COUNCIL OF THE CITY OF PHILADELPHIA

COMMITTEE OF THE WHOLE

Room 400, City Hall
Philadelphia, Pennsylvania
Monday, April 29, 2013
10:35 a.m.

PRESENT:
COUNCIL PRESIDENT DARRELL L. CLARKE
COUNCILWOMAN CINDY BASS
COUNCILWOMAN JANNIE BLACKWELL
COUNCILMAN W. WILSON GOODE, JR.
COUNCILMAN WILLIAM K. GREENLEE
COUNCILMAN BOBBY HENON
COUNCILMAN KENYATTA JOHNSON
COUNCILMAN CURTIS JONES, JR.
COUNCILMAN JAMES KENNEY
COUNCILMAN DENNIS O'BRIEN
COUNCILMAN DAVID OH
COUNCILMAN BRIAN J. O'NEILL
COUNCILWOMAN MARIA D. QUINONES-SANCHEZ
COUNCILWOMAN BLONDELL REYNOLDS BROWN
COUNCILMAN MARK SQUILLA

BILLS 120338, 120339, 120651, 130141, 130142, 130150, 130163, 130178, 130179, 130180, 130181, 130182, 130183, and 130254
RESOLUTION 130190

- - -

COUNCIL PRESIDENT CLARKE: Good morning, everyone.

Good morning. We're going to start, folks. Can I have your attention, please. Thank you so much for your cooperation.

Good morning. This is the public hearing of the Committee of the Whole regarding Bills No. 120338, 120339, 120651, 130141, 130142, 130150, 130163, 130178, 130179, 130180, 130181, 130182, 130183, 130254, and Resolution No. 130190.

Mr. Decker, would you please read the title of the bills and resolution.

CHIEF CLERK: Bill No. 120338, entitled "An ordinance amending Section 19-1307 of The Philadelphia Code, entitled 'Deferrals of Real Estate Tax,' by further providing for certain deferrals of payment of a certain portion of Real Estate Taxes due the City of Philadelphia or the Philadelphia School

District"; and

Bill No. 120339, entitled "An ordinance amending Title 19 of The Philadelphia Code, by adding a new Chapter 19-2900A, entitled 'Special Real Estate Tax Provisions for Low Income Taxpayers,' providing for credits against real estate tax for certain low income taxpayers"; and

Bill No. 120651, entitled "An ordinance amending Chapter 19-1300 of The Philadelphia Code, entitled 'Real Estate Taxes,' by reducing the amount of real estate taxes to be exempted for certain improvements to, or construction of, certain residential, commercial, industrial or other business properties; and by reducing the duration of such exemptions"; and

Bill No. 130141, entitled "An ordinance amending Chapter 19-2900 of The Philadelphia Code, entitled 'Senior Citizen Special Tax Provisions,' by providing for those circumstances where a

4/29/13 - WHOLE - BILL 120338, etc.

participant in the tax freeze program authorized by that Chapter would owe less taxes as a result of a reduction in the tax rate or the assessed value of the taxpayer's property but for his or her prior enrollment in the program"; and

Bill No. 130142, entitled "An ordinance phasing over a period of years the effects of the actual value initiative and authorizing real estate taxes for the City of Philadelphia and the School District of Philadelphia for Fiscal Year 2014 and thereafter by amending Chapter 19-1300 of The Philadelphia Code, entitled 'Real Estate Taxes,'; providing for a tax and tax rate on real property; and by amending Chapter 19-1800 of The Philadelphia Code, entitled 'School Tax Authorization,' to further authorize the Board of Education of the School District of Philadelphia to impose a tax on real estate within the City of Philadelphia, and providing for a tax rate"; and

4/29/13 - WHOLE - BILL 120338, etc.

Bill No. 130150, entitled "An ordinance authorizing real estate taxes for the City of Philadelphia and the School District of Philadelphia at a combined rate of 1 percent for Fiscal Year 2014 and thereafter, by amending Chapter 19-1300 of The Philadelphia Code, entitled 'Real Estate Taxes,' to provide for a tax and tax rate on real property, and by amending Chapter 19-1800 of The Philadelphia Code, entitled 'School Tax Authorization,' to further authorize the Board of Education of the School District of Philadelphia to impose a tax and tax rate on real estate within the City of Philadelphia"; and

Bill No. 130163, entitled "An ordinance amending Title 19 of The Philadelphia Code, entitled 'Finance, Taxes and Collections,' by amending Chapter 19-1300 of The Philadelphia Code, entitled 'Real Estate Taxes,' by providing for certain deferrals of payment of a certain portion of Real

4/29/13 - WHOLE - BILL 120338, etc.

Estate Taxes due the City of Philadelphia or the Philadelphia School District, for owner-occupied properties that are the owner's primary residence, with a limitation of five years"; and

Bill No. 130178, entitled "An ordinance to adopt a Capital Program for the six Fiscal Years 2014 through 2019 inclusive"; and

Bill No. 130179, entitled "An ordinance to adopt a Fiscal 2014 Capital Budget"; and

Bill No. 130180, entitled "An ordinance adopting the Operating Budget for Fiscal Year 2014"; and

Bill No. 130181, entitled "An ordinance amending Chapters 19-1300 and 19-1800 of The Philadelphia Code, entitled, respectively, 'Real Estate Taxes' and 'School Tax Authorization,' by establishing a tax rate for City real estate tax and authorizing and establishing a tax rate for School District real estate tax; and by revising

the homestead exclusion"; and

Bill No. 130182, entitled "An ordinance amending Chapter 19-1800 of The Philadelphia Code, entitled 'School Tax Authorization,' by amending Section 19-1806, entitled 'Authorization of Realty Use and Occupancy Tax,' to further authorize the tax and to set the rate for such tax"; and

Bill No. 130183, entitled "An ordinance amending Chapter 19-1500 of The Philadelphia Code, entitled 'Wage and Net Profits Tax,' by revising certain tax rates"; and

Bill No. 130254, entitled "An ordinance phasing over a period of years the effects of the changes in real property assessments determined by the actual value initiative and authorizing real estate taxes for the City of Philadelphia and the School District of Philadelphia for Fiscal Year 2014 and thereafter by amending Chapter 19-1300 of The Philadelphia Code, entitled 'Real

4/29/13 - WHOLE - BILL 120338, etc.

