

CHI CAGO PUBLI C SCHOOLS
FY2020 CPS BUDGET HEARINGS

held on
August 20, 2019

STENOGRAPHIC REPORT OF PROCEEDINGS

had in the above-entitled matter at 42 West
Madison Street, Garden Level, Board Room,
Chicago, Illinois, commencing at 6:32 p.m.

MR. MIGUEL del VALLE, presiding

BOARD MEMBERS PRESENT:

MR. MIGUEL del VALLE, President
MR. SENDHIL REVULURI, Vice President
MS. LUISIANA MELENDEZ
MS. AMY ROME
MR. LUCINO SOTELO
MS. ELIZABETH TODD-BRELAND
MR. DWAYNE TRUSS:
MR. LUCINO SOTELO

Reported By: Karen Fatigato, CSR

License No. : 084-004072



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ALSO PRESENT:

DR. JANICE JACKSON, Chief Executive
Officer

MR. JOSEPH MORIARTY, General Counsel

MR. ARNIE RIVERA, Chief Operating Officer

MS. HEATHER WENDELL, Budget Director

MS. ESTELA BELTRAN, Secretary to the
Board



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(Whereupon, the following
proceedings commenced at
6:32 p.m.)

SECRETARY BELTRAN: Mr. President,
before you begin the second budget hearing, I
would like to read a brief safety announcement.

Welcome to the second FY20 Budget
Hearing. Before we start the hearing, I would
like to share a few safety points and notes.

Please note that the primary exit and
entrance to this room is the door in which you
used to enter this evening. The main entrance
is the door to your right. If you are leaving
the room, please use this door. The restrooms
are just outside the entrance door to your
immediate left. During the hearing we ask that
you keep all aisles and exits clear. If you
need any assistance during the hearing, please
wave the attention of one of our security
officers. And thank you for joining us today.

Mr. President.

PRESIDENT del VALLE: Good afternoon --
actually, it's good evening, ladies and
gentlemen, welcome. I'm Miguel del Valle. On

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1 behalf of my fellow Board Members, thank you for 18:33:24
2 coming today. 18:33:27

3 The purpose of this hearing is to 18:33:27
4 comply with the School Code Provisions regarding 18:33:29
5 the FY20 Budget. 18:33:32

6 Madam Secretary, please state for the 18:33:34
7 record the notice procedure for this hearing. 18:33:36

8 SECRETARY BELTRAN: Thank you, 18:33:38
9 Mr. President. 18:33:38

10 Notice of this public hearing was 18:33:39
11 published in the Chicago Sun-Times, a newspaper 18:33:41
12 of general circulation in the City of Chicago 18:33:44
13 and posted at Board Room, Principal Office and 18:33:46
14 42 West Madison Street Lobby on August 15, 2019. 18:33:50
15 Notice was also posted on the cpsboe.org website 18:33:55
16 on August 15, 2019. I will now read into the 18:34:00
17 record the public notice as published. 18:34:04

18 Notice: Public Hearings FY20 Budget 18:34:06
19 for the 2019-2020 Fiscal Year. Chicago Board of 18:34:08
20 Education, commonly known as Chicago Public 18:34:12
21 Schools. 18:34:14

22 To Whom It May Concern: Public notice 18:34:14
23 is hereby given by the Chicago Board of 18:34:16
24 Education that it has prepared an FY20 Budget 18:34:19



1 for the 2019-2020 fiscal year in tentative form 18:34:22
2 and that five copies thereof, available for 18:34:25
3 public inspection, have been filed and are now 18:34:28
4 on file in the Office of the Board of Education 18:34:30
5 of the City of Chicago, commonly known as 18:34:33
6 Chicago Public Schools, One North Dearborn 18:34:35
7 Street, Suite 950, Chicago, Illinois, 60602, and 18:34:38
8 available at www.cps.edu/budget and that said 18:34:41
9 Board of Education will hold two public hearings 18:34:41
10 upon said budget on the 20th day of August 2019, 18:34:49
11 Chicago Public Schools Loop Office, 42 West 18:34:52
12 Madison Street, Garden Level, Board Room, 18:34:54
13 Chicago, Illinois, 60602. Hearing time: 4:00 18:34:57
14 p.m. to 6 p.m. for the first hearing. 18:35:01
15 Registration time 3:00 p.m. to 4:00 p.m. for the 18:35:03
16 first hearing. And the second hearing, same 18:35:06
17 location, Chicago Public Schools Loop Office, 42 18:35:09
18 West Madison Street, Garden Level, Board Room, 18:35:11
19 Chicago, Illinois, 60602. The hearing time for 18:35:14
20 the second hearing 6:30 p.m. to 8:30 p.m. And 18:35:16
21 registration time from 5:30 p.m. to 6:30 p.m. 18:35:20
22 Dated at Chicago, Illinois, August 9, 2019. 18:35:23
23 Chicago Board of Education. By: Miguel del 18:35:26
24 Valle, President. And attested by Estela G. 18:35:29



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Bel tran, Board Secretary.

Mr. President, I would also like to
note for the record the members that are present
at this hearing for the second budget hearing.

We have Member Rome?

MEMBER ROME: Yes.

SECRETARY BELTRAN: Thank you.

Member Melendez?

MEMBER MELENDEZ: Yes.

SECRETARY BELTRAN: President -- Vice
President Revuluri please?

VICE PRESIDENT REVULURI: Present.

SECRETARY BELTRAN: And we have Member
Todd-Breland?

MEMBER TODD-BRELAND: Here.

SECRETARY BELTRAN: And we have Member
Truss?

MEMBER TRUSS: Here.

SECRETARY BELTRAN: Member Sotelo?

MEMBER SOTELO: Here.

SECRETARY BELTRAN: President del
Valle?

PRESIDENT del VALLE: Here.

SECRETARY BELTRAN: We have seven

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18:36:01



1 members present.

2 I would also like to note Dr. Janice 18:36:01
3 Jackson our Chief Executive Officer; Mr. Joseph 18:36:01
4 Moriarty, our General Counsel; Arnie Rivera, our 18:36:04
5 Chief Operating Officer; and we have Heather 18:36:08
6 Wendell, our Budget Director, with us for the 18:36:10
7 second hearing. 18:36:13

8 PRESIDENT del VALLE: Thank you. 18:36:14

9 Let's begin with the FY20 Budget 18:36:15
10 presentation, and the presentation will be done 18:36:17
11 by Michael Sitkowski, who is our assistant 18:36:21
12 budget director. 18:36:25

13 MR. SITKOWSKI: Good afternoon, 18:36:27
14 President del Valle, Board Members and 18:36:47
15 Dr. Jackson. My name is Mike Sitkowski, I'm the 18:36:49
16 assistant budget director, and I'm going to give 18:36:51
17 you an overview of the FY2020 Proposed Budget. 18:36:53

18 So, first, the financial overview. So 18:37:00
19 the budget remains balanced for the third year 18:37:03
20 in a row without major revenue risk. This 18:37:06
21 budget includes \$7.7 billion across the 18:37:08
22 Operating, Capital and Debt Service Budgets. 18:37:11
23 The state's implementation of the evidence-based 18:37:14
24 funding formula in FY2018 has provided more 18:37:17



1 stability for CPS. The state has acknowledged 18:37:20
2 though that CPS is still underfunded by nearly 18:37:24
3 \$2 billion, that's according to the state's own 18:37:27
4 calculation. 18:37:31

