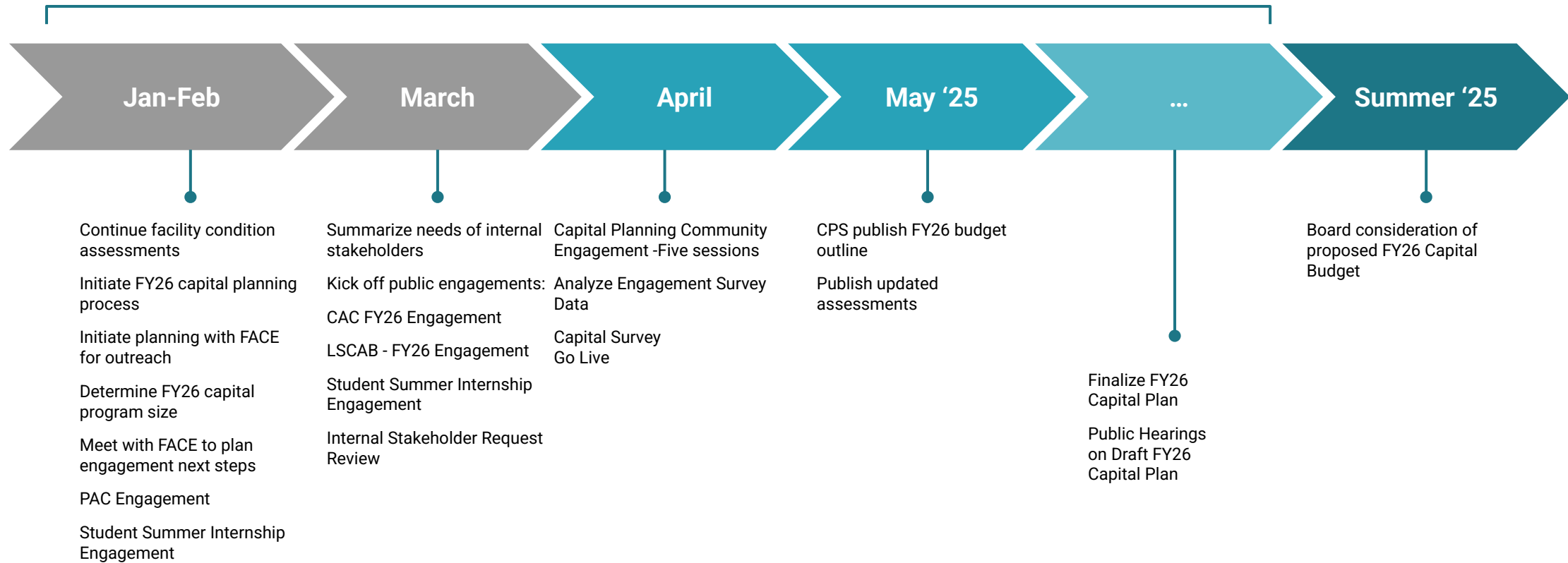
Questions to think about:

1. **CAPITAL BUDGET PRIORITIES:** Which are most important for you and your community?
2. **ENHANCED PUBLIC ENGAGEMENT:** How to inform communities of the capital planning process and how to engage with more families throughout this process?

Please remember to take the SURVEY (cps.edu/capitalmeetings)



FY26 Capital Planning Timeline



CPS Presenters



Zahra Naqi-Hasnain

Equity Data Strategist



Venny Dye

Executive Director,
Capital Planning and
Construction



Ivan Hansen

Chief Facilities Officer

Topics for Discussion

Our Goals:

- To recap FY25 Capital Plan
- To build CPS communities' understanding of the district's capital planning process
- To consult families and collect feedback on capital priorities and improving community engagement

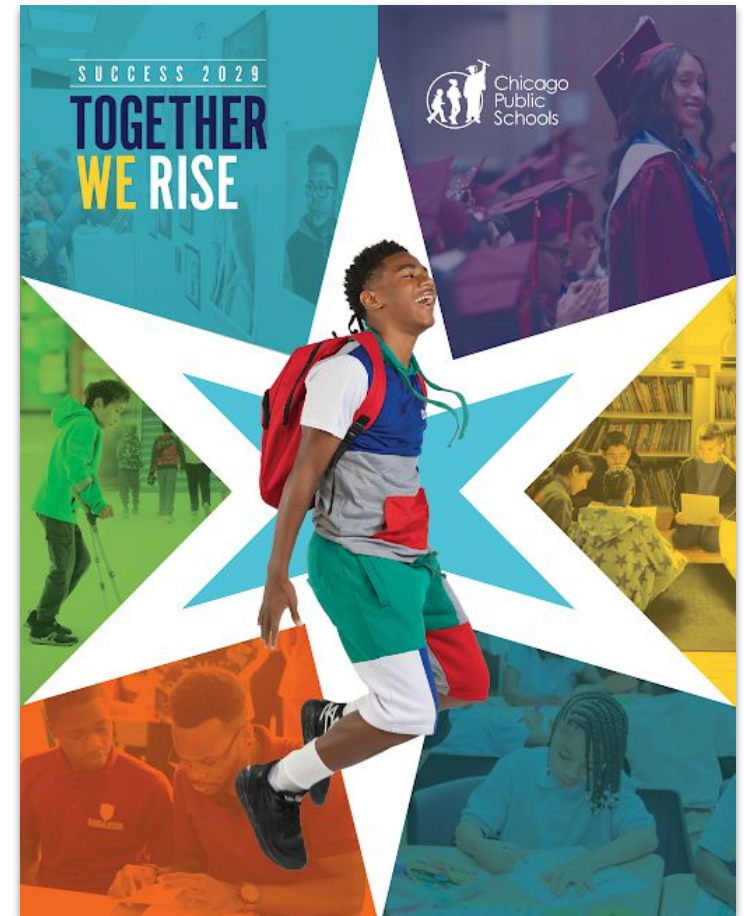
- 1 | Equity Index Factors
- 2 | CPS Building Portfolio
- 3 | Understanding CPS Budgets
Recap FY25
- 4 | Capital Planning Approach
- 5 | Capital Budget Categories