Estate Taxes,'; providing for a tax and tax rate on real property; and by amending Chapter 19-1800 of The Philadelphia Code, entitled 'School Tax Authorization,' to further authorize the Board of Education of the School District of Philadelphia to impose a tax on real estate within the City of Philadelphia"; and

Resolution No. 130190, entitled "A resolution providing for the approval by the Council of the City of Philadelphia of a Revised Five Year Financial Plan for the City of Philadelphia covering Fiscal Years 2014 through 2018, and incorporating proposed changes with respect to Fiscal Year 2013, which is to be submitted by the Mayor to the Pennsylvania Intergovernmental Cooperation Authority pursuant to the Intergovernmental Cooperation Agreement, authorized by an ordinance of this Council approved by the Mayor on January 3, 1992 (Bill No. 1563-A), by and between

the City and the Authority.

COUNCIL PRESIDENT CLARKE: Thank you, Mr. Decker.

First, good morning, everyone. I would like to take this time to thank all of the parents, advocates, interested parties and, most importantly, the young people that I hear in the audience for coming down today.

(Applause.)

COUNCIL PRESIDENT CLARKE: At this time, I would like to recognize Councilwoman Blackwell, who will be co-chairing. She is the Chair of the Committee on Education. She'll be co-chairing along with me today.

Councilwoman, thank you for giving me some company up here today.

COUNCILWOMAN BLACKWELL: Thank you very much.

Good morning, everyone. Certainly we say welcome not only to our colleagues in Council, to the Superintendent, the SRC, certainly to the

PFT, all labor, and all of the young people and their leaders who are here today. We look forward to a detailed hearing, and we will try to get right into it.

Again, thank you all for being here.

COUNCIL PRESIDENT CLARKE: Thank you, Councilwoman.

At this time, I would like to ask the representatives from the School District of the City of Philadelphia to please come forward.

Just one other note. For individuals, particularly those of you who are here, some that are not here that are listening to this hearing, we will have an opportunity for the public to testify tomorrow on this very important issue; i.e., School District, at 10:00 a.m. tomorrow morning. Thank you.

(Witnesses approached witness table.)

COUNCIL PRESIDENT CLARKE: Good

morning, gentlemen.

DR. HITE: Good morning.

MR. RAMOS: Good morning, President Clarke, Chairwoman Blackwell, members of City Council, and all who have joined the hearing this morning. Thank you for the opportunity to address you. My name is Pedro Ramos and I am the Chairman of the School Reform Commission of the School District of Philadelphia. I am joined today by my fellow Commissioners and volunteer public servants Feather Houstoun, who serves as Chair of our Finance and Audit Committee, Wendell Pritchett, and Sylvia Simms. Allow me to publicly thank my colleagues Commissioner Dworetzky, in his absence, Commissioner Houstoun, Commissioner Pritchett, Commissioner Simms, and former Commissioner Lorene Cary for their contribution of service, talent, and commitment to our School District, particularly over the last 17 months, a time during which the new SRC has had to

take quite extraordinary measures to stabilize the School District and establish a foundation on which a new Superintendent can lead it to sustainable success.

Speaking of the Superintendent, I am pleased to welcome to his first budget presentation to City Council on the School District's annual budget our Superintendent, Dr. William Hite.

(Applause.)

MR. RAMOS: And as I always do in public and private, I want to thank Dr. Hite for his extraordinary leadership in extraordinary times. During his short tenure, he has already made a dramatic and positive impact on the future of our School District and our city. Having served as a teacher, a principal, and a superintendent over nearly three decades of public service, Dr. Hite knows that our mission of safe, high-quality schools for all Philadelphia children must rest on the twin pillars of academic

performance and fiscal sustainability.

No one can deny that Dr. Hite has hit the ground running or his willingness to lead with clarity and integrity in the most difficult time. For example, during the excruciatingly difficult and emotional Facilities Master Plan process, he distinguished himself by not just engaging students, parents, and officials in dozens of community meetings, but by soliciting, reviewing, and implementing suggestions offered by the public. His humility and willingness to listen, reflect and, in some cases, even revise his recommendations earned him great respect in our community.

During last year's testimony, we reported on the dire financial situation the new SRC found at the School District and the drastic and immediate measures we took to address that situation. A deficit of over $700 million at the start of the fiscal year ending June 30, 2012 was driven down to

only 20 million -- and I say "only" in quotes -- by the end of the fiscal year. Our commitment to budgeting more prudently, rightsizing, where necessary, and acting with urgency is evidenced by our actions.

Contracted services spending has been reduced by 21 million in Fiscal '12. Central office staffing was reduced. We negotiated a new partnership agreement with SEIU Local 32BJ District 1201 through which our employees contributed to the financial stability of our School District. We adopted a Five Year Financial Plan to chart a course to return the School District to financial stability. We financed $300 million to pay operating expenses in the current fiscal year ending June 30, 2013. Made the very difficult, but necessary, decisions to close 24 schools earlier this year and 31 during our tenure, stemming further classroom cuts that would have been necessary to maintain,

heat, and clean enormous amounts of empty space.

In the face of this unprecedented financial crisis, we have continued to seek opportunities to increase the number of high-performing seats and decrease the number of chronically poor-performing seats.