5 In positive news, our fund balance has 18:37:31
6 been restored to positive levels, and we are 18:37:34
7 projecting a year-end fund balance of \$365 18:37:37
8 million, which is nearing CPS's fund balance 18:37:42
9 targets. By lowering our borrowing costs, the 18:37:44
10 market has clearly stated that CPS's financial 18:37:49
11 position has improved, however, CPS is still 18:37:50
12 rated as a junk bond. 18:37:53

13 Cash has improved in FY2019 with 18:37:54
14 short-term borrowing down \$250 million from 18:37:58
15 FY2018, and we are projected to improve in 18:38:02
16 FY2020. 18:38:04

17 CPS also ended FY2019 with a negative 18:38:05
18 cash balance of \$115 million, and we are 18:38:10
19 projected to have a net negative cash position 18:38:13
20 throughout fiscal year 2020 -- for the majority 18:38:16
21 of fiscal year 2020, I should say. 18:38:22

22 Regarding our cash position, this chart 18:38:24
23 shows CPS's net cash position going back to 18:38:27
24 2013. As you can see our -- the gray line in 18:38:32



1 the middle of the chart represents zero cash. 18:38:36
2 Back to 2013 we were typically in a cash 18:38:39
3 positive situation when the red line is above 18:38:42
4 zero on the chart. As CPS was the recipient of 18:38:45
5 a pension holiday from the state of Illinois 18:38:51
6 from 2011 to 2013, that lowered our operating 18:38:53
7 costs and allowed us to avoid major pension 18:38:57
8 payments for those years. At the expiration of 18:39:00
9 the pension holiday, CPS's cash position begins 18:39:02
10 to erode, and as you can see over the course of 18:39:05
11 these years we've been mostly below the line, 18:39:08
12 which means we are borrowing cash to meet our 18:39:11
13 payroll and vendor obligations. 18:39:14

14 As I mentioned previously, we ended the 18:39:16
15 fiscal year at June 30th with a net negative 18:39:19
16 cash position of \$115 -- \$115 million. And in 18:39:21
17 July we reached a net negative position of \$627 18:39:27
18 million. 18:39:31

19 This slide shows the year-over-year 18:39:37
20 growth in CPS's Operating Budget. So in 2017 18:39:40
21 CPS's Operating Budget was 5.4 billion, that's 18:39:44
22 grown to 5.699 billion in FY2018, 5.9 billion in 18:39:49
23 FY2019, and it's 6.176 billion in FY2020. 18:39:57

24 As I mentioned before, the total CPS 18:40:06



1 budget is \$7.7 billion, and this is comprised of 18:40:09
2 three different parts. The biggest portion of 18:40:12
3 our total budget is the Operating Budget. This 18:40:15
4 pays for day-to-day expenses like payroll and 18:40:18
5 vendors. It's funded primarily through property 18:40:21
6 taxes and state funding. And it is -- it 18:40:25
7 includes \$3.3 billion in salaries and benefits, 18:40:29
8 and these are largely governed by collective 18:40:33
9 bargaining. 18:40:36

10 The second largest portion of our 18:40:37
11 overall budget is our Capital Budget, and this 18:40:39
12 pays for the renovation and long-term 18:40:41
13 investments in our facilities. So when we fix a 18:40:43
14 roof, when we build a new building, when we 18:40:46
15 build an expansion onto a building, this is paid 18:40:49
16 for from our Capital Budget. 18:40:52

17 The third portion of our budget is our 18:40:53
18 Debt Service Budget, which this year is \$700 18:40:55
19 million. And this includes the interest and 18:40:58
20 principal that we pay on our bonds that were 18:41:00
21 initially used to fund our capital investments. 18:41:04

22 Taking a look at the positions included 18:41:12
23 in the FY2020 Budget, over 97 percent of the 18:41:14
24 positions included directly support schools. So 18:41:19



1 as you can see in the chart, we have over 20,000 18:41:22
2 teachers, over a thousand school administrators, 18:41:25
3 over 10,000 school support staff and nearly 18:41:30
4 5,000 city-wide student support, which are our 18:41:36
5 custodians, nurses, folks that are managed 18:41:39
6 centrally but work primarily in schools. These 18:41:44
7 represent 97 percent of our total employee base. 18:41:46

8 Taking a look at the revenues that 18:41:55
9 comprise our Operating Budget, the biggest 18:41:57
10 portion of our Operating Budget is funded by 18:41:59
11 local revenues. So these are primarily property 18:42:01
12 taxes, personal property replacement tax and TIF 18:42:04
13 surplus. So local sources paid for by Chicago 18:42:08
14 taxpayers. The state funds 30 percent of our 18:42:12
15 overall Operating Budget. This amounts to 18:42:14
16 roughly \$1.85 billion. And these funds come 18:42:17
17 from the state's evidence-based funding formula, 18:42:20
18 the state's pickup of our normal costs for 18:42:25
19 teacher pensions and various categorical grants. 18:42:28

20 The third part of our overall Operating 18:42:33
21 Budget is funded by federal revenues. And these 18:42:35
22 are primarily Title funding and lunchroom funds 18:42:39
23 that support low-income students. 18:42:42

24 Taking a look at the expenditure side 18:42:48



1 of our Operating Budget, salaries and benefits 18:42:50
2 comprise roughly 80 percent of CPS's overall 18:42:53
3 operating spending. This is when you look at 18:42:57
4 the chart including all the various salary and 18:43:01
5 benefit categories plus charter tuition, which 18:43:04
6 funds primarily salaries and benefits at charter 18:43:08
7 schools. The remaining 20 percent of our 18:43:12
8 overall budget is used to pay non-personnel 18:43:15
9 expenses, such as, commodities, instructional 18:43:17
10 supplies, equipment and student transportation. 18:43:21

11 I'm going to go over some highlights of 18:43:28
12 our FY2020 budget, and this year the big focus 18:43:31
13 was on equity. So the proposed budget, as I 18:43:34
14 mentioned, was \$7.7 billion. The key 18:43:37
15 investments being critical building improvements 18:43:40
16 for over 300 schools across the city with 93 18:43:43
17 percent of these investments going to schools 18:43:46
18 that serve majority of low-income students. 18:43:48

19 We also introduced the largest ever 18:43:52
20 capital investment in pre-K classrooms that 18:43:55
21 totaled \$120 million. We had the largest ever 18:43:57
22 expansion of high-quality academic programs, 18:44:01
23 including STEM, IB and Fine and Performing Arts. 18:44:04
24 We included 10.5 million for ADA accessibility. 18:44:06



1 \$10 million for nurse -- nurses, social workers
2 and case managers to support our students. And
3 \$12 million to support English learners in more
4 than 100 schools.

5 Continuing on, CPS this year is
6 investing \$263 million in funding for critical
7 maintenance needs and interior improvements at
8 our schools. These are projects like roof and
9 envelope and mechanical repairs and replacements
10 to keep our students safe, warm and dry.

11 As I mentioned before, we are including
12 the expansion of free full day pre-K for 4 year
13 olds. This includes \$20 million that is being
14 allocated for classroom conversions for this
15 fall, an additional hundred million dollars in
16 capital investment that will be dedicated to
17 classrooms opening in the fall of 2020.