thankful
AND
grateful

Alignment with CPS Strategic Plan: Success 2029

Transformed Philosophy #3: How We Invest in Schools and Communities

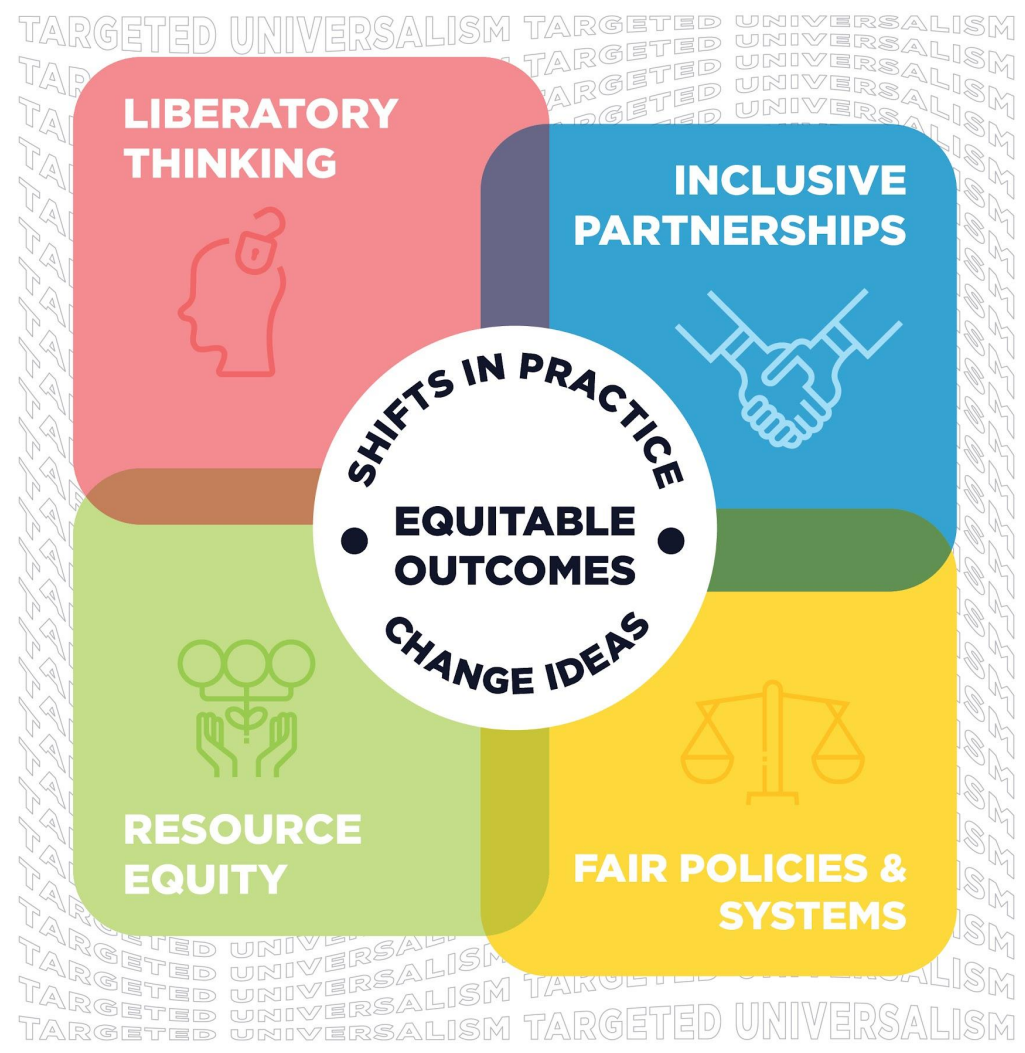
“Based on the principle of **Targeted Universalism**, we recognize that providing the same amount of resources to students and schools with different lived experiences, assets, and challenges will maintain the status quo of unequal achievement, and we are dedicated to ensuring that our investments reflect the diverse needs of our students and communities.”



EQUITY MEANS

CPS defines equity as championing the individual cultures, identities, talents, abilities, languages, and interests of each student by ensuring they receive the opportunities and resources that meet their unique needs and aspirations⁴. In an equitable school district, every student has access to the resources, opportunities, and educational rigor they need, irrespective of their race, ethnicity*, gender, gender identity*, sexual orientation, language, learning path, accessibility needs, family background, family income, citizenship, or tribal status.

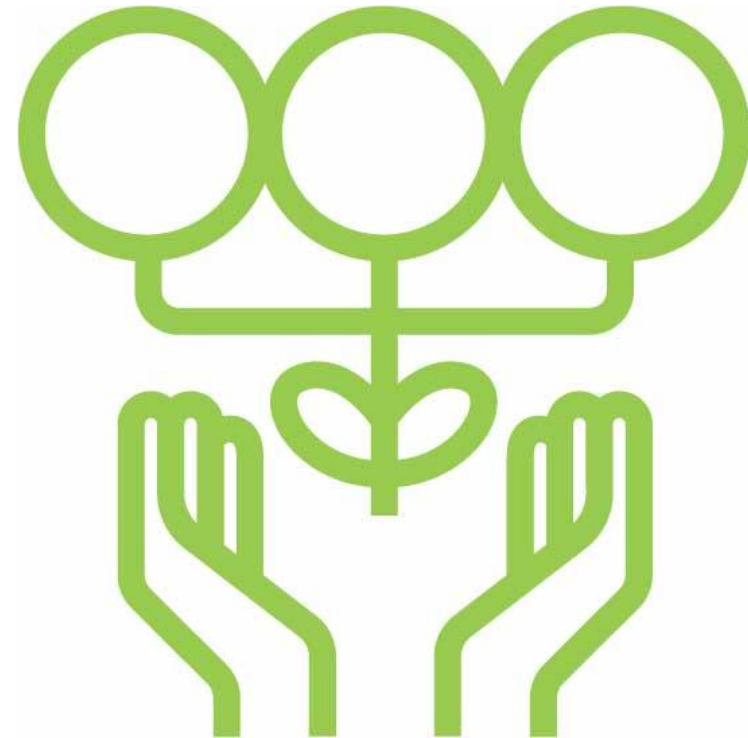
Our Approach to Equity



Defining Resource Equity

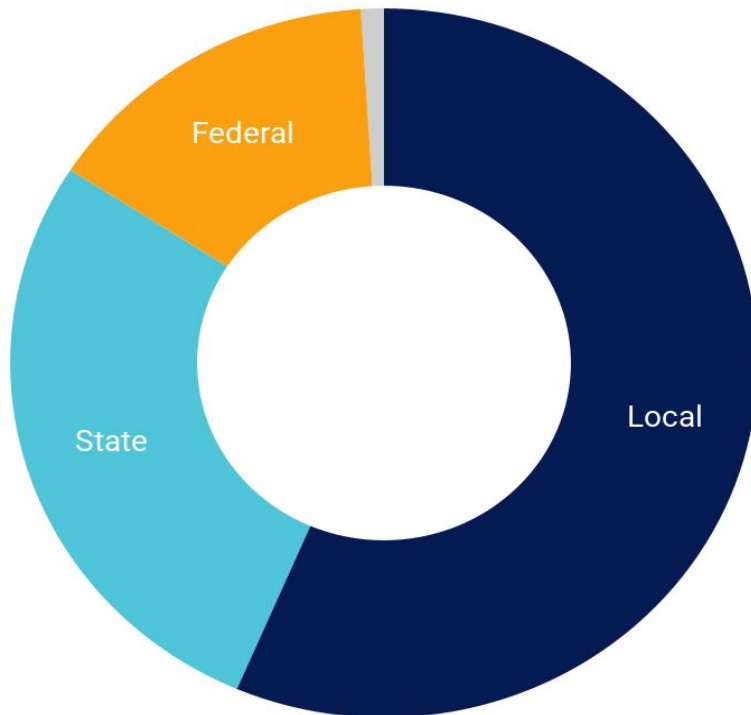
The goal of **resource equity** is to create equitable student experiences for every child.

Resource equity means consistently prioritizing and allocating people, time, and money to align with levels of need and opportunity.



FY25 CPS School Funding (RECAP)

Where does CPS get its funding?