Last year, the School District added more students with an opportunity to enroll in high-performing District-run schools by adding more than 2,000 seats. We approved new renaissance charters, installing high-performing charter managers in chronically low-performing schools.

The budget Superintendent Hite and Chief Financial Officer Matthew Stanski will present is a stark, unpleasant reality that we can still change through common resolve and shared sacrifice. Because it reflects only the services we can afford with the dollars we have, it lacks much of what we have

come to view as essential to ensuring a suitable learning environment for our students. The budget, in its current form, simply cannot support the services provided this year. To stabilize the District and maintain current services, the District is requesting additional support from the City of Philadelphia and the Commonwealth of Pennsylvania as well as personnel savings.

It is the SRC's view that providing every student a safe, high-quality education is our mission, and doing so in a way that is fiscally sustainable is our duty. It is in that spirit that we ask the City of Philadelphia to invest again in our students and our School District. We are asking the same of the Commonwealth of Pennsylvania in our request for additional revenue. We are also asking our teachers, principals, and other employees to contribute to our students as their colleagues in 32BJ did last

year, ensuring the financial stability of our School District. We are grateful to 32BJ for their financial contributions and their commitment to enter into a partnership agreement designed to ensure our students are learning in clean, safe school buildings. Our requests of PFT and CASA seek parity with the contributions and commitment to reform and progress already agreed to by 32BJ.

My colleagues and I are often asked why we responded to the call to serve on the SRC during such difficult financial times and particularly since the reality is much of our time and energy is devoted to matters related to the adults in and around the School District. The School District of Philadelphia exists, however, to educate our city's children today as well as tomorrow. Despite the grim financial reality, there have been many successes that demonstrate that greatness is possible. In schools across the City,

there are teachers using innovative methods to capture the imagination of their students. There are principals leading with vision and purpose. There are partners - non-profits, universities, parent/family groups and organizations, business - who are all volunteering to provide much-needed enrichment services to our students. There are students excelling often despite seemingly insurmountable odds. We are here to serve them and, by serving them, secure a better future for our city and region.

Thank you for the support and leadership you provide for children, parents, teachers, and all stakeholders in public education in Philadelphia. We look forward to working with you to ensure that every child in the City of Philadelphia has the opportunity to experience a world-class education.

I will then ask Dr. Hite to present his testimony and take questions after.

COUNCIL PRESIDENT CLARKE: Absolutely.

MR. RAMOS: Thank you.

DR. HITE: Good morning, Chairman Clarke, Chairwoman Blackwell, and members of City Council. My name is William Hite, Jr., and I am Superintendent and CEO of the School District of Philadelphia. Thank you for the opportunity to testify before you today.

As School Reform Commission Chairman Pedro Ramos outlined, the School District faces a financial crisis, evidenced by the $304 million shortfall in this year's proposed operating budget. Though the budget assumes alleviating the shortfall through increased city and state funding and personnel savings, there is no guarantee those assumptions will come to pass. In past years, the District has spent money based on funding projections, resulting in mid-year staff and program cuts when the funds did not

materialize. Continuing to spend money that we do not have will put the District on the path to bankruptcy, given our projected five-year $1.35 billion deficit. Accordingly, we released individual school budgets last week based on available revenue, the funds that we can account for, not the potential for labor savings or new revenue requests. Principals requested budgets that reflect the reality, no matter how grim. While this is the necessary and responsible course of action, if these budgets become reality, they will substantially lower the quality of education in our District schools.

District-wide, fewer than half of our students are able to do grade-level math and reading. A $304 million shortfall presents cold, harsh scenarios: Schools with no assistant principals or administrative assistants, no guidance counselors, librarians, music teachers or school-based instructional

aides, no athletics, extracurricular activities, and summer programming. Sports teams, chess clubs, drama clubs, bands and orchestras, all athletics and extracurricular activities would cease. If this budget scenario comes to pass, then the activities that enrich their talents, interests, and lives would disappear, and there would be fewer adults to help them navigate their childhood years with an eye towards the future.

In seeking to implement a new vision for the School District of Philadelphia, our major obstacle is a lack of resources. Our limited funding, combined with the prospect of reduced staff and shrinking program offerings, is hindering our ability to provide our students with basic services and supports, and compromising our efforts to make these services and supports even better. We want to make our school system more competitive by expanding

opportunities in high-quality programs and providing superior learning experiences. We want to create structures and conditions that draw the best educators and leaders to Philadelphia. We want to operate more efficiently and flexibly while coordinating social services with City agencies. We want to give parents what they want and children what they need. We want to give teachers and principals the tools to do their jobs even better, and preserve the capacity of our central administration to support schools. Our budget challenges jeopardize those aims.

I have spoken often of my belief that there is opportunity in times of challenge. This unprecedented financial crisis presents an opportunity for the City and State to join with the District in changing our trajectory from debt-ridden to investment-driven. Since last fall, our leadership team has focused on not only our bottom line, but

on improving student outcomes, developing a system of excellent schools, identifying committed and capable people, becoming more parent and family-centered, and maintaining high standards of accountability. Our work is showing signs of success even amidst these turbulent times. Our graduation rates are going up. We are being more aggressive in addressing the challenges of chronically low-performing schools through our Renaissance School initiative. We are using our Facilities Master Plan to better align resources with student needs. We are collaborating with our partners in charter and parochial schools across the City through the Great Schools Compact.

Last week, we announced plans to work with the Philadelphia School Partnership in supporting improvements at receiving schools and expanding high-performing programs through an $8 million grant. The District will assist

principals in developing turnaround plans that qualify for PSP grant funding. We have proposed changes in the charter school evaluation system that would allow for greater consistency with District schools. We've worked to strengthen our own accountability measures by refining the School Performance Index and recommitting our resources to career and technical education. Through the launch this fall of the Philadelphia Virtual Academy, our first cyber school, we aim to bring students back to the District.