18 I mentioned before the investment in
19 accessibility. This budget includes \$10.5
20 million to make sure every CPS building has
21 first-floor accessibility. We are also
22 including \$145 million in building modernization
23 to make sure that all schools are able to
24 support 21st Century Learning environments.

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1 This investment includes \$30 million in science
2 lab modernizations. And the second phase of the
3 high school science lab investment that we
4 announced last year, it includes upgrades to
5 academic programming, including \$30 million as
6 part of the District's new RFP process to make
7 sure we're aligning our capital upgrades with
8 programmatic needs throughout the city. And we
9 are also including \$85 million to provide
10 devices and infrastructure modernization to over
11 130 schools.

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12 Additionally, this year's budget
13 includes \$45 million in investments in
14 playgrounds, play lots and turf fields at more
15 than 15 schools across the city.

16 I mentioned before the investment in
17 staffing. This budget includes \$10 million in
18 funding for additional nurses, social workers
19 and case managers that will be supporting our
20 schools. The -- this budget also includes \$5
21 million to -- as part of the programmatic RFP
22 process to expand programming at 32 schools
23 and -- over the next five years. The investment
24 was for this year with a total of \$32 million



1 will extend over the next five years to clarify. 18:47:00

2 Additionally, for schools that are in 18:47:03
3 declining enrollment and low enrollment states, 18:47:05
4 we've invested \$31 million in equity grants to 18:47:08
5 219 elementary and high schools. And this is to 18:47:13
6 ensure that schools can provide the programming 18:47:16
7 needed to support their students. 18:47:19

8 And additionally, as I mentioned 18:47:22
9 before, we're investing \$12 million to support 18:47:23
10 English-language learners. This includes 18:47:26
11 additional funding for after school tutoring 18:47:30
12 programs, supplemental positions for the schools 18:47:32
13 with our highest concentration of English 18:47:35
14 learners, and for the first time we are 18:47:37
15 providing supplemental funding to all schools, 18:47:39
16 including those with 20 or fewer English Learner 18:47:42
17 students. 18:47:45

18 I mentioned before the investments in 18:47:49
19 social workers, nurses and case managers. I'm 18:47:51
20 going to give a quick overview of those 18:47:53
21 year-over-year investments in those positions. 18:47:58

22 What this slide shows is at the 18:48:00
23 beginning of FY19 CPS had 457 social worker 18:48:02
24 positions. This continued through the last day 18:48:07



1 of school in 2019 and through the start of the 18:48:10
2 Fiscal Year 20. The investment announced a few 18:48:17
3 weeks ago by Mayor Lightfoot and Dr. Jackson has 18:48:20
4 allowed us to add additional social workers to 18:48:24
5 the FY2020 Budget, and we currently have 492 18:48:27
6 positions open in the FY2020 Budget. 18:48:31

7 Next on the nurses. We began the 18:48:36
8 Fiscal Year 2019 with 327 nurses. We ended the 18:48:40
9 school year with 344, and as you can see we 18:48:46
10 began fiscal year 2020 with that same amount. 18:48:49
11 The recently announced investment has allowed us 18:48:53
12 to add 30 additional nurses to the FY2020 18:48:55
13 Budget. We currently have 374 nurse positions 18:48:59
14 included in the budget. 18:49:02

15 Finally, case managers. CPS began 18:49:05
16 Fiscal Year 2019 with 94 case managers. The 18:49:09
17 number increased to 95 by the end of the school 18:49:13
18 year. And we began Fiscal Year 20 with 101. 18:49:15
19 The recently announced investment has allowed 18:49:20
20 CPS to add case manager positions up to 135 in 18:49:24
21 the Fiscal Year 2020 Budget. 18:49:29

22 It's also important to take a look back 18:49:37
23 at what we did in March this year when we rolled 18:49:39
24 out school budgets for the fall. So for the 18:49:42



1 first time in years CPS was able to release 18:49:44
2 school budgets in March due to our increased 18:49:47
3 fiscal stability, which allowed principals to be 18:49:50
4 able to proactively plan, staff and schedule 18:49:52
5 their school for the coming year before the 18:49:55
6 school year was out this year. 18:49:58

7 Budgets -- school budgets increased by 18:50:00
8 over \$73 million in Fiscal Year 2020 partly due 18:50:02
9 to the aforementioned equity grant that was 18:50:08
10 provided to 219 elementary and high schools and 18:50:11
11 additional other investments in diverse 18:50:15
12 learners, gen ed and programmatic expansion. 18:50:19

13 Looking at school budgets in Fiscal 18:50:27
14 Year 2020, 52 percent of school funding comes 18:50:29
15 through the per pupil formula allocation of SBB. 18:50:33
16 So under student-based budgeting, schools 18:50:38
17 receive a per pupil amount for each student 18:50:41
18 enrolled weighted by grade level and diverse 18:50:43
19 learner category. In 2020 the base per pupil 18:50:45
20 rate is \$4,507, and this reflects a 2.5 percent 18:50:48
21 increase from Fiscal Year 2019. 18:50:55

22 While SBB represents the base level of 18:50:55
23 funding, schools receive additional funding 18:50:57
24 based on student and school level need, and this 18:50:59



1 represents the other 48 percent of the 18:51:02
2 principal-managed resources. These funding 18:51:04
3 allocations are determined by poverty, English 18:51:07
4 learner status, diverse learner status and 18:51:11
5 programmatic differentiation throughout our 18:51:13
6 schools. 18:51:15

7 In Fiscal Year 2020 we're taking a 18:51:20
8 two-prong approach to support our schools in the 18:51:22
9 resources that we've allocated in school budgets 18:51:25
10 this year. The first category is additional 18:51:28
11 support for all schools. So as I mentioned 18:51:34
12 previously, we increased the SBB rate by 18:51:37
13 2-and-a-half percent to match the cost-of-living 18:51:39
14 adjustment in the last year of the Chicago 18:51:43
15 Teachers Union contract, which expired on June 18:51:46
16 30th. We increased the supplemental aid per 18:51:48
17 pupil rate to \$920 per pupil. This is given to 18:51:52
18 every school that has a free and reduced meal 18:51:57
19 eligible student. Additionally, all elementary 18:52:01
20 schools will receive federal dollars in Fiscal 18:52:05
21 Year 2020 from either Title I or Title II. 18:52:08

22 Aside from the support that we rolled 18:52:11
23 out to all schools, we also targeted additional 18:52:13
24 support for specific school populations. As I 18:52:16



1 mentioned previously, \$31 million was allocated 18:52:19
2 through an equity grant for 219 small 18:52:23
3 under-enrolled schools. This is an effort to 18:52:26
4 ensure that elementary schools can avoid split 18:52:29
5 classrooms wherever possible and that high 18:52:32
6 schools have -- are able to offer a full slate 18:52:34
7 of programming to meet graduation requirements. 18:52:39

8 We allocated \$12 million in additional 18:52:42
9 English Learner funding for students with -- 18:52:45
10 schools with the highest concentration of 18:52:47
11 English learners. \$27 million was invested, 18:52:49
12 this is the operating fund invested in 18:52:52
13 teachers -- teacher's aides and supplies to 18:52:54
14 support the new full-day pre-K classrooms. 18:52:57

15 As I mentioned previously, \$5 million 18:53:00
16 in new IB, STEM and other programmatic 18:53:02
17 investments was included in this year's budget. 18:53:05
18 And \$22 million in additional diverse learner 18:53:08
19 teachers and paraprofessionals was invested in 18:53:14
20 this year's budget. 18:53:16