Note: Totals include all operating and debt service revenues

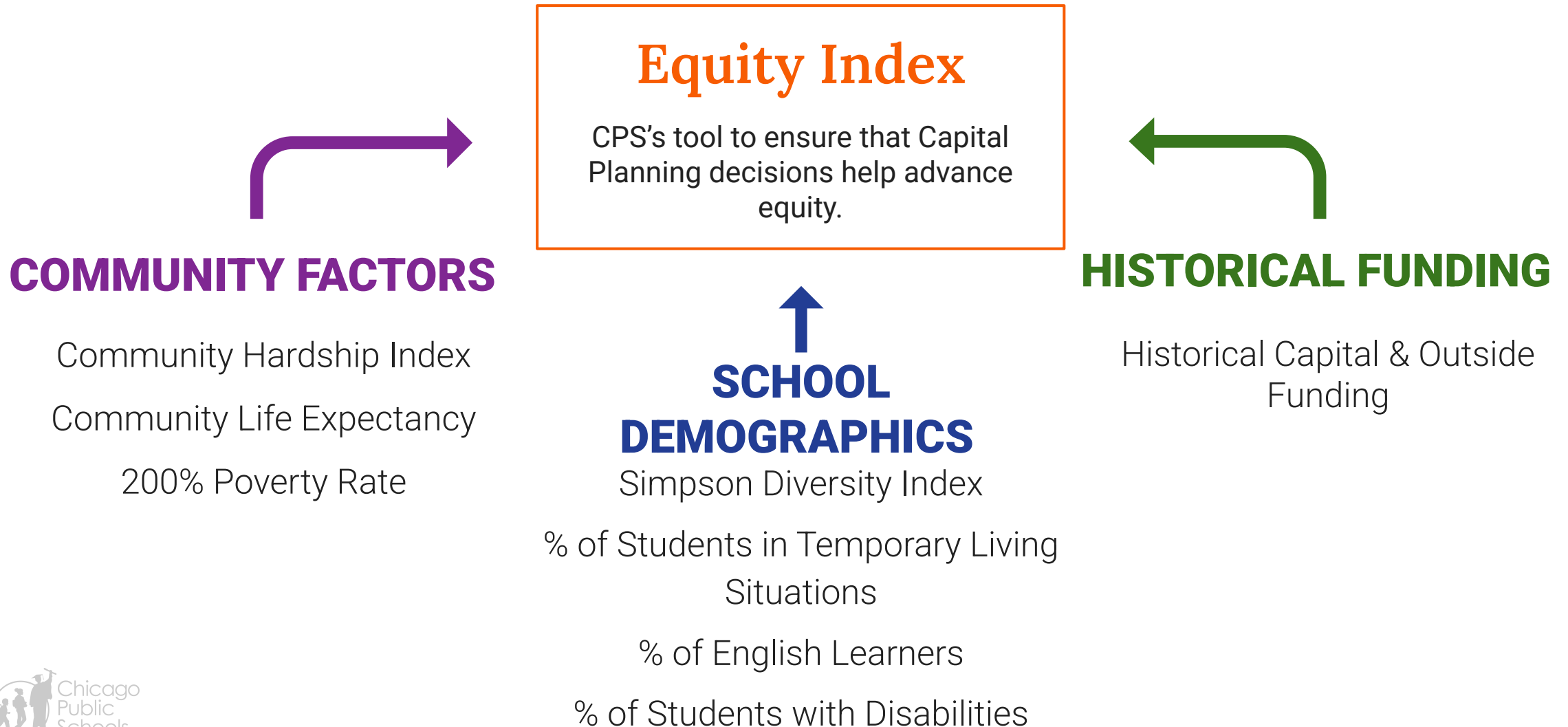
How does CPS allocate its

FY2025 CPS OPERATING BUDGET — \$8.4 Billion

95 cents of every dollar in the budget **directly supports schools**



CPS Equity Index



School Demographic Factors

SCHOOL DEMOGRAPHICS

Simpson Diversity Index

Likelihood that two students at random will be the same race (measures how not diverse a school is).

% of Students in Temporary Living Situations

CPS students that lack a fixed, regular, and adequate nighttime residence. CPS schools and networks provide assistance in removing these barriers to qualified Students in Temporary Living Situations (STLS), including the provisions of services such as transportation, school uniforms, school supplies, fee waivers, and referrals to community resources.

% of English Learners

Assists in providing resources to schools that provide significant resources to emerging English language learners.

% of Students with Disabilities

Assists in providing resources to schools that provide significant resources to diverse learners (special education programs).

Community Factors & Historical Funding Factors

COMMUNITY FACTORS

Community Hardship Index

Average Chicago Community Hardship Index (measure of concentrated disadvantage based on 6 socioeconomic indicators of public health significance) based on students' residing community area.

Community Life Expectancy

Average community life expectancy based on students' residing community area.

200% Poverty Rate

Low-income students come from families whose income is within 200 percent of the federal poverty line. This is based on students' residing census tract.

HISTORICAL FUNDING

Historical Capital & Outside Funding

Total amount of Capital and Outside (Tax Increment Funding (TIF) funds, state funding, and other outside sources (e.g., Friends of Dollars) as they become identified) funds between 2008-2023.

Current Equity Index Weights

Community Factors

200% Poverty Rate
15.0%

Community Life Expectancy Index
10.0%

Community Hardship Index
20.0%

Historical Funding

Historical Capital & Outside Funding
10.0%

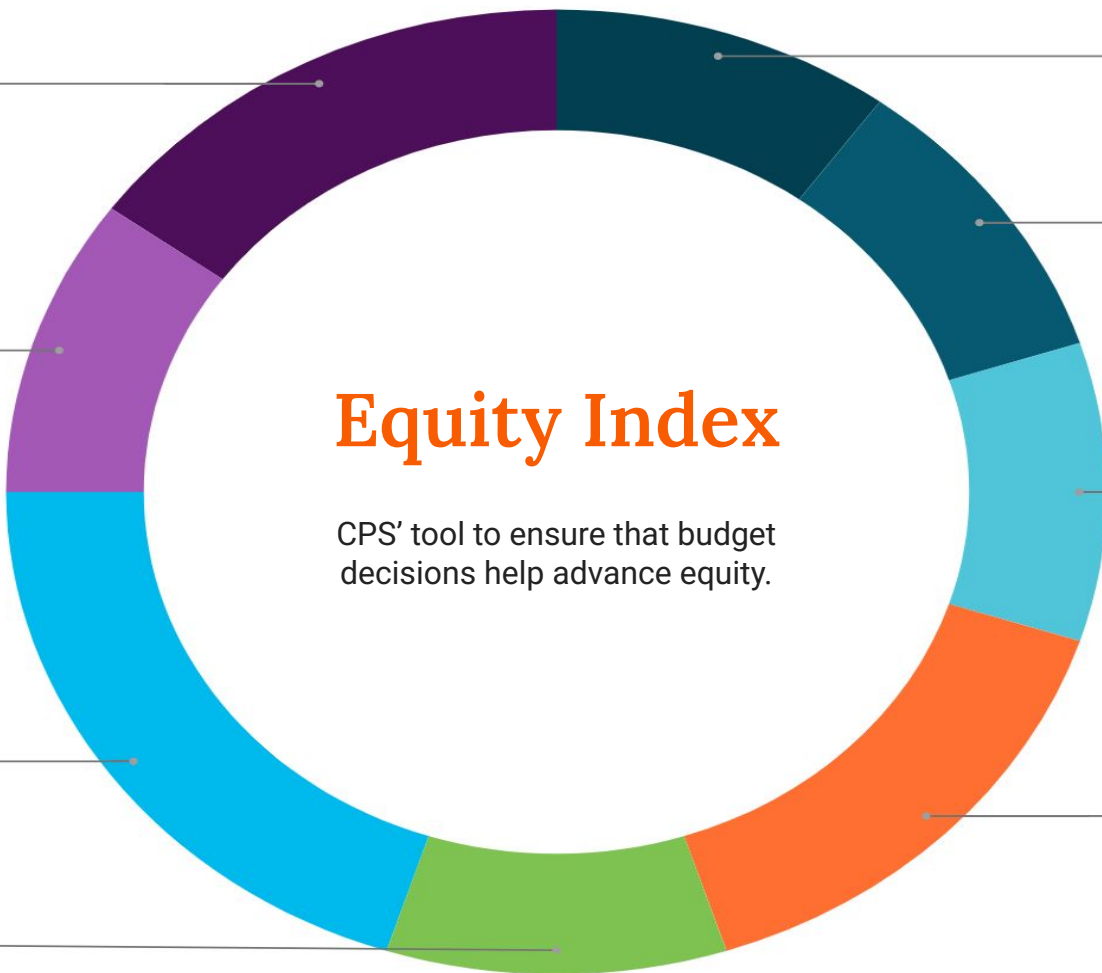
Demographics

Diversity Index
10.0%

% of Students in Temporary Living Situations
10.0%

% of English Learners
10.0%

% of Students with Disabilities
15.0%



Equity Index

CPS' tool to ensure that budget decisions help advance equity.