In looking towards the fall, our main focus, understandably, is to support schools set to receive an influx of students due to the Facilities Master Plan closures. Principals at various schools are in frequent contact. Parents have been invited to attend open houses at the new schools. Coaches are working to connect teams at various schools. The City will work with the District and local communities on future uses of empty

school buildings.

There will be safety plans for every receiving school. District and City agencies are finalizing safe corridor plans in partnership with the Police Department and neighborhood and civic groups. There will be cameras strategically placed at various points to help monitor routes. We want to work with the City Council on this initiative since these are not just District students, they are the children of Philadelphia.

On the human resources side, we are seeking reforms to improve working conditions for teachers and to expand principals' authority. We launched the Transformation Corps to provide advancement opportunities for high-performing internal staff. Professional development is more targeted to the specific needs of teachers and school leaders. In reshaping the District through the Facilities Master

Plan, we are looking at the leadership in each receiving school to ensure that all have the capacity to enhance academic achievement, ensure safe climates, and engage families and communities during this time of transition.

This is not business as usual, but a new way of conducting business in the School District of Philadelphia. It is vitally important that we continue the work that is showing success.

The central office budget over the last two fiscal years reduced full-time positions from approximately 800 to 400, which is virtually unheard of for a school system the size of ours. We cut wages up to 8 percent for non-represented employees, implemented furlough days and healthcare cost contributions. I will take a pay cut next year, along with my senior leadership team. Any additional cuts would --

(Applause.)

DR. HITE: Any additional cuts would have severely diminished central office core administrative functions, staffing levels, benefits, and compensation.

No one wants to give our staff, schools, students, and families anything less than they deserve or anything less than what they currently have. This fall, we will serve more than 140,000 students throughout the District. We hope to avoid sending them to schools where even the term "bare bones" is inadequate to describe their education. Through the addition of 180 million in new recurring revenues and 133 million in projected labor savings, we can maintain our current services to students and families while continuing along our path to fiscal balance.

It is important to note, however, that these funds will only fill a budget shortfall, a hole or a gap. They will not allow us to provide the

education that our young Philadelphians deserve, learning that fosters inquisitiveness, connections with caring adults or technological aptitude. It will not allow us to fully invest in our teachers and principals and improve their working conditions. It will limit our ability to engage our school communities, increase the number of high-quality schools or dig deeply into the challenges that plague our most struggling schools. Moreover, it will make it impossible to offer academic and extracurricular options for every student in every school that addresses their needs, abilities, and interests.

This budget crisis is real. Creating a financially sustainable District will allow us to provide the education that students deserve. The massive school closures were necessary and an acknowledgment of how dire our situation has become. Any additional cuts would do long-term damage to our

city's ideals about public education. While we greatly appreciate the additional funding you have provided in recent years, we are requesting your help in dealing with the District's financial situation now. We have also asked the state to increase its share of school funding.

(Applause.)

DR. HITE: This is a pivotal time for our District when we must ask ourselves, In a time of shared sacrifice, who should bear the most. We reject, and I reject, the idea that it should be our students, and hope that you will again invest in resources to do the very best by our children.

(Applause.)

DR. HITE: Mr. President, that concludes my testimony. We also have a short budget presentation that Mr. Stanski is prepared to walk through.

COUNCIL PRESIDENT CLARKE: Okay. Thank you.

MR. STANSKI: Thank you, President Clarke, Chairwoman Blackwell. I'm going to walk through a brief budget presentation that was presented to the School Reform Commission on April the 18th that gives an overview of the proposed budget.

Revenues and expenditures in the District rose steadily between Fiscal Year '08 and Fiscal Year '11, and then in Fiscal Year '12, the School District saw fairly dramatic revenue reductions, elimination of the charter school reimbursement, which was 110 million, the obviously ending of federal stimulus dollars, which was helping fund the state's basic education subsidy. The state only reinstituted around 86 million of the $186 million cut, leaving another $100 million shortfall, and then various state grant reductions were also implemented at the state level for an $86 million reduction. So we're looking at a total of nearly a $300 million reduction

in state revenues from Fiscal Year '11 to Fiscal Year '12.

To meet that reduction in revenue, the SRC and the District took some dramatic steps, including significant school-based reductions of 316 million, a $63 million reduction in the central office, reducing contracted services spending by 21 million, and reducing expenditures on materials and instructional supplies by $30 million.

The goal of the District in proposing our shared sacrifice solution is to get the District to long-term fiscal sustainability, and these are additional measures that the District is currently implementing for next year to become more efficient. We were initially proposing additional central office reduction of 6.6 million. We are implementing an energy management initiative to retrofit our buildings with new, more energy-efficient lights. We're proposing a $5 million savings in

4/29/13 - WHOLE - BILL 120338, etc.

utilities. Further contracted services reduction of two and a half million. We're also implementing a new routing system for transportation to become more efficient in our routes. Obviously the creation of the Virtual School right now, we're projecting to save the District $1 million to offset the increased costs of cyber charters, and then facility closures at 22 million. The District will begin to realize those savings in Fiscal Year '15.

As the Council is aware, the District this fiscal year entered into deficit financing, $300 million, to meet our obligations, and we just -- that another short-term option is just no longer available to the District.

So on March 28th, the School Reform Commission adopted the Lump Sum Statement, which did ask for the $180 million - 120 in revenue from the City, 60 million from the State and then -- or 60 from the City and then 133 in

personnel savings. However, we are, in our proposed budget, we are, as Dr. Hite alluded to, only planning for revenue that we know we are going to get, and so we are building our proposed budget around the anticipated revenue of 2.36 billion. And then backing out the Social Security and retirement reimbursement, the number goes to 2.441, which is what our proposed budget will be based around.