21 Going back to the pension issue that I 18:53:19
22 mentioned previously, while we are on more 18:53:21
23 stable financial ground, there still exists a 18:53:24
24 major pension inequity between Chicago and other 18:53:27



1 districts in the state of Illinois. We are 18:53:30
2 currently the only district that pays a 18:53:31
3 substantial -- any substantial amount of funding 18:53:34
4 towards its own teacher pensions, and when you 18:53:36
5 equate that to a per pupil amount, we see a big 18:53:39
6 disparity with what the state provides to other 18:53:45
7 districts and what the state provides to CPS. 18:53:47
8 So on a per pupil basis the state is funding 18:53:49
9 over \$2700 per pupil for teacher pensions for 18:53:53
10 every district outside of Chicago, while it's 18:53:58
11 only funding \$661 per pupil throughout Chicago. 18:54:01
12 This is actually a vast improvement over where 18:54:05
13 we were in Fiscal Year 17 when the state gave us 18:54:08
14 what equated to \$32 per pupil, but as you can 18:54:12
15 see by this chart, it's not clearly enough to 18:54:15
16 match the investment that the state makes in 18:54:19
17 other districts' pensions. 18:54:21

18 This chart shows the pension obligation 18:54:27
19 extended out through 2059 for Chicago Public 18:54:30
20 Schools. So we are in much better shape 18:54:34
21 regarding our pensions. The state has picked up 18:54:36
22 the normal cost of CPS pensions. And CPS now 18:54:39
23 has a dedicated pension levy, which is a 18:54:43
24 property tax levy that is solely to fund teacher 18:54:46



1 pensions. But the growth -- the projected 18:54:51
2 growth in our pension costs still puts us in a 18:54:53
3 place where we will be spending roughly \$2 18:54:56
4 billion on teacher pensions by 2059. So we are 18:55:00
5 not in a situation anymore where this is 18:55:04
6 diverting 7, \$800 million from our Operating 18:55:06
7 Budget, but it is still a cost that we expect to 18:55:10
8 grow over time. 18:55:14

9 I mentioned before the FY2020 Capital 18:55:20
10 Budget. So this year's 2020 Capital Budget 18:55:22
11 includes \$821 million of investments in building 18:55:25
12 renovations, expansions, site improvements and 18:55:30
13 IT throughout -- schools throughout the 18:55:35
14 District. There's six -- there's over \$600 in 18:55:39
15 guaranteed funding in this Capital Budget, and 18:55:44
16 we have \$202 million as you can see by the last 18:55:47
17 two lines of this chart in potential funding. 18:55:51
18 We've allocated \$191 million in potential 18:55:55
19 state-funded capital projects based on the \$45 18:55:59
20 billion Capital Bill passed by the state 18:56:04
21 recently. These funds will be rolled out as 18:56:06
22 projects become identified and CPS is able to 18:56:09
23 secure funding from the state for said capital 18:56:12
24 projects. We've also included \$11 million for 18:56:14



1 potential locally funded projects as -- if and 18:56:17
2 when funds become available. 18:56:21

3 As I mentioned, the 2020 Capital Budget 18:56:27
4 includes \$619 million in guaranteed funding. 18:56:30

5 This includes \$553 million of anticipated bond 18:56:34
6 offerings and other capital funds. As I 18:56:39
7 mentioned previously, CPS issues long-term bonds 18:56:42
8 to fund its Capital Budget, and this comprises 18:56:46
9 the primary funding source of this year's 18:56:50
10 capital plan. We also have the \$191 million in 18:56:53
11 state funding. We anticipate \$50 million in 18:56:57
12 federal E-rate funding to support our IT school 18:57:01
13 modernization. We have \$15 million in local 18:57:05
14 external funding. And we have earmarked \$11 18:57:11
15 million for any potential other external funding 18:57:14
16 that comes up throughout the year. 18:57:18

17 That ends my presentation. Thank you. 18:57:23

18 PRESIDENT del VALLE: Okay. Thank you. 18:57:26
19 We will get back to you with questions. 18:57:33

20 SECRETARY BELTRAN: Thank you, 18:57:37
21 Mr. President. 18:57:37

22 So we'll proceed with the public 18:57:38
23 comment section, and I'll share the rules for 18:57:40
24 public comment. 18:57:43



1 For the record I would like to note 18:57:47
2 that registration for the second FY20 Budget 18:57:49
3 Public Hearing was held between the hours of 18:57:51
4 5:30 p.m. and 6:30 p.m. Individuals who 18:57:54
5 registered to speak will have two minutes to 18:57:57
6 comment, and I will call the speakers in the 18:57:59
7 order of registration. This hearing will 18:58:00
8 conclude after the last person who has signed in 18:58:02
9 to speak has spoken or at 8:30 p.m., whichever 18:58:04
10 occurs first. When called, please state your 18:58:07
11 name. 18:58:07

12 And, Mr. President, I will call by 18:58:10
13 calling the first speaker, we have Mr. -- 18:58:12
14 speaker number 1, Tom Zablocki, followed by the 18:58:16
15 second speaker, Jennie Biggs. 18:58:20

16 Mr. ZABLOCKI: Hello. My name is Tom 18:58:22
17 Zablocki, I'm an organizer with SEIU, and my 18:58:25
18 wife is a CPS teacher at Saucedo Academy. I'm 18:58:28
19 here to finish some remarks that my colleague 18:58:32
20 over there couldn't finish during the first 18:58:35
21 hearing. 18:58:37

22 So we -- Local 73 represents 7,000 18:58:38
23 special education classroom assistants, 18:58:40
24 custodians, security and bus aides across the 18:58:43



1 District. And the average salary of SEIU Local
2 73 members working for the Board is less than
3 \$34,000 per year. This isn't enough money to
4 live in the city, and it forces workers to work
5 multiple jobs and contributes to the high
6 turnover rates. Treating these workers as
7 disposable hurts students, particularly diverse
8 learners who need SECA support.

9 Part of what has led us to this point
10 is that the Board reneged on contractually
11 agreed upon cost of living increases in 2012 and
12 2017 that were taken from our members. And then
13 we were denied another 2 percent increase in
14 2019 as the Board has dragged their feet during
15 current contract negotiations. During an
16 economic downturn and Rahm Emanuel's era of
17 austerity, Local 73 members tightened their
18 belts and now CPS's economic outlook has
19 improved. We have seen an increase of 27
20 percent in operating revenue between 2017 and
21 2020, yet the Board's lawyers that our members
22 are negotiating with continue to fight tooth and
23 nail against us rather than working together to
24 make our schools a better place for students and

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workers.

And what's really absurd is the difference between the union's wage proposals and the District's wage proposals constitute less than half of one percent of the overall budget in year three when total salaries already account for 43 percent of the District budget.

And so we -- our members really have high hopes for the new Board on doing the right thing, but they're also ready to stand with the Chicago Teachers Union and willing to strike for what's right.

SECRETARY BELTRAN: Thank you, Mr. Zablocki.

Our next speaker please, speaker number 2, Jennie Biggs.