Other FY21-25 Investments

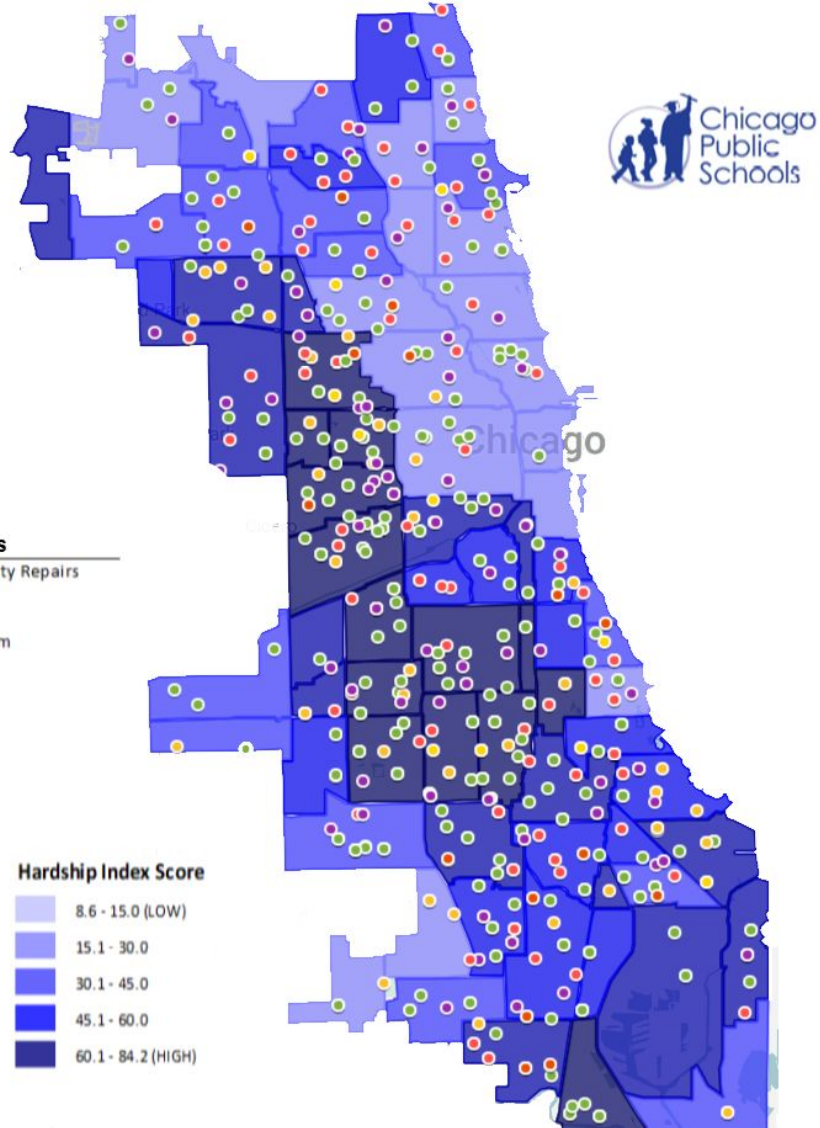
Emergency/Unanticipated Facility Repairs
 Maintenance Priorities
 Energy Retrofit Program
 Masonry Remediation Program
 Student Accommodations
 Other Interior renovations
 Space to Grow Projects
 Site Upgrades
 IT & Security Investments

Budget Category

- Facility Needs
- Interior Improvements
- Programmatic Investments
- Site Improvements

Hardship Index Score

- 8.6 - 15.0 (LOW)
- 15.1 - 30.0
- 30.1 - 45.0
- 45.1 - 60.0
- 60.1 - 84.2 (HIGH)



CAPITAL & FACILITIES OPERATIONS



Chicago Public Schools

FY26 Capital Plan Community Engagement Session

The CPS Operations Spirit

Be Diligent

Excellence Through
Initiative & Accountability

Key Principle: Act intentionally & follow through—our success is defined by effort, persistence, & accountability

Be Humble

Authenticity, Vulnerability,
& Relational Leadership

Key Principle: Embrace humility and openness, recognizing that everyone contributes to our shared success

Be Positive

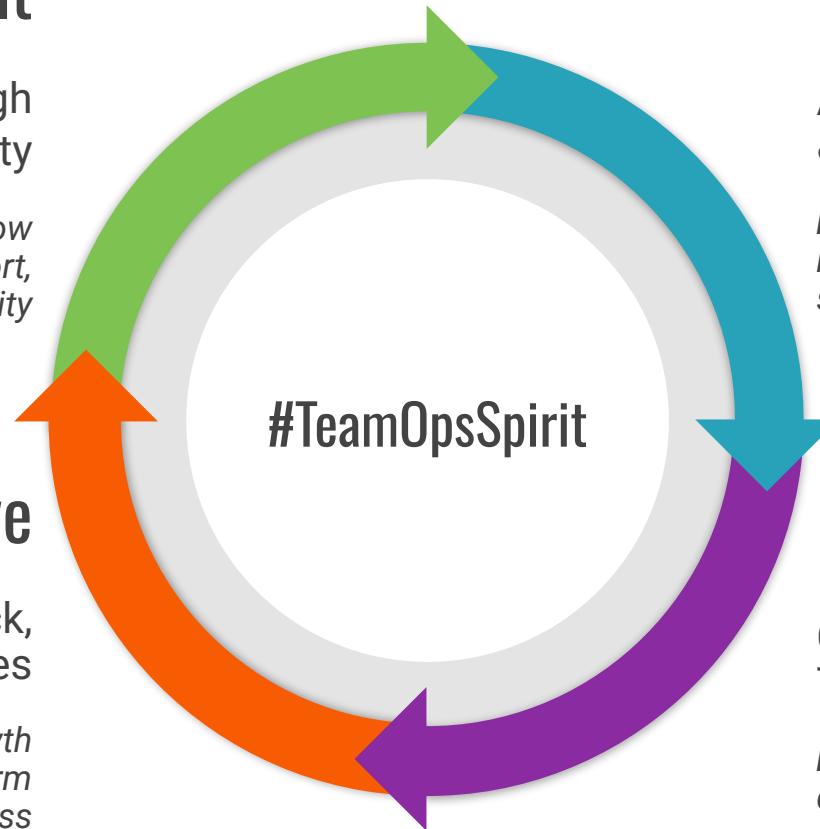
Embracing Joy, Feedback,
& Diverse Working Styles

Key Principle: Foster joy and embrace a growth mindset; positivity is essential for long-term success

Be Better

Continuous Improvement
Through Self-Reflection & Learning

Key Principle: Pursue daily improvement —progress defines our journey



Building Portfolio

CPS' buildings portfolio is large and diverse

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

Given the overall size and need of the facility portfolio, along with continued budget constraints, Capital budgeting necessitates a needs-based prioritization approach focusing on **"critical needs"**

The total immediate critical need is more than

\$3B (2023 dollars*)



803
Buildings

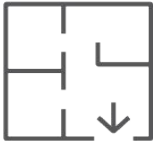


522
Campuses



55 Linked Additions

62 million
Square Feet (equivalent of 14 Sears/Willis Towers)



85 years
Average Campus Age

151 years
Oldest Campus Age



26
Leased Facilities

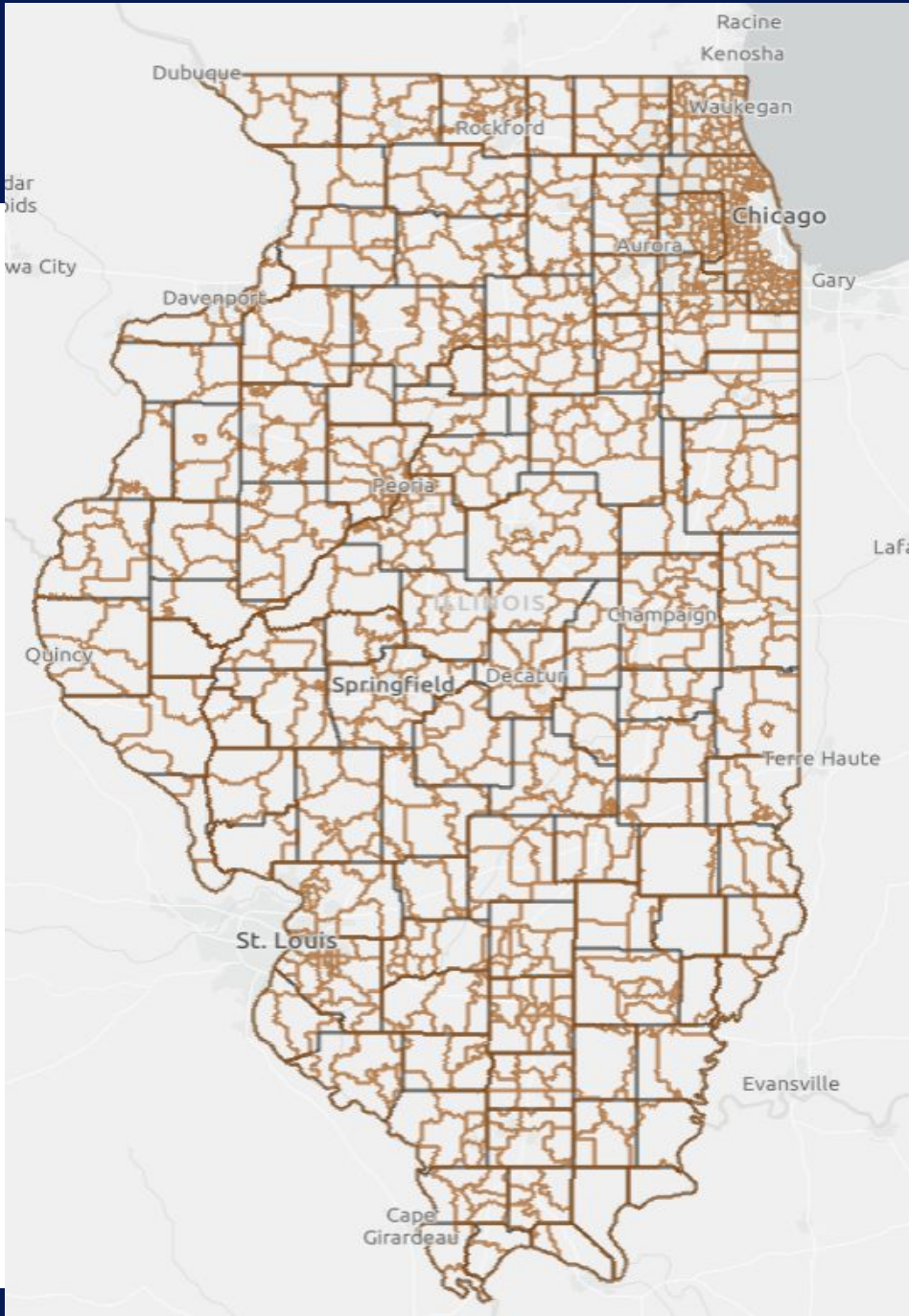


26
Branch Buildings

100 Annex Buildings

74 Modular Buildings

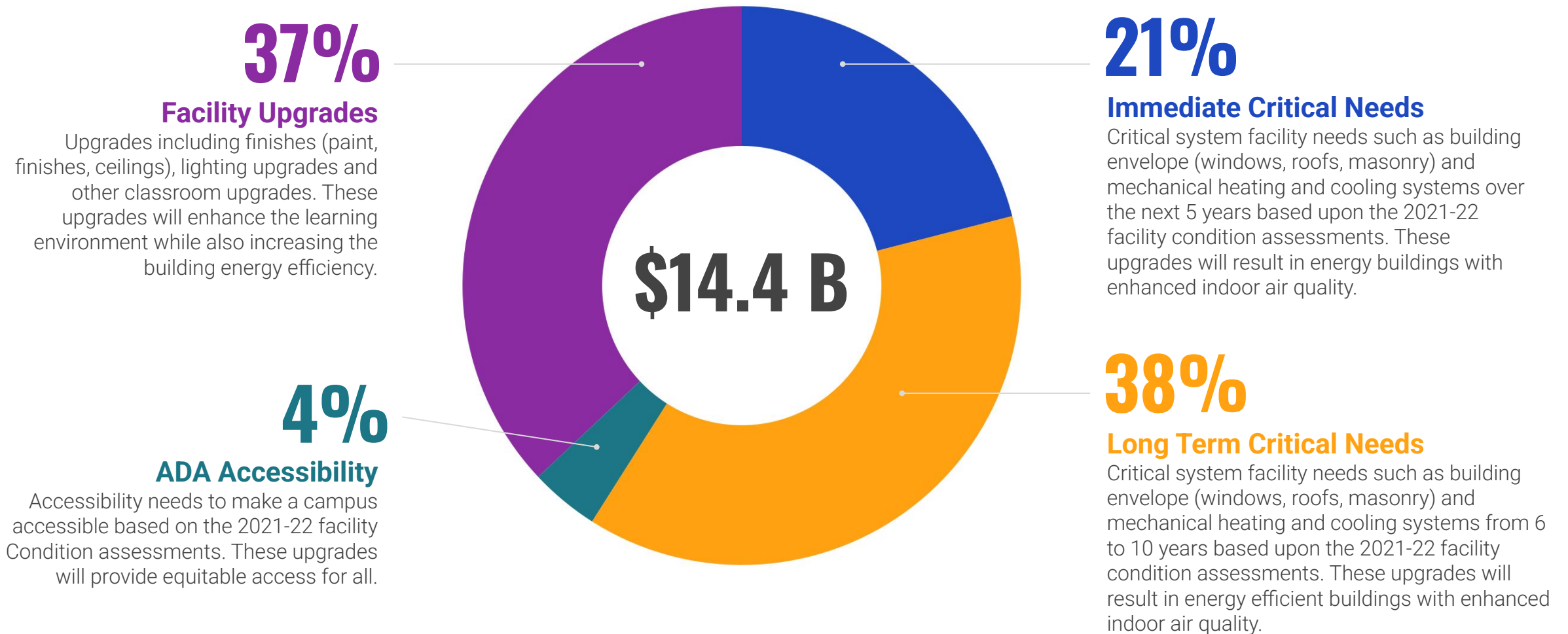
*Based on 2021-22 facility condition assessments. The critical need will be updated based on the latest round of 2023-24 assessments that are just concluding.



Illinois School Districts

District	Schools	Students
CPS	522	~285,000
U-46	51	~34,000
Rockford	44	~27,000
Prairie Community	32	~26,000
Plainfield	30	~25,000

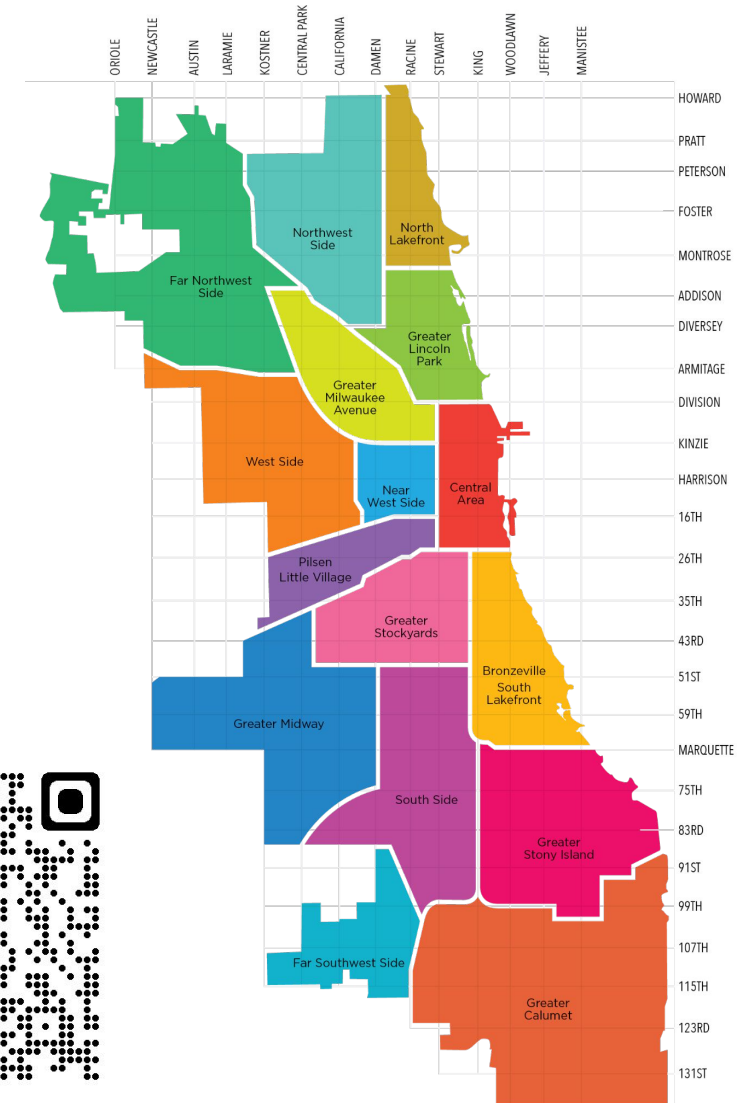
Breakdown of Facility Needs



Capital Renovation Project Engagement

CPS initiated Educational Facilities Master Planning (EFMP) meetings for Capital planning in 2023/24