And so to cover the $3.4 million gap, the District really only has 1.3 billion to reduce our expenditures from. As you can see, our debt service is around $280 million planned for next year, charter payments around 720 million, and then a little over 100 million for other payments to non-District-operated schools. These are costs that the District must make each year, and so, therefore, the 304 million then must be reduced out of the available $1.3 billion which is left. And then of that 1.3 billion, there are mandated

costs such as funding teachers at the contractually obligated level, funding principals, funding special ed, funding ELL. So it becomes a very difficult challenge to actually reduce -- to lower our spending levels to meet our revenue anticipation.

The District has continued to reduce the operating budget around central administration. So these percentages reflect the operating budget. It does not include grant spending, but this is just strictly operating dollars. In FY11, the District spent 4 percent of its operating dollars on central administration. If current revenue projections take hold, our proposed budget then has us spending around 2 percent of our operating budget on central administration.

So this is a sample school budget, and as we go through questions today, we'll have up on the screen more sample budgets, and in your binders you

have school-by-school budgets. But this is an example of a sample high school in the District and what the current funding levels are and what the proposed funding levels without additional revenue will look like for schools next year. So you can see the District will be able to fund teachers at the contractual maximum obligations, will be able to fund a principal, our mandates around special education and ELL and nursing. We are funding school police officers at the levels we are currently funding them at, but there will be no additional funding to fund anything else at the school level.

Giving a little more detail, without the proposed personnel savings and requests of revenue, this is what a school could purchase with their dollars: principal, teachers, special ed, ELL, nurses, school police, and the District will still provide food services and transportation.

Over on the right is what a school could purchase with the additional 180 million in revenue and with the labor savings, and you can see a much more robust-looking school than the ones unfortunately that we've -- the budgets that we've had to propose right now. But as Dr. Hite alluded to, this just gets us back to our baseline, fills the gap, and gets services at a current level where they are. It's not where we want to be.

So we believe the solution is the shared sacrifice solution, with the additional revenue from the State and the City and then with the personnel savings that we have proposed.

With that, Mr. President, Madam Chair, we'll be happy to answer any questions.

COUNCIL PRESIDENT CLARKE: Thank you.

First, I want to thank you for coming in and testifying today. Dr. Hite, particularly I just want to say for

the record it's actually been quite a pleasure to work with you over these last couple of months.

DR. HITE: Thank you.

COUNCIL PRESIDENT CLARKE: We maybe didn't necessarily agree on everything with respect to some of the issues that came before us, but you always expressed a willingness to not only have a personal conversation but to come out to the neighborhood and meet with residents in a meaningful way. So I really want to thank you for that.

DR. HITE: Thank you.

COUNCIL PRESIDENT CLARKE: By the way, the event Saturday for Strawberry Mansion was a really good event. People came out. People were really excited about the possibilities of that particular school. So I want to thank you.

And obviously, Mr. Ramos, thank you for your friendship and your continued interaction.

A couple of questions, and then I'll recognize Councilwoman Blackwell for a couple of questions before we get to the rest of the body.

I want to get right to one particular issue that caught my eye, the PSSA results for 2012. It shows a significant decrease in percentage of students that are advanced or proficient in math or reading, which is a trend that has somewhat reversed from earlier years. We were somewhat optimistic, and now we see a drop.

Can you tell me the reason for that? Was it the turmoil in the District or some other issues with respect to what was going on, the teachers?

DR. HITE: We've actually reviewed a lot of that information as well, Mr. President, and one of the things that we found was, one particular thing was a change in the testing protocols. And so the students who in previous years tested with the teachers

who were the teacher of record did not do so in 2012. The protocols changed. And so there was some anxiety around students being tested by individuals who were not their primary teacher.

The other thing is, it's a reflection of how the performance across the Commonwealth of Pennsylvania. The Commonwealth of Pennsylvania, because of the implementation of new testing protocols, saw a drop in assessments across the state.

And then the third is that the District was very serious in ensuring that students were able to demonstrate that information and did not have -- and we made sure we were not creating situations where adults were able to assist children at all in that process. And so that was, as a result of that, a change in testing protocols. The state -- it's consistent with declines that we saw across the state, and in addition, the District was very explicit

about the types of processes and systems that we would use.

COUNCIL PRESIDENT CLARKE: So given that, should we have not been as optimistic about the increase in prior years? Had this particular process or criteria been established in prior years, it would not have been a marked improvement in those tests?

DR. HITE: And I do think that over a period of several years, as I've conducted my own analysis of the information, over a period of several years, the District did show or trend positively. And so there was growth over a period of time. It is concerning when you see a district in one year take the type of fall that the School District of Philadelphia took, but by the same token, it provides -- it's one year as a part of a trend line, and so we would have to see how that continues or discontinues in the future. And so it is a bump from year to year, but you have to look at how the

District has trended over a series of years, like if you look at an average of three years.

COUNCIL PRESIDENT CLARKE: So as we move ahead, will we continue these protocols?

DR. HITE: We will continue the protocols, and it will show you -- it will give you a better picture of student achievement over a period of time. And so it's how you have to read it more from the perspective of year to year. You have to look at how has it trended over a period of years.

COUNCIL PRESIDENT CLARKE: Right. Okay. I have a couple of scripted questions with respect to funding, but I'm going to cut to the chase.

You have understandably made a request quite emphatically for additional funding. That is also a trend in the City of Philadelphia, a consistent theme, and I understand why, because we're

clearly underfunded. And you came up with a formula 120/60. And, one, I'd like to know why 120/60, whole state versus the City of Philadelphia. And the other thing I need to know is -- and this is what's caused some level of confusion in earlier testimony and questioning from members of this body. At the end of the day, who is actually in charge of requesting funding from the City of Philadelphia, City Council? Because we can't get a sense of who is really supposed to be riding point on that particular issue. Because to date, we haven't gotten a formal request from anybody.