MS. BIGGS: Hi there. Jennie Biggs, CPS parent, Raise Your Hand. Every budget hearing should be held in the neighborhoods. I think that's evident right here that if it was in the neighborhoods there'd be a lot more people to engage with. This would increase parent, educator and community access. Whose values does it serve to have in this location

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1 and not in our neighborhoods near our families? 19:00:40
2 And while we appreciate the changes made to the 19:00:43
3 monthly Board of Ed process and format, this 19:00:45
4 spirit and commitment of increased community 19:00:47
5 engagement, access and transparency needs to be 19:00:49
6 formalized into a model for all future Chicago 19:00:53
7 and CPS community engagement. 19:00:56

8 In its analysis of the Fiscal Year 2020 19:00:59
9 CPS Budget, Chalk Beat Chicago includes this 19:01:01
10 quote: Experts say the relative size of 19:01:04
11 Chicago's education bureaucracy, about 5 percent 19:01:07
12 of the District's Operating Budget, is bigger 19:01:10
13 than other large urban school districts, even as 19:01:13
14 the city has moved toward a more decentralized 19:01:16
15 approach to governing and funding schools. 19:01:20

16 This is unacceptable. We've been 19:01:22
17 saying for years that the CPS bureaucracy needs 19:01:24
18 to be downsized and those funds need to be 19:01:27
19 redirected into schools and into classrooms, 19:01:29
20 then priority should be given to all of the 19:01:32
21 students and schools with the most need. 19:01:34

22 We wanted to point out a few other 19:01:37
23 things that have been brought to our attention. 19:01:38
24 The Chicago school librarians have done some 19:01:40



1 number crunching, and they are saying that 19:01:43
2 librarians have been cut again this time by 15 19:01:45
3 from 100 -- they believe there were actually 123 19:01:50
4 librarians last year, and there will be 108 19:01:54
5 actual librarians this year according to the 19:01:58
6 budget. The promised increase in social 19:01:59
7 workers, nurses and case managers, which are 19:02:03
8 critical staff needed by students and educators 19:02:05
9 across the city which you all have recognized, 19:02:07
10 it actually goes unmentioned in this budget 19:02:10
11 according to a WBEZ report that was put out this 19:02:12
12 week. 19:02:17

13 We also think the case manager 19:02:17
14 positions that have been allocated should 19:02:19
15 include the number of students -- 19:02:22

16 SECRETARY BELTRAN: Ms. Biggs. 19:02:23

17 MS. BIGGS: -- with 504 Plans. Yes, I 19:02:24
18 will finish up. As well as the number of 19:02:27
19 students who have IEPs. 19:02:28

20 One last thing, we just want to say we 19:02:30
21 think it's very disingenuous to say you are 19:02:32
22 adding special education nursing and social 19:02:37
23 worker positions when you have had hundreds of 19:02:39
24 vacancies in these areas for the past several 19:02:42



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years. You need to provide incentives, better pay, improve working conditions to raise staff into your promised levels, otherwise it's just smoke and mirrors. We need to really start thinking outside the box as to how to attract people to our District and keep them in our District. Thank you.

SECRETARY BELTRAN: Thank you, Ms. Biggs.

Mr. President, this concludes the registered speakers on the list.

PRESIDENT del VALLE: Is there anyone in the audience who wanted to speak and didn't sign up? If not, we'll proceed to Board Member comments and questions and comments that Dr. Jackson might have.

In reference to the last speaker, we spent a lot of time in the first budget hearing talking about the points that you raised. So if you could --

MS. BIGGS: Sorry, I couldn't make it.

PRESIDENT del VALLE: -- check with folks they'll be able to fill you in. But thank you for your comments.

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1 Can we come back up here? Oh, Matt. 19:03:39
2 Okay. 19:03:39
3 Please. 19:04:07
4 VICE PRESIDENT REVULURI: So at the 19:04:07
5 last hearing I asked to clarify what's the 19:04:10
6 negative cash balance, and I'm going to ask 19:04:14
7 probably the same question in a different way 19:04:17
8 because I don't understand it yet. 19:04:19
9 What's the difference between the fund 19:04:21
10 balance being a positive 365 million and the 19:04:22
11 year-end cash balance being a negative 115 19:04:26
12 million, what does each of those mean? 19:04:29
13 MR. DeNARD: Good afternoon, Ron 19:04:36
14 DeNard, Senior Vice President of Finance. So 19:04:41
15 fund balance is an accounting book number, and 19:04:44
16 back in 2014 there was an accounting adjustment 19:04:49
17 made to a fund balance, so it was in a sense 19:04:55
18 artificially more positive. So it was an 19:05:01
19 accounting technique called revenue recognition. 19:05:04
20 Now we recognize our revenue through August of 19:05:07
21 the next year. So when we have property taxes 19:05:13
22 that come in through August, we actually 19:05:15
23 recognize those property taxes into the prior 19:05:17
24 year. So that in a onetime -- a onetime effort 19:05:20



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increased fund balance.

If you look prior to 2014 and you looked at fund balance and cash, they were relatively the same. But after that revenue recognition, fund balance and cash is now out of sync. So cash is more of an approximation of the true financial condition of CPS, however, fund balance is a measurement that, you know, the financial community does look at.

MR. SITKOWSKI: And I think to follow on that, the simplest way that I've heard it explained is that our cash balance represents if you had a credit card and you spent \$115 million but had nothing to pay it off, so you'd be in a negative cash position at that point. And that's where we ended the fiscal year this year.

VICE PRESIDENT REVULURI: And so the fund balance is also a snapshot number or is it a number for an entire school year?

MR. DeNARD: It is the results of operations for the full year, what was your -- for that point in time, what was your operating revenues versus your operating expenses.

VICE PRESIDENT REVULURI: So it's for

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1 the full fiscal year? 19:06:39

2 MR. DeNARD: Yes. 19:06:41

3 VICE PRESIDENT REVULURI: Okay. Thank 19:06:42

4 you. 19:06:44

5 MR. DeNARD: And then that number that 19:06:44

6 you see though is cumulative over time. 19:06:45

7 VICE PRESIDENT REVULURI: I have one 19:06:50

8 other question, which is more I think a budget 19:06:51

9 question. 19:06:53

10 You mentioned that Title funding, Title 19:06:54

11 I and II funding from federal sources is going 19:06:57

12 to every school. Is that distributed sort of 19:07:01

13 proportional to enrollment or is it not, is it 19:07:04

14 distributed differently? 19:07:07

15 MR. SITKOWSKI: So Title -- Title 19:07:10

16 funding -- every elementary school received 19:07:11

17 Title funding in this year's budgets. The 19:07:14

18 biggest portion is distributed through Title I, 19:07:17

19 and that's distributed in proportion to the 19:07:20

20 poverty concentration at a particular school and 19:07:24

21 the total enrollment. So the Title I is 19:07:25

22 allocated through a progressive formula, where 19:07:29

23 as the poverty concentration at a school goes 19:07:29

24 up, the per pupil amount that every student 19:07:32



1 receives goes up as well. So it's tied to both
2 of those metrics.

3 Title II is allocated through -- both
4 to reduce class size and to support professional
5 development at schools. But that represents a
6 much smaller slice of the Title funding.

7 VICE PRESIDENT REVULURI: And is that
8 distributed proportionally or is it different?

9 MR. SITKOWSKI: The class size piece is
10 distributed through a calculated class size
11 formula intended to help schools with limited
12 local funding reduce their class size.

13 And then the professional development
14 portion is targeted towards schools that do not
15 receive either Title I discretionary funding or
16 Title II class size funding.

17 VICE PRESIDENT REVULURI: Okay, that's
18 helpful.

19 Is -- what roughly is the ratio of the
20 Title I funding to Title II?

21 MR. SITKOWSKI: Title II off the top of
22 my head it's close to \$180 million that we roll
23 out to both District and charter schools through
24 the formula that I mentioned.

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MS. WENDELL: For Title I.

MR. SITKOWSKI: For Title I. And then
Title II is roughly like \$6 million.

VICE PRESIDENT REVULURI: Got it.
Thank you.

PRESIDENT del VALLE: Any other
questions or comments?

MEMBER TODD-BRELAND: Can I -- so this
is I think for Matt.

So at the last hearing you shared this
graphic about the social workers and investment
to build on social worker increases, can you
share that and explain it?

And I was also wondering if it would be
possible to get similar graphics for the other
clinicians that we've discussed, nurses, and
then librarians as well?

MR. LYONS: Yes, we absolutely could.

The distinctions between those being
some are essentially the decisions are made
about whether to invest in that position or
individual at the school level is the librarians
versus --

MEMBER TODD-BRELAND: Maybe you could

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just --

MR. LYONS: -- centrally.

MEMBER TODD-BRELAND: -- explain that.

MR. LYONS: Okay.

MEMBER TODD-BRELAND: Thank you.

MR. LYONS: So -- so on the screen

represents kind of a longer look at social work positions across the District. I apologize it's a little smaller than last time. The -- you know, you can see from school year 09-10 all the way on the left through school year 17-18 there is a gradual, sometimes not so gradual, reduction in the number of social workers across the District. The vast majority of these are centrally funded and represent the District's investment as a whole, not school-based decisions. And the line, which I didn't actually reference the last time, represents a ratio of students to social workers.

In July of 2018 Dr. Jackson announced a big investment in 160 additional social work positions. Partially because of the timing about that and just where it fell in the calendar, we were able to hire for some but not

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1 all for last school year. So we were able to 19:10:41
2 hire about 40 additional social workers out of 19:10:44
3 that 160. And so you see that big yellow area 19:10:47
4 in the SY19 bar and that represents vacancies 19:10:50
5 that were -- this data is a snapshot, but 19:10:54
6 essentially those were carried most of last 19:10:57
7 school year, about 120 vacancies. When we got 19:10:59
8 to the winter when we were really able to kind 19:11:02
9 of hit the peak hiring season for school social 19:11:05
10 workers, we were able to close that gap 19:11:09
11 considerably. And you can see for SY20 this 19:11:11
12 represents essentially as of last week how many 19:11:14
13 social workers on staff we had filling these 19:11:17
14 positions, and the number as of that date was 19:11:19
15 about 415, which represents the highest staffing 19:11:21
16 level for social workers at CPS back at least 19:11:26
17 ten years. That's the height of the blue bar. 19:11:29

18 We still have some vacancies associated 19:11:33
19 with that initial batch. And then there was an 19:11:35
20 additional investment, and that's the kind of 19:11:40
21 gray bar at the top of the SY20 bar. And that 19:11:42
22 represents the additional 35 social workers that 19:11:47
23 were rolled out as part of the Mayor and 19:11:51
24 Dr. Jackson's recent announcement of additional 19:11:53



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investments.

Again, this is a down payment on a much larger plan to add hundreds of social workers, which is really what the additional white bars lay out. Those are not in a budget yet because those are for future fiscal years, but this really maps out what the numbers, you know, and projections were behind the Mayor and Dr. Jackson's announcement of an investment and a down payment this year. So that's essentially where we've been for social workers.

For nurses, and I think there were slides earlier with tables, there's been additional growth. Last year -- it was more modest than what is on the social work slide, of course, but last year was, you know, a represented increase of 17 positions that did not translate into exactly 17 additional nurses, but it was I think about a dozen last year we increased. We committed an investment of hiring an additional 30 nurses, and that's what these positions represent. And we think we're going to get to 30 during the course of this school year. But again these are social work and

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1 nurses in particular are really high need areas 19:13:10
2 for -- across the state and nationally. In the 19:13:12
3 case of nursing, not just in education, 19:13:16
4 hospitals are suffering kind of a similar 19:13:19
5 squeeze. 19:13:23

6 So, you know, things we put in place 19:13:23
7 like helping people with an RN, so registered 19:13:26
8 nurses. Or in the case of social workers, who 19:13:30
9 are licensed social workers who practice in 19:13:33
10 Illinois, we are paying or reimbursing them for 19:13:35
11 tuition to get the proper credentials to be a 19:13:37
12 school nurse or school social worker, and we'll 19:13:41
13 continue to expand those investments. 19:13:44

14 You know, librarians, just for a 19:13:46
15 moment, I know there's been a lot of discussion 19:13:48
16 about a continued reduction. Librarians are 19:13:50
17 different from the social workers and nurses in 19:13:54
18 that the District doesn't make a choice for 19:14:00
19 schools about whether to provide kind of arts or 19:14:03
20 library. If we had our choice everyone would be 19:14:06
21 able to have any programs that they want. 19:14:11

22 Practically speaking it's not a reality and so 19:14:13
23 the gradual decline really represents the 19:14:16
24 decisions that principals are making at their 19:14:19



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school .

The additional context I would provide is that the idea of providing more librarians is easy to say. Last year I think our estimate on the number of school librarian graduates across the state of Illinois was about ten. And we got -- over the last 12 months we had eight qualified applicants across the District for school librarians. So even if we were to make an investment, it would not be in a place where we were able to make much headway due to a limited number of available candidates.

The last element which I think was discussed was around case managers. And the real -- the distinction for case managers because each of those job categories has kind of a different story, case managers are not particularly hard for us to fill. We had 94 during last school year and added to 95 they were essentially fully filled. The challenge there is that opening case managers will produce additional vacancies in special education teachers given that the qualifications are the same. And we don't see those vacancies pop up

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1 evenly where we're just making a choice about 19:15:41
2 which services to provide and which ones to 19:15:44
3 still be working to staff. Essentially case 19:15:47
4 managers opened on the north side produce 19:15:50
5 vacancies in special education teachers on the 19:15:55
6 west and south sides. So a little bit of an 19:15:58
7 oversimplification obviously, but that is 19:16:00
8 predominantly the pattern that we see across all 19:16:02
9 job categories, particularly those that are high 19:16:06
10 need and where there aren't enough candidates to 19:16:09
11 fulfill the demand. 19:16:11

12 MEMBER TODD-BRELAND: Thank you. 19:16:12

13 VICE PRESIDENT REVULURI: Sorry, if I 19:16:16
14 could jump in because it's sort of a follow-up 19:16:17
15 to your comment about librarians. That's 19:16:20
16 something I definitely didn't know that there's 19:16:21
17 a few new graduates across the state, but if the 19:16:23
18 number of librarians -- librarian positions has 19:16:27
19 been declining, where have those people gone? 19:16:30
20 Are many of them still in CPS in different 19:16:35
21 positions? 19:16:38

22 MR. LYONS: So it would be a lot of 19:16:38
23 them likely are, but probably more are no longer 19:16:40
24 with the District. I mean, this has been a long 19:16:43



1 -- this is similar to the social work graphic I 19:16:47
2 showed, like this has been over the last decade 19:16:50
3 or more. 19:16:52

4 I could tell you, you know, again 19:16:53
5 without all the information at my fingertips 19:16:55
6 right here, you know, librarians just in the 19:17:00
7 general kind of teacher population are tending 19:17:03
8 to be closer to retirement just from a 19:17:06
9 demographic standpoint. I would expect that 19:17:10
10 that was true over the last several years too, 19:17:12
11 so it's likely that a lot of them have retired. 19:17:16

12 VICE PRESIDENT REVULURI: Thank you. 19:17:19

13 MEMBER MELENDEZ: Just a clarifying 19:17:24
14 question. Part of the decline supports the low 19:17:25
15 number graduates, but also the fact that 19:17:32
16 librarian positions are funded by schools, not 19:17:35
17 by Central Office. 19:17:39

18 MR. LYONS: Yes. And I don't want to 19:17:40
19 actually imply that the decline in the positions 19:17:41
20 is being caused by the low number of candidates, 19:17:44
21 though those are related. If a principal has 19:17:49
22 the option of opening a library candidate that 19:17:52
23 they're going to spend seven months filling or 19:17:55
24 more, they may opt to have an art teacher or 19:17:57



1 another -- another -- another -- provide another 19:18:01
2 service to students over academic programming. 19:18:04
3 The -- but, yes, the decline over the long-term 19:18:06
4 has been the result of principals having to make 19:18:10
5 choices, choices that we didn't -- we don't 19:18:14
6 always want them to have to make, but 19:18:16
7 ultimately, especially over the prior, you know, 19:18:19
8 eight or nine years in a resource-constrained 19:18:22
9 system, they've had to make the choices. And 19:18:27
10 they're closest to the ground and really should 19:18:29
11 be the ones making the choices about what their 19:18:31
12 school communities need. 19:18:34

13 MEMBER MELENDEZ: And for the librarian 19:18:35
14 position, do they need a Master's Degree in 19:18:37
15 library sciences or can they have a BA. 19:18:39

16 MR. LYONS: It's -- they can definitely 19:18:45
17 have a BA. It's actually -- it's a 19:18:46
18 certification, so it's a teaching license. 19:18:50

19 MEMBER MELENDEZ: It's a teaching 19:18:52
20 license with a librarian. Is that different 19:18:54
21 from, for example, librarians that work in 19:18:56
22 institutions of higher education, so it's a 19:18:58
23 different career path? 19:19:01

24 MR. LYONS: Similar to the school 19:19:03



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social work maybe we would say. It's like, well, there's not an IEP component for librarians. It's a school librarian license, not a librarian license.

MEMBER MELENDEZ: Okay. Okay. Thank you.

PRESIDENT del VALLE: Any other questions?

I have a question about the 31 million in equity grants. Those grants are for schools that have lost enrollment, right?

MR. SITKOWSKI: That's correct.

PRESIDENT del VALLE: How many school budgets are less this year -- in this proposed budget are less than the previous year?

MR. SITKOWSKI: So when we look at the overall snapshot of District schools, the roughly 515 schools that we have, about three quarters of the District school budgets are up year to year. And that's accounting for the investments we've made in SBB, in supplemental aid, and then the targeted investments that we've made throughout for the schools that are seeing the enrollment declines.

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PRESIDENT del VALLE: Okay. So how many schools will have a lower budget this next school year than they had prior year -- when you take into account the 30 -- the distribution of the 31 million?

MR. SITKOWSKI: So roughly a quarter of the District schools will see a decline in their budget from last year to this year.

PRESIDENT del VALLE: A quarter. And that's due to declining enrollment?

MR. SITKOWSKI: That's due primarily to declining enrollment. And there's a number of schools that did receive the equity grant that still maybe saw a slight decline but a decline that was not as sharp due to the initial funds they received through the equity.

PRESIDENT del VALLE: Right. And I think these funds do make a great difference and they're important.

But what are we doing for the schools, Dr. Jackson, that will still see a decline in their budget even with the equity grant?

DR. JACKSON: I think just the characterization of a decline, I would argue

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1 that those schools are actually getting the same 19:21:13
2 amount if not more because we're actually giving 19:21:15
3 them more money than they would originally have 19:21:18
4 been allocated based on their student-based 19:21:21
5 budgeting. So I think characterizing it as a 19:21:23
6 decline without taking into consideration a 19:21:25
7 sharp decline in enrollment, it's not an 19:21:28
8 apples-to-apples comparison. 19:21:31

9 I don't know if you want to highlight 19:21:32
10 that, but in all of these cases the school that 19:21:34
11 received an equity grant, the schools would have 19:21:36
12 received even fewer dollars than what's being 19:21:39
13 presented to the Board today had we not made the 19:21:43
14 additional investment. 19:21:46

15 PRESIDENT del VALLE: And I understand 19:21:47
16 that, that's what the equity grants are for. 19:21:48
17 But again, what -- it's due to declining 19:21:50
18 enrollment -- 19:21:56

19 DR. JACKSON: Yes. 19:21:57

20 PRESIDENT del VALLE: -- right? That's 19:21:57
21 the reduction of funds. 19:21:58

22 DR. JACKSON: Yes. 19:22:00

23 PRESIDENT del VALLE: Of course, if you 19:22:00
24 don't have the enrollment, you don't have the 19:22:01



1 student-based budget a month that's going to the 19:22:03
2 school. So how many of those schools are seeing 19:22:06
3 a dramatic decline in this year's budget? 19:22:12

4 DR. JACKSON: Well, we can go through 19:22:18
5 the different categories because we broke them 19:22:20
6 down in the memo, but one of the things I want 19:22:24
7 to highlight is the schools who are receiving -- 19:22:27
8 for the most part the schools that are receiving 19:22:29
9 a budget cut, it is due to the reduction in the 19:22:31
10 number of students that they have. 19:22:34

11 What we have done to answer your 19:22:36
12 question to support them is to provide them with 19:22:38
13 additional money so that, for example, our 19:22:40
14 elementary schools would not have to see split 19:22:42
15 classes as a result of this. In some of the 19:22:46
16 cases the high schools would be able to keep 19:22:48
17 positions, such as, deans, et cetera, again, 19:22:51
18 principal-based decisions, that they need in 19:22:53
19 order to support their school. 19:22:55

20 So I think the answer to the question 19:22:57
21 is we've given them extra money despite the fact 19:22:58
22 that the enrollment has declined sharply, and 19:23:01
23 the individual principals are making decisions 19:23:04
24 about how to use that given the population that 19:23:05



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they have.
In most cases at the elementary level I would say that principals use it so that they don't have to have split classrooms and retain teachers. And at the high school it's oftentimes used for additional support services that they may need outside of the classroom.

PRESIDENT del VALLE: So then in addition to the 31 million in equity grants, we are providing additional support to those schools?

DR. JACKSON: No, the equity grant is the additional support. So if we did not have the equity grant, those schools would have received a budget cut commiserate with the decline in enrollment, which for some of them would have been hard for them to sustain their school. Knowing that that would be the case, the action that we took was to provide an equity grant so that those schools could still have an academic program that allowed for a teacher in each grade, et cetera.

PRESIDENT del VALLE: Okay.

DR. JACKSON: And we should also note

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our budget, the budget that the District received -- receives, is based on students as well. And so this is an equity grant in that schools are receiving what they get based on the per pupil allotment that we get from state funding, et cetera, but we're also taking additional -- the additional new money that we received from the state and distributing it to the schools that we think are the schools in most need.

PRESIDENT del VALLE: So the equity grants are prioritized?

DR. JACKSON: Yes.

PRESIDENT del VALLE: For the schools that are --

DR. JACKSON: With the most --

PRESIDENT del VALLE: -- most affected by decline enrollment?

DR. JACKSON: Absolutely.

PRESIDENT del VALLE: Okay. Thank you.

Any other questions or comments?

The E-rate, that's all federal money?

MR. SITKOWSKI: The \$50 million in E-rate is federal money.

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PRESIDENT del VALLE: The 50 million.

And that's for IT modernization?

MR. SITKOWSKI: Yes.

PRESIDENT del VALLE: Are we adding to that amount for the modernization?

DR. JACKSON: I believe there's -- Arnie, can you clarify?

MR. RIVERA: Yeah, as part of our capital budget there's a match of \$11 million in order for us to qualify for the \$50 million of E-rate subsidy.

PRESIDENT del VALLE: Oh, so it's a total of 61 million that we're spending?

MR. RIVERA: Correct.

PRESIDENT del VALLE: Okay. Thank you.

MEMBER SOTELO: I just want to follow up to your questions.

The memo actually outlines a lot of prudent decisions that have been made, but at some point during the school year we should follow up just to see how the equity grant is performing as its intended, right, especially when you have, you know, a reduction of 17 percent compared to -- that's actually

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1 subsidized with the equity by half the amount, 19:25:50
2 50 percent, yet the school had a 24 percent 19:25:55
3 reduction in enrollment. It begs more questions 19:25:58
4 for me about the impact of the total investments 19:26:02
5 in those kind of -- with those kind of numbers 19:26:06
6 to ensure that we're actually -- that it's 19:26:09
7 actually working as intended for the student 19:26:14
8 body, right. So I think that as we look at the 19:26:16
9 total equity investments, we should probably 19:26:19
10 revisit it, you know, when it's prudent to 19:26:22
11 actually assess how it's working or it's not. 19:26:25

12 PRESIDENT del VALLE: Any other 19:26:30
13 questions or comments? 19:26:31

14 Dr. Jackson, would you like to -- given 19:26:33
15 what we heard today? 19:26:38

16 DR. JACKSON: Oh, yeah. Well, I 19:26:39
17 appreciate all the questions and comments. I 19:26:40
18 did make -- we had a lot more activity earlier, 19:26:42
19 and Matt Lyons and Heather were able to clarify 19:26:50
20 some of those, but there was one question about 19:26:53
21 CPS Central Office that we wanted to clarify for 19:26:56
22 the record and we'll also clarify per your 19:26:58
23 recommendation with an FAQ for people after the 19:27:01
24 budget hearing who weren't able to be here 19:27:04



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today.

But the District budget for Central Office is down 13 percent since 2014, and so just really want to make sure that people understand that we have been making an effort to continue to reduce our footprint centrally. And when we make investments centrally, it's always in an effort to provide support directly to schools, and sometimes it's just things we can do at the District level much more economically than trying to put a position or resource in every single school. But I wanted to make sure this notion of a bloated bureaucracy was addressed because we have made tremendous progress in reducing our footprint and making sure that we are supporting schools directly.

And we also talked about how we can represent positions in our budget to make it clear which of those positions are people who may be centrally funded but spend 100 percent of their time in schools working for children compared to people who work in Central Office who also work on behalf of children every single day. But I wanted to make sure that people were

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1 clear about our footprint and also acknowledge 19:28:09
2 that the additional positions, all of these 19:28:11
3 positions have been announced throughout the 19:28:14
4 school year. They include investments in very 19:28:16
5 critical departments, such as, the Office of 19:28:19
6 Equity, the curriculum equity grant -- 19:28:21
7 Curriculum Equity Initiative, the OIG's office 19:28:24
8 to protect Chicago's children, as well as the 19:28:29
9 Office of Student Protections. 19:28:31
10 MEMBER TODD-BRELAND: And also can I 19:28:36
11 just -- on the FAQs that were mentioned in the 19:28:36
12 previous one. Would it be possible to add this 19:28:39
13 slide on the investments and a similar slide? 19:28:41
14 Because I think there are just a lot of 19:28:45
15 questions about where does this additional 19:28:46
16 investment fit in and how does it relate to 19:28:48
17 current staffing needs that this graphic I think 19:28:51
18 is helpful in explaining. 19:28:53
19 DR. JACKSON: Yeah. Yeah. We'll -- 19:28:54
20 MEMBER TODD-BRELAND: And a similar 19:28:55
21 one, you know, for these categories of focus. 19:28:56
22 DR. JACKSON: Yeah, we will include 19:28:59
23 those. 19:29:00
24 MEMBER TRUSS: Because, I mean, I was 19:29:05



1 one of those once upon a time on the other side 19:29:06
2 of the glass there that was like basically, 19:29:09
3 yeah, to have those questions in a sense. And I 19:29:12
4 think that as we -- you know, and I think 19:29:14
5 there's been tremendous improvement of really 19:29:19
6 getting information out there, you know, to the 19:29:20
7 public, you know, starting with your team, 19:29:22
8 Dr. Jackson, to be transparent, and all I can do 19:29:25
9 is just encourage you just to keep -- 19:29:28
10 DR. JACKSON: Keep putting it out 19:29:28
11 there. 19:29:28
12 MEMBER TRUSS: -- putting it out there 19:29:30
13 and people are going to draw their own 19:29:31
14 conclusions. Sometimes you just cannot -- you 19:29:33
15 know, something you cannot always control. You 19:29:35
16 know, something Jadin e did while we were out 19:29:39
17 there dealing with our own issue that we were 19:29:41
18 able to put some things to rest. But it's just 19:29:44
19 that all we can do is just keep putting it out 19:29:47
20 there because I think people in the beginning 19:29:49
21 was thinking that it was disingenuous to saying, 19:29:50
22 okay, it was in the budget. But just when we 19:29:53
23 all kind of came on board we saw the reality of 19:29:55
24 trying to staff some of these positions. 19:29:59



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And, President del Valle, again, I appreciate your comments from the previous hearing about, you know, partnering with Chicago Teachers Union and other, you know, stakeholders saying, hey, let's get the word out that, you know, we can say what we want, but we got to work for what we need to get. And you can say it, but if you don't put the work in it, you get the same results.

PRESIDENT del VALLE: Any other comments or questions?

Matt, do you want to add anything?
Just kidding.

Okay. We're done.

SECRETARY BELTRAN: Yes. So you can just conclude the second hearing, Mr. President, and strike the gravel.

PRESIDENT del VALLE: Thank you, everyone.

(Whereupon, the proceedings
adjourned at 7:30 p.m.)

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STATE OF ILLINOIS)
) SS:
COUNTY OF C O O K)

Karen Fatigato, being first duly sworn,
on oath says that she is a court reporter doing
business in the City of Chicago; and that she
reported in shorthand the proceedings of said
hearing, and that the foregoing is a true and
correct transcript of her shorthand notes so
taken as aforesaid, and contains the proceedings
given at said hearing.

Karen Fatigato



Karen Fatigato, CSR
LIC. NO. 084-004072



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