- 16 community meetings conducted - one in every [Planning Area](#)
- Conducted five [Capital Community Engagement](#) sessions with a survey for community feedback
- The survey had over 1,400 respondents
- Survey findings highlights were incorporated into FY25 Capital budget.
 - The feedback from the survey agreed with the current fac and methodology for the equity index
 - Facility needs category received the highest rating in the survey



Alignment with 5 Year Strategic Plan



Every Student

Focus on Capital projects prioritization in collaboration with the Office of Equity - align with our District's **Black Student Success Plan**

Continue to address Accessibility improvements - **supporting our Students with Disabilities**



Every School

Provide a clean, warm, safe, and dry facility with adequate space and modernized amenities and infrastructure to ensure equitable access to a **21st century learning environment** for all students

Modernization of Technology and Systems through Capital improvements



Every Community

Support investments with **Community Voice** for **Community Schools**

Understanding CPS Budgets

CPS Budget Types

Capital: Used for construction, renovations, and infrastructure-based technology

Operating: Used for day-to-day functions of the schools and facilities

Debt: Used to make annual payments on bonds and other loans

Building Needs – Capital vs Operating & Maintenance

Capital Budget

Scope

- Major Renovation / Programmatic Investments / New Construction
 - *Roof & windows*
 - *Mechanical, electrical & plumbing*
 - *Site Investments (parking lot, playground)*

Schedule

Few months to 2+ Years

Facilities Operating & Maintenance

Scope

- Day-to day Operations/Maintenance
 - *Custodial Services*
 - *Landscaping/Snow removal*
 - *Waste Services*
 - *Electric/Gas (supply & distribution)*
- Minor Repairs

Schedule

Days to weeks

Historical Capital Budgets

Capital Plan Budget* by Fiscal Year



Note: *Excludes outside funding and capital support services

- CPS has **significant building needs**
- Overall need **exceeds annual funding levels**
- Historically, annual **funding levels are variable**
- **Prioritization is critical**

Capital budgets vary annually so project prioritization is critical.

RECAP - Capital Budget Priorities and Community Feedback



Roof / Envelope
Needs



Mechanical, Electrical &
Plumbing Needs



Programmatic
Investments



IT & Security
Investments



Student Recreation
and Athletic
Resources



Energy Efficiency &
Sustainability



Overcrowding
Relief



Playground
Replacements



Parking Lot Repairs



Restroom Upgrades



Modular
Refurbishment
Program



Space Efficiency



RECAP – FY25 Capital Budget

The FY 2025 capital budget was limited to \$100 million of CPS funding that focused on:

- Leveraged outside funding (\$55 million)

Budget Category	FY25 Budget* (\$Millions)
Facility Needs	\$303.87
Interior Improvements	\$83.02
Programmatic Investments	\$57.00
Overcrowding Relief	\$0.00
IT, Security, and Other Investments	\$56.03
Site Improvements	\$26.72
Capital Project Support Services	\$23.00
Total FY25 Capital Plan:	\$549.64

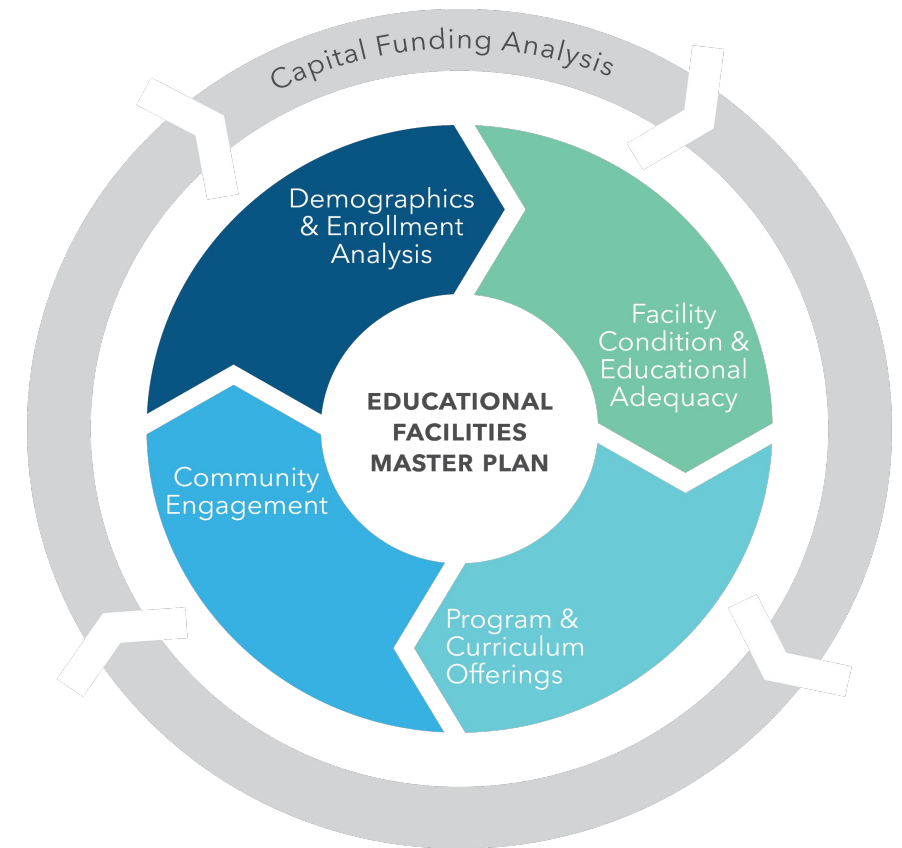
*Excludes potential outside funding

FY26 CPS Capital Planning: Our Approach

For capital planning, **CPS prioritizes projects based on need.**

CPS' capital plan will **focus on equity and transparency**

Align with **educational initiatives** and **available capital funding**



CPS Capital Planning: Our Process

Capital Needs



The FY26 capital budget focuses on the following areas:



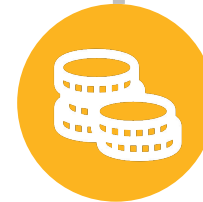
Updated
Facilities
Condition
Assessment



Enhance
transparency
and
community
engagement



Continue
community
input on budget
priorities



Support
district initiatives
(including ADA)
and maximize
impact of capital
spend on
students and
student
experiences



Ongoing
guidance from
Office of Equity

Capital Plan



Facilities Condition Assessment Latest Update

Program Overview

The facilities condition assessment is a visual inspection used to capture and record each building system's condition and to inventory built-in facility features such as total building count, overall square footage, count of rooms/spaces, etc.

Program Posting

The reports for the 2023-2024 assessments will be made available in May on cps.edu.

In a continued effort to enhance transparency, CPS has developed a ***dedicated facilities assessment webpage*** (<https://www.cps.edu/services-and-supports/school-facilities/facility-condition-assessment/>) which provides a single location to retrieve information on the facilities assessment process and a searching function to download the assessment report for any CPS owned and operated facility.

Chicago
Public
Schools

Air Force Academy High School
3630 S Wells STREET, Chicago, IL 60609

Facility Assessment Report

This report contains the detailed findings of the facility condition assessment completed on the date noted in the document footer. Assessors rate each facility item by visual observation only; they do not test the operation of equipment or perform destructive testing of walls, ceilings, or floors. Each facility item is ranked on a 7-point scale: a rank 7 means the item is new or in like-new condition and no work is required while rank 1 means the item has failed and has led to an immediate life safety condition¹. The remaining ranks generally mean that the item requires regular maintenance (rank 5 or 6) or full replacement (rank 2, 3 or 4). To enhance reporting and capital planning analysis, each assessed item must also be assigned a recommended replacement range (used to specify the time span, in years, before replacement is recommended). Definitions for Quantity and Unit of Measure (UOM) can be found at the end of this report.

For additional detail and definition on rank values as they relate to each assessed item or the recommended replacement range, please visit the "CPS Guide to Biennial Facility Assessments" found on the Facilities Standards webpage under CPS Policies and Guidelines at http://www.cps.edu/About_CPS/Policies_and_guidelines/Pages/facilitystandards.aspx.

Campus Summary

BuildingName	Year Constructed	Number of Floors	Building Area (Sq Ft)
Main	1949	2	18,360
Addition 1	1954	2	11,792
Addition 2	1954	2	38,154
Campus Total			68,306

Category : Exterior

Group	Item - Type	Location	Quantity	UOM	Rank	Recommend Replacement	Comments
Building : Main							
Entrance							
	Entrance Control - Audio	2	1	EA	6	6-10 years	
	Exterior Doors - Exterior FRP Door	2	2	EA	6	6-10 years	
	Exterior Doors - Transom Lite	2	2	EA	6	6-10 years	
	Exterior Stairs - Concrete	2	10	LF	5	6-10 years	Pieces of concrete missing on wider first stair of Entrance 2.
	Exterior Stairs - Stone	2	68	LF	6	10+ years	
	Exterior Doors - Exterior FRP Door	3	2	EA	6	6-10 years	
	Exterior Doors - Transom Lite	3	2	EA	6	6-10 years	
	Exterior Stairs - Concrete	3	10	LF	5	10+ years	
	Exterior Stairs - Stone	3	68	LF	6	10+ years	
	Exterior Doors - Exterior Steel Door	3.5 Basement Mechanical Room	1	EA	6	6-10 years	
	Exterior Doors - Transom Lite	3.5 Basement Mechanical Room	1	EA	6	6-10 years	
	Exterior Stairs - Concrete	3.5 Basement Mechanical Room	60	LF	6	10+ years	
	Stair Handrail - Steel Stair Handrail	3.5 Basement Mechanical Room	30	LF	6	10+ years	
Foundation							
	Foundation - Concrete	Entire Building	355	LF	7	10+ years	
	Superstructure - Concrete	Entire Building	18,360	SF	7	10+ years	
Lighting							
	Exterior Lighting - Parapet or Roof Mounted	Entire Building	2	EA	6	6-10 years	

FY25 Capital Needs - Budget Priorities



Roof / Envelope
Needs



Mechanical, Electrical &
Plumbing Needs



Programmatic
Investments



IT & Security
Investments



Student Recreation
and Athletic
Resources



Energy Efficiency &
Sustainability



Overcrowding
Relief



Playground
Replacements



Parking Lot Repairs



Restroom Upgrades



Modular
Refurbishment
Program



Space Efficiency



Increased Investment in Building Accessibility

ADA

ADA Investment Strategy

- Support CPS' long-range initiative, in coordination with Mayor's Office, by providing each campus with:



An accessible parking lot with a route to the main building



An accessible entrance to the main building



An accessible route from the entrance to the main interior floor (usually first floor)



An accessible main office



An accessible set of public restrooms

Roof/Envelope Needs



Typical Scope: Roof replacement / Window replacement / Masonry replacement

Typical Schedule: 1 - 2 years (majority of work over summer break)

Impact to Learning Environment



Accelerated deterioration of crucial systems (i.e. roofs)



Collateral damage to other systems (i.e. plaster, paint, ceilings, floor tile)



Potential impact to facilities operation



Risk of health and safety issues, such as crumbling lead paint, air quality, and/or mold growth



Greater cost to repair



Water ponding and biological growth



Displaced Chimney Masonry



Failed plaster/interior finishes



Temporary stabilization of brick erosion

Mechanical, Electrical & Plumbing Needs



Typical Scope: Heating (boiler) or cooling (chiller) replacements / Lighting upgrades / Piping replacements

Typical Schedule: 1 - 2 years

Impact to Learning Environment



Potential air quality issues for students



System failures (i.e., gas leak, burst pipes)



Risk of student relocation during extreme temperatures



More efficient and environmentally friendly systems



Antiquated boiler (beyond useful life)



Failing heat distribution piping



Antiquated controls



Corroding distribution piping

Restroom Upgrades



Typical Scope: Student bathroom renovation including new finishes and fixture replacements

Typical Schedule: 6 months - 1 year (majority of work over summer break)

Impact to Learning Environment



Health/sanitation issues



Potential for non-operational fixtures/bathrooms



Increase of trip/slip hazards



Efficient and environmentally friendly fixtures and accessories



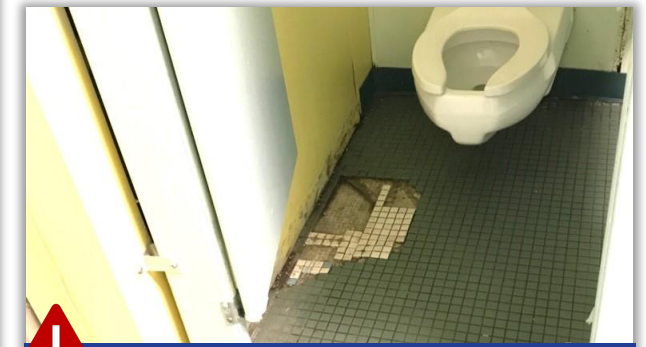
Safe, clean, and user-friendly facilities



Antiquated fixtures and poor design



Damaged finishes



Damaged flooring

Programmatic Investments



Typical Scope: Renovated or new classrooms to support various district lead initiatives (Pre-K expansion, HS science lab upgrades, STEM, STEAM, etc.)

Typical Schedule: 6 months - 1 year (majority of work over summer break)

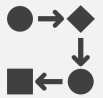
Impact to Learning Environment



Modernizing classrooms to support 21st century learning environments



Increased availability of high-quality program spaces



New and improved equipment and flexible layouts



Mitigate potential environmental concerns (e.g., lead, asbestos)



Science lab renovation

Overcrowding Relief



Typical Scope: New building construction (annex/addition, new school, modular/portable classrooms)

Typical Schedule: 1 – 3 years

Impact to Learning Environment



Protect ancillary programs that are often eliminated or downgraded due to lack of space



Avoid the need for non-conducive learning environment (e.g., closets used as classrooms)



Resolve building code violation(s)



Create a more individualized learning experience



Improve school logistics and scheduling



New School Construction

IT & Security Investments



Typical Scope: Internet access for enhanced learning, cameras, intercom phones, alarms, and screening equipment

Typical Schedule: 1 year

Impact to Learning Environment



Help prevent technology issues that impact student learning, data security, and virtual testing



Encourage computer skill development and update aging equipment



Impact overall student, staff, and visitor safety and security



Security Cameras



Visitor Management Systems

Playground Improvements



Typical Scope: New/replacement playground

Typical Schedule: 6 months - 1 year

Impact to Learning Environment



Increase student/visitor injuries



Risk closure of playground (possible community impact)



Generally, inaccessible for all student populations (including students with disabilities)



Old and failed playground (safety risk)



Old and failed playground (safety risk)



Updated playground with new safety features

Parking Lot Repairs/Replacements



Typical Scope: Removal and replacement of deficient parking lots (e.g., potholes, inadequate lighting, etc.)

Typical Schedule: 6 months - 2 years

Impact to Learning Environment



Hazards may cause injury (slips/falls) to staff or visitors



Safety risk in low lit areas



Poor security measures/surveillance



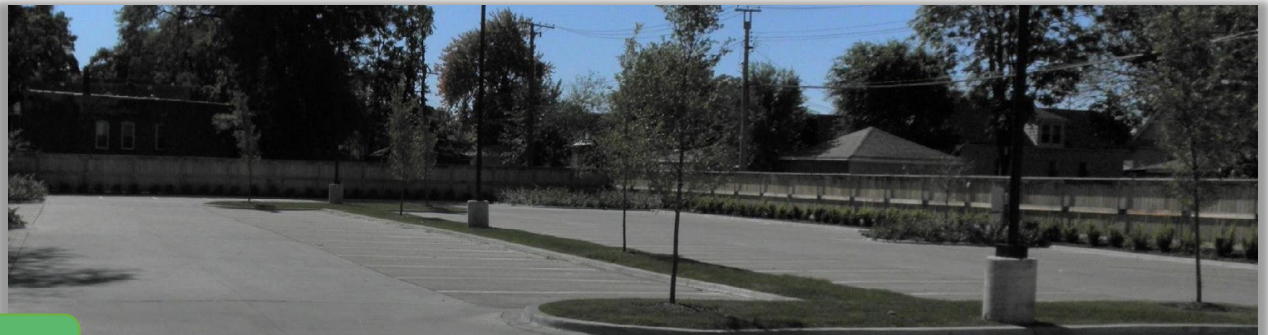
More efficient traffic flow, space utilization, and pavement markings



Use of more sustainable materials



Deficient parking lots



Freshly paved parking lot

Student Recreation and Athletic Resources

Typical Scope: Renovated/replacement student recreation and athletic resources/facilities

Typical Schedule: 1 - 2 years

Impact to Learning Environment



Generally, inaccessible for all student populations (including students with disabilities)



Risk closure of athletic resource such as a pool or track (possible community impact)



Promotes healthy and active engagement for all students.



Antiquated stadium restroom



Failed/non-operational natatorium



Damaged artificial turf and track (safety risk)



Renovated natatorium

Modular Refurbishment Program



Typical Scope: Renovate, replace or remove existing modular buildings

Typical Schedule: 1 - 2 years

Impact to Learning Environment



Accelerated deterioration of crucial systems (i.e. roofs, siding, mechanical equipment, interior finishes)



Potential impact to facilities operation



Risk of health and safety issues, such as crumbling lead paint, air quality, and/or mold growth



Provide conducive learning environment that is equivalent to a permanent building experience



Existing modular building



Replacement modular building



Existing modular building



New/Replacement modular building

Space Efficiency and Building Quality



Based on public feedback and school requests, **Space Efficiency** is a new budget category added in FY25 that is developing deep dives into the buildings' portfolio to:

- Determine if there are sections of a building that can be reconfigured to reduce operational costs, or increase efficiencies in building operations
- Determine if there are obsolete buildings that should be demolished or replaced, and
- Determine if there are campuses that are overcrowded with no other solutions other than a capital investment to relieve the overcrowding.

Building Quality Index is a new metric for overall building quality that is currently under development. It considers the following factors:

- Facility Condition Score is an indicator for condition combining the Facility Condition Index and Weighted Rank
- Space Adequacy measures the degree to which a facility supports modern teaching and learning
- Modernization score is based on the average age of the campus assuming older facilities are more difficult to modernize than newer facilities. Additional metric to factor in recent investments (last 10 years).
- ADA Accessibility measures the degree to which a campus is accessible in a variety of criteria.



Capital Prioritization: Capital Budget Categories

*Collect public input on **prioritizing** the following capital needs:*



Roof/Envelope Needs

Major renovation or replacement of masonry, roof, or window systems



Programmatic Investments

Modernize classrooms to provide 21st century learning environments



Playground Replacements

Replace playgrounds that are obsolete or inadequate for the student population



Mechanical, Electrical & Plumbing Needs

Repair or replace mechanical, electrical, and plumbing systems that may function but are inefficient and require costly maintenance



Overcrowding Relief

Alleviate overcrowding at schools across the district



Parking Lot Repairs/Replacements

Repair or replace parking lots that are in poor condition or have inadequate lighting and security measures



Restroom Upgrades

Restrooms in poor condition (finishes and partitions), non-functioning fixtures, or inadequate ventilation



IT & Security Investments

Support the district's critical IT systems and provide new and security equipment to schools



Student Recreation and Athletic Resources

Repair or replace student athletic resources/facilities that are in poor condition, including existing natatoriums, turf fields, tracks and stadiums



Space Efficiency

Review of campuses for efficient use of space and resources



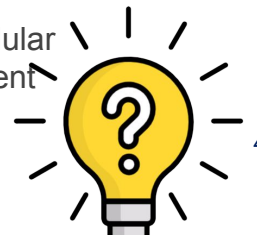
Energy Efficiency & Sustainability

Category for sustainability focused projects



Modular Refurbishment Program

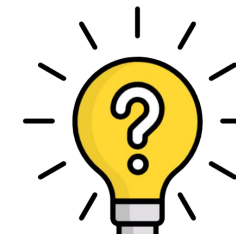
Renovate, replace or remove existing modular buildings in poor condition across the current portfolio



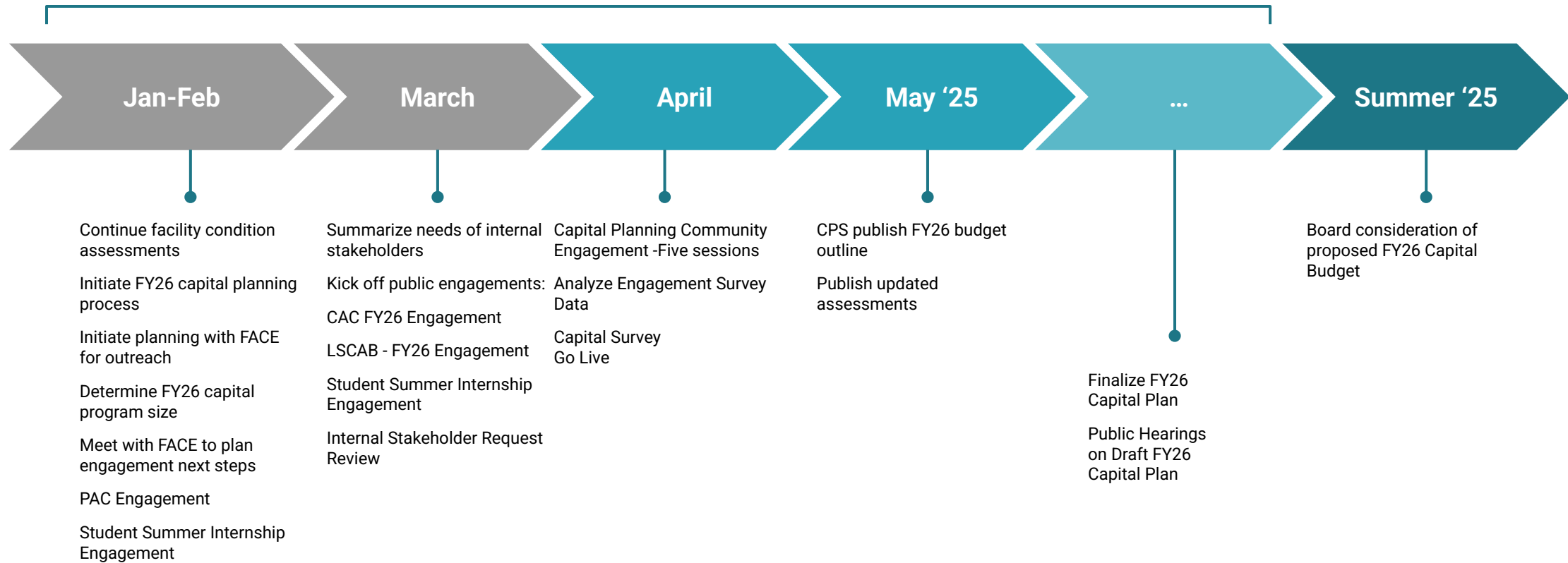
Q&A Discussion



cps.edu/capitalmeetings
Survey available online until May 17, 2025



FY26 Capital Planning Timeline



PLEASE COMPLETE THE SURVEY



cps.edu/capitalmeetings
Survey available online until May 17, 2025





Thank You

We're excited to hear your feedback