DR. HITE: You mean from the School District?

COUNCIL PRESIDENT CLARKE: I'm just asking, from your perspective, who do you think is the point person for actually going to City Council and saying, This is a funding request in this format and from this source? Because we

have not gotten that yet. We haven't gotten in our budget proposal a request for any additional revenues; i.e., taxes, any amendments, any new proposals, any state enabling legislation that would allow us to come up with additional revenues.

You and I have had a brief conversation about other alternative sources of revenue, but I haven't gotten anything. And I can only speak for myself. I'm not sure if other members of Council have gotten anything.

In your mind, who do you think should be responsible for leading the charge on that?

DR. HITE: Well, in the absence of someone leading the charge, I think it's -- I do think that it is the responsibility of the administration of the School District to make a request to City Council and to the state, and make a request so that we have the adequate funds in order to provide the education

to the children here in the School District of Philadelphia.

I am -- so that's why we made the request publicly to the SRC, who then transmitted it to -- I mean, in the Lump Sum Statement, we made the request of the additional revenue, not just from Council but from the state as well.

COUNCIL PRESIDENT CLARKE: Is there any specific request in terms of tax or some other legislative initiative? I'm just trying to get what exactly it is that you -- not to suggest that what you asked for, you're going to get, but, I mean, what do you want and how do you want it?

(Applause.)

(Audience members chanting.)

COUNCIL PRESIDENT CLARKE: Okay. I got you. Okay, folks. Folks, folks, folks. This is how it's going to work. There's a reason why I said 10 o'clock tomorrow. It will be an opportunity for public testimony. So

we're going to ask you --

(Audience member yelling.)

COUNCIL PRESIDENT CLARKE: I hear you, but I'm going to ask you all to please respect the questions and the individuals that will respond to the questions so we can get information, because this is the time and point we really need to be able to get a clear sense of what's being requested and what format, because you do want us to conduct our business on behalf of the kids of the City of Philadelphia. So please allow us to do that.

Thank you.

MR. RAMOS: President Clarke, just to add to the Superintendent's response, last year our process really started in a way that was more traditional and keeping with the history of having had a number in advance negotiated with the Administration and the Administration presented a number that we worked -- that we tried to work

through in the budget. This year, given the sort of year further into the crisis, the District was really going to the wire on getting to the point of having a Lump Sum Statement for the SRC to adopt. So the SRC -- the formal way that the --

COUNCIL PRESIDENT CLARKE: Hold on one second.

Folks, please keep your voices down. Please. So we can hear the testimony.

Thank you.

MR. RAMOS: The formal way that the District communicates is by transmitting a letter and a Lump Sum Statement to the Mayor and the President of City Council, as required by the City Charter, by April 1st. So on March 28th, we transmitted a letter, along with our adopted Lump Sum Statement of revenues and expenditures, and as required by Section 12-1303(b) of the Home Rule Charter, which says that at least 60 days prior to the adoption of the annual

operating budget, the Board shall adopt and submit to Mayor and Council a Lump Sum Statement of anticipated receipts and expenditures to the next fiscal year and a request for authority to levy taxes to balance its budget for the year, provided, however, that if Council shall no longer have the power to authorize taxes for the School District purposes, this statement need not be submitted to Mayor and Council.

COUNCIL PRESIDENT CLARKE: So you're requesting a tax increase?

MR. RAMOS: So what we're --

COUNCIL PRESIDENT CLARKE: You're requesting a tax increase?

MR. RAMOS: What we're --

COUNCIL PRESIDENT CLARKE: I'm asking a question.

MR. RAMOS: No. What I just read was the City Charter.

COUNCIL PRESIDENT CLARKE: Because you were like fading out.

MR. RAMOS: So what I just read

was the City Charter.

COUNCIL PRESIDENT CLARKE: I understand that.

MR. RAMOS: Which is the governing document for both, and it just states the process for the District transmitting a Lump Sum Statement saying what our needs are. Now, the means by which and whether that support is provided depends on what support happens at the state and what support and what manner can be provided locally.

One of the things we both -- we all have experience with is that the City Charter contemplates a budget process that assumes that on May 31st or earlier we know what our revenues are when we don't, because it's been the experience at the State and the City that budgets go to the wire in recent years.

So what we've done is identified the hole and say what -- and asked for $60 million in support by whatever means the Council deems prudent

and the Mayor to support the overall effort, which requires City funding, State funding, and labor contributions.

COUNCIL PRESIDENT CLARKE: So I'll make sure I understand what you just said. So basically you're saying that Council should be essentially responsible for coming up with a strategy for the 60 million?

MR. RAMOS: We're willing --

COUNCIL PRESIDENT CLARKE: Without a particular vehicle.

MR. RAMOS: We're willing -- I think now that's -- I think collectively we're all responsible for getting there. I don't think there's any way of sort of shifting that responsibility. It's a collective responsibility under -- and in terms of the request, we made the formal request in the transmittal of the Lump Sum Statement on the 28th of March.

COUNCIL PRESIDENT CLARKE: All right. I'm not going to get the answer I want to get from you. I see that. All

right. I'll come back.

Councilwoman Blackwell.

COUNCILWOMAN BLACKWELL: Thank you, Mr. President. I agree you didn't get a direct answer to the question, but I'll mention a few things, because all my colleagues have questions.

Let me ask you how we're engaging with universities, local partners, hospitals, foundations, libraries and such. Given the cuts, where is the Board on partnering or engaging all these other entities to help in our schools?

DR. HITE: We have a series of partnerships, Councilwoman, and the partnerships are with many of the institutions of higher ed that are in and around the area. In addition, as I indicated in my opening statement, we're also engaging with other agencies throughout the City, agencies like DHS, like the Police, like Parks and Recreation, the Free Library. We're

engaging with multiple agencies in order to provide some sort of structure so that we will have some services for our schools.

COUNCILWOMAN BLACKWELL: Yes. We have mentioned many times, I represent more institutions than any other member of Council, and they have tried to contribute, especially those who have charter schools and who bought schools from the District. They have tried to partner with the School District to try to keep students in school and to try to partner with them for schools they operate and even those that are closing, but we've had a hard time getting that done. And so we want to put that out there, that we make sure we use all our resources, because I'm sure we have more.

And the other thing I want to ask is about charter school expansion. We have charter schools who are now telling me, for example -- I'll use KIPP for an example, who are at Turner School

in my district, and they wanted to expand there and then they were told Constitution was coming there from near Bartram, so they couldn't expand where they are, but then -- so they were trying to look at a closed school like a proposed to be closed, like Wilson. Now they come, after asking to try to establish a community meeting, that the issue is that charter schools are not being expanded. Is that for all charter schools? Are there some schools that will see an expansion up to a deadline that was proposed, or what's that situation?

DR. HITE: The District, Councilwoman, recommended or will be recommending to the SRC that we do not have any charter school expansion for FY14. We have --

(Applause.)

DR. HITE: Currently we have 21 charter schools who are seeking to expand, and if in fact they were allowed

to expand, that would mean more than 500 million in additional expenses for the District over the next five years. And so at this time, because the District is unable to fill the $304 million gap, if in fact we are -- we don't have the ability to fill that gap this year, one of the things that we'll move forward is a 12 percent reduction from the following year, FY14 and '15, a 12 percent reduction by state formula.

And so the $304 million gap that we're trying to fill not only impacts all of the District schools this year, but it could also have a pretty significant impact on charter schools the following year. And we just feel like that it is a part of our comments about shared sacrifices from all of our partners, and I just think it would be irresponsible for us to endorse charter school expansions while asking our principals to do what I believe is the impossible with many of the school

budgets.

(Applause.)

COUNCILWOMAN BLACKWELL: I will only ask one additional question, but I did want to make sure that you have this petition sent to me for a school not in my area certainly but for Bok Technical High School, where they're asking that all of their programs stay together. So I'll ask the Sergeant-of-Arms to hand this to you just to make sure you have it.

And my last question is, does the School District -- does the SRC have a position on elected School Board versus appointed?

MR. RAMOS: The SRC has never taken a position on that, Councilwoman.

COUNCILWOMAN BLACKWELL: Do you have -- if you haven't taken a position, do you have an opinion on it?

MR. RAMOS: Does the SRC have an opinion on it?

COUNCILWOMAN BLACKWELL: Yes.

MR. RAMOS: The SRC can only state an opinion by taking a vote on something, and it's never considered that question or taken a vote on it.

COUNCILWOMAN BLACKWELL: Well, there are some people in the community who have requested it. We will be having hearings, so we'll invite you back then to certainly discuss the issue.

(Applause.)

COUNCILWOMAN BLACKWELL: And then we'll go from there.

Mr. President, I'm happy to defer to other people. We have so many questions, I'm sure.

COUNCIL PRESIDENT CLARKE: The Chair recognizes Councilman Goode.

COUNCILMAN GOODE: Thank you, Mr. President.

Good morning, Mr. Chairman. Good morning, Dr. Hite.

Dr. Hite, we met on Friday, so you are aware of the questions that I'll be asking this morning, although I

4/29/13 - WHOLE - BILL 120338, etc.

received some information since Friday that I believe needs to be addressed.

Council President raised some questions regarding performance and how it has slipped the last few years, and your statement was that it had slipped statewide, which is true, but of all the charts that you submitted to us as materials, I was struck by the chart regarding adequate yearly progress, and it tracks it from 2005, but over the last three years, from 2010 to 2012, the percentage of schools making adequate yearly progress has dropped from 59 percent in 2010 to 47 percent in 2011 to 13 percent in 2012. That's quite a dramatic drop, separate from the other drops in test scores.

My simple question for that before I get into the money questions that we discussed on Friday, is that drop money related? Is it related to money?

DR. HITE: Is the drop related to money?

COUNCILMAN GOODE: Is the drop from 59 percent to 47 percent to 13 percent, that dramatic drop specifically from 47 percent to 13 percent in one year, is that drop related to money?

DR. HITE: That's hard for me to respond to, Councilman Goode, because I would have to see it especially at the school level what types of budgets were different for last year versus the year before. And so it's just a hard question to respond to without --

COUNCILMAN GOODE: But create the context for the rest of my questions, which is where I'm going with this. We stated that there's a $304 million deficit. You're requesting 120 from the State, 60 million from the City, 133 million in labor concessions simply to close the deficit.

If you receive no money at all and still have a $304 million deficit, what are we losing? Recognizing your testimony, you said no assistant

principals, administrative assistants, guidance counselors, librarians, music teachers, school-based instructional aides, no athletics, extracurricular activities, summer programming. Sports teams, chess clubs, drama clubs, bands, orchestras, athletics and extracurricular activities would cease. Is that the full list?

DR. HITE: Yeah. That's a pretty accurate list, and I would also add, Councilman, that instead of this notion of what we are losing, it is what we are unable to afford. And so if principals are managing their budget, then with the types of budgets without the $304 million, it's not the ability to afford those things that we had in previous years.

COUNCILMAN GOODE: Can you present me in writing a formal listing of what we would lose if you receive zero funding?

DR. HITE: Yes.

COUNCILMAN GOODE: Okay. With $60 million more funding, 60 million from the City, but nothing from the State and no labor concessions, what are we buying back?

DR. HITE: We would buy back the ability to impact the -- I talked about my priority being the receiving schools. So we'd buy back the ability for us to restore the receiving schools. We would also buy back the ability for principals to select assistant principals or secretaries. We'd also buy back the ability for itinerant music to be in schools. I'm just using those as examples. These would not be determinations made by central administration. This would be money that is then restored to principals' budgets that give them the ability to purchase these things.

COUNCILMAN GOODE: So you've already told principals to assume that they're getting no money; is that

4/29/13 - WHOLE - BILL 120338, etc.

correct?

DR. HITE: Correct.

COUNCILMAN GOODE: And if the City provides $60 million, but there's nothing coming from the State or labor concessions, can you provide that listing of what that $60 million would buy back and if it is in fact money that will go to principals for school-based budgeting?

DR. HITE: That's correct. That's correct.

(Applause.)

COUNCILMAN GOODE: Can you provide a similar listing assuming that you only get $30 million, half of what's being requested from the City, and nothing else from the State and labor concessions?

DR. HITE: We could, yes, sir.

COUNCILMAN GOODE: So I need a listing for zero dollars, $30 million, $60 million. In addition, I want to know what we would get for $90 million, $180 million, and $300 million as a written

response, but before I get that written response and you submit that, I guess I want to know just now for the record, what are we getting for those investments? And I want to use the context of adequate yearly progress, even though that shouldn't be the only measurement. I want to know what impact the different levels of investment will make.

DR. HITE: What we would get for those -- and it actually goes back to the statement I made to your original questions.

COUNCILMAN GOODE: That's my bell; that's not your bell.

DR. HITE: Okay.

It does provide us with the ability to put more money back into school-based budgets. And so that's the investment, and that investment is in many of the programs that our students in our schools have right now. So if our schools have athletics and we are no

longer able to afford athletics because of the budget shortfall, then any additional revenue would then go back into school-based budgets for the purpose of providing athletics, as an example.

COUNCILMAN GOODE: And I get that, but in the context of only 13 percent of schools meeting adequate yearly progress, I need a more formal analysis in terms of what we get for that amount of money and how it's going to be applied in terms of school-based budgeting, because the discussion we had on Friday was before we got this information, but if that $60 million is going towards school-based budgeting and only 13 percent of the schools made AYP, maybe the principals don't know what they're doing.

DR. HITE: Well, and the other part of that is that --

(Audience members yelling.)

DR. HITE: -- one of the things that I stated earlier, inside our

Facilities Master Plan, we have designated all of the schools that are sending or receiving schools vacant. And so it's become a competitive process for the principals. They're not planned to select those individuals.

And I will also say that, yes, we have to pay attention to adequate yearly progress, but we're also interested in growth or the lack of growth; in other words, determining where students are beginning and then where they're ending up, and I think that that growth --

(Applause.)

DR. HITE: I think that the growth of students is equally important as we look at not just AYP but look at how schools are actually looking at what you --

(Applause.)

DR. HITE: Where students begin versus where they end after being with a teacher in a school for one year.

COUNCILMAN GOODE: Just for the record, Mr. President, just for the record, my comment about principals is a very serious comment, and it's because I actually believe in school-based management, because I believe that principals should be in charge, but principals have not been allowed to be in charge.

DR. HITE: That's correct.

COUNCILMAN GOODE: Therefore, they're not necessarily prepared to be in charge. And they need to be prepared to be in charge and better trained to be in charge, and we don't need to have 13 percent meeting AYP.

Thank you, Mr. President.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

The Chair recognizes Councilman Jones.

COUNCILMAN JONES: Thank you, Mr. President.

Thank you, colleague, for

insightful questioning on this.

I want to break my questions into three groups, because we know there's a limitation. I'm going to start with the funding and then go to some of the closings and transitions, and then at the end of the day deal with the end product, what we produce out of the public education system.

One of the things that Councilman Clarke was trying to draw out, what is the rumor, what have you heard, what have you officially requested from Harrisburg as a funding request and what have you heard by way of feedback from that request?

DR. HITE: Well, we've requested $120 million from Harrisburg, and we think that that is also the responsible thing to do. If we're in fact requesting funds from the City or revenue from the City, we thought that it was also responsible to include in our Lump Sum Statement a request from

Harrisburg as well. And I will let the Chair talk about the relationship in Harrisburg.

COUNCILMAN JONES: And short questions, because that's on my clock. I know how that works. Short answers; I'm sorry.

MR. RAMOS: I think the response has been somewhat consistent around the community, including in Harrisburg. I think there's a lot of recognition that the District has done -- has been trying to deal with its affairs to the fullest extent of its ability, and I think there is some recognition that there's a limit to that ability to solve this.

I do think that the notion of shared sacrifice is one sort of understood. The challenge -- you hear the same reported responses you do locally, understanding without clarity about how. So I think that in the end is progress in one way, in that folks are no

longer debating the need, I think. It's a question of the feasibility and the manner.

COUNCILMAN JONES: The reason I raise that is not only because of the heavy lifting that many members in this body have had to do over the past years, on top of AVI it is a heavy lift, but as importantly, as importantly, we don't want you taking on any more debt. One of the Freshmen Serious 6 talked about and predicted early that you would have to wind up going to the marketplace to borrow $300 million last year. That became a self-fulfilling prophecy, but also every dollar that you pay in debt, as you illustrated in your chart, you take away from books for young people.

DR. HITE: That's correct.

COUNCILMAN JONES: So we have to take that into context, that we don't want to get to a tipping point where we're servicing the debt but not servicing the kids. And so we really

need to pay attention to that.

(Applause.)

COUNCILMAN JONES: So we are going to be keenly -- one of the things that President Clarke has done has established a great working relationship with our colleagues at the state level, both in the Senate and in the House. So we want to be in communication constantly about that.

I want to transition to public safety. You mentioned in your testimony that out of a crisis comