

**Finance and Audit Committee Meeting  
October 22, 2020  
Frequently Asked Questions**

**Distribution of funds/methodology**

**1. Did you increase the SBB per pupil spending and if so, by how much?**

In FY2021, the SBB rate increased by 3 percent to the following rates:

| <b>Enrollment Category</b> | <b>SBB Weighting</b> | <b>SBB Rates</b> |
|----------------------------|----------------------|------------------|
| K–3 Gen Ed / LRE 1 / LRE 2 | 1.07                 | \$4,991.92       |
| 4–8 Gen Ed / LRE 1 / LRE 2 | 1.00                 | \$4,665.35       |
| 9–12 Gen Ed / LRE 1        | 1.24                 | \$5,785.03       |
| K–3 LRE 3                  | 40% of 1.07          | \$1,996.77       |
| 4–8 LRE 3                  | 40% of 1.00          | \$1,866.14       |
| 9–12 LRE 2                 | 70% of 1.24          | \$4,049.52       |
| 9–12 LRE 3                 | 40% of 1.24          | \$2,314.01       |

**2. How does the district determine the other money that a child deserves? Why is it what it is, other than the CTU pay increase?**

Schools receive a variety of funding streams aside from SBB. These are outlined in [Appendix B](#) of the FY2021 CPS Budget Book.

**3. Where is the methodology description for each school’s equity index provided? How do you know if your school was on this list 100,000? And you’re publishing the equity recipients as well?**

Equity grants were allocated to schools under the following criteria:

- Elementary Schools: underutilized schools under 450 students received \$800 per student below the 450 student threshold.
- High Schools: underutilized schools under 600 students received \$1200 per student below the 600 student threshold.
- All schools qualifying under the above criteria with enrollment declines that exceeded 10% received at least \$100,000.
- Underutilized high schools with enrollment declines greater than 20% received an additional \$100,000.

- All neighborhood schools in community areas in the top tier of UIC's [Economic Hardship Index](#) received an additional \$100,000.

The list of schools receiving equity grants in FY2021 can be found [here](#).

**4. When will budget equity reach King College Prep and other predominately Black schools?**

CPS has implemented a number of funding methodologies in recent years to support equitable school funding, including equity grants, increases to Supplemental Aid and more progressive allocations of Title I funding to support schools with large low-income populations, and additional funding for English learners.

**5. Has more money been allocated for diverse learning?**

The FY2021 budget included an investment of \$97 million in additional school special education funding to advance equity and meet student needs.

**6. How many positions in the ODLSS budget go unfilled but are allocated, traditionally year over year?**

The number of vacancies in the ODLSS budget and across the district as a whole vary from year to year, and even month to month. Quarterly position rosters - which include location, job title, salary, and employee name (or none if vacant) - can be found [here](#).

**7. Is CPS providing neighborhood schools additional funding for overcrowded classrooms? Do you find the teaching assistants or do the local schools have to fund those in their own budget?**

CPS's FY2021 budget included \$35 million to address classroom overcrowding. This funding is allocated by a CPS-CTU joint committee and supports additional teachers and teacher assistant positions in overcrowded classrooms.

**8. Does the LSC have full responsibility for approving budgets or are there specific portions of a budget reviewed by the central CPS office for compliance?**

LSCs are responsible for approving individual school budgets, however, the budget office reviews school budgets prior to LSC approval to ensure they are balanced and comply with requirements around funding eligibility.

**9. Does the budget take into account the funds raised by Friends of Schools? For instance there are some Friends of Schools that are able to raise a \$250k dollars yearly while most Friends of Schools raise less than \$10k? Does the budget adjust its allocation based on those outside fundraising arms?**

“Friends of” dollars are raised and spent at the individual school level. While school budget allocations incorporate various measures to support equity among schools, these dollars do not directly factor into CPS’s budget allocation methodology.

**10. How does the CPS or BOE keep track of those funds raised by outside organizations? What are rules and regulations for Friends of funds? Are schools supposed to have a budget line item for Friends of funds and report them to CPS, BOE or LSC?**

CPS tracks funding from outside organizations, including “Friends of” groups, when those funds are donated to a school or the Board.

“Friends of” donations are sent directly to schools and deposited in school internal accounts, which CPS tracks, though decisions around use of these funds are made by the respective school communities.

**Public Engagement/Recommendations for School Funding Working Group**

**1. What specific changes came from public input for FY21?**

In April 2020, CPS released a [report](#) from the School Funding Working Group, which made recommendations for improvements in school funding based on feedback from the six public forums hosted by CPS. The FY2021 budget process incorporated the following “phase one” recommendations in the report:

- 1) *Refine methodologies and processes to improve equity and sustainability:* CPS increased the equity grant in FY2022 to \$44M, including allocating an extra \$100K to every neighborhood school in the city’s most economically disadvantaged areas
- 2) *Empower principals and LSCs to maximize their resources:* CPS supported over 60 new principals with individual strategy sessions around resource allocation and budget best practices

**2. At the meetings I went to, I saw lots of requests for Assistant Principals to be part of the baseline budget. Will that happen?**

School budget allocations are designed to provide maximum flexibility so school communities can fund what is most appropriate for their particular school communities. Principals and LSCs can choose to fund Assistant Principal positions from any of their discretionary funding sources. Funding Assistant Principals as part of a “baseline” budget, however, would divert funding from discretionary sources and reduce schools’ ability to decide how to best address their individual needs.

## Enrollment/Organizational

- 1. I would like to know what and how is the CPS and BOE is addressing the significant decrease in Black and Brown students enrollment at some of the CPS Selective High School Enrollment Schools. How is the equity and budget committees addressing these stark and alarming drop in enrollment for our students of color at some of our top high schools?**

With regard to school funding, CPS has implemented funding methodologies to support schools with declining enrollment, including basing SBB funding allocations on prior year enrollment and providing equity grants to underutilized schools.

- 2. How many schools does each Network Chief support?**

Each network chief supports between 17 and 34 schools.

## Financial Impact of COVID/Remote Learning

- 1. Please investigate allowing teachers to spend their \$250.00 supply money on remote learning tech equipment or issue additional funds to each teacher for instructional Internet subscriptions. Can this be addressed?**

In accordance with CPS's collective bargaining agreement with CTU, the district funds up to \$250 per teacher, counselor, clinician and speech-language paraeducator for instructional supplies and materials, classroom library books and therapeutic materials purchased by them for student instruction and support.

- 2. Will schools lose funding based on decreasing population this year?**

No schools lost funding in FY2021 due to decreases in enrollment from fall 2019 to fall 2020.

- 3. Will CPS plan to allocate money in the budget for parents, to help with parents who miss work to stay home for remote learning?**

CPS has allocated \$75 million in the FY2021 budget to support remote learning and school re-opening, a portion of which supports [child learning hubs](#) that provide supervised remote learning.

Additional resources and information regarding remote learning can be found at [this website](#).

- 4. Can you speak to the most pressing concerns to future budgets tied to increased covid expenses and/or revenue decline? How nimble is CPS if federal support does not come through (since there was \$\$ allocated based upon this assumption)? What will the District do if federal dollars come in differently/less/late? Can CPS discuss more specifically what those contingencies include regarding federal funding?**

CPS remains confident that the federal government will deliver additional funding to support the FY2021 budget. In the event that this funding does not materialize, CPS has a variety of options to address the revenue shortfall and will prioritize those that have the least impact on school communities.

- 5. What do likely budget challenges in FY22 (and beyond?) related to covid mean for capital planning?**

CPS evaluates capital affordability each year when developing its annual capital plan. The FY2021 capital budget has not been impacted by COVID-19 and future plans will be assessed during the development of subsequent capital plans.

#### **Resources**

- 1. I would like to know whether the slide deck will be made available to the participants attending tonight and public. Thank you.**

The deck is available at [www.cpsboe.org/meetings/details/1313](http://www.cpsboe.org/meetings/details/1313)

- 2. The above link to the residents' guide only has a two page PDF. Is there a longer guide available that includes the other slides Heather presented?**

The final resident's guide is available on [CPS's budget website](#) in both [English](#) and [Spanish](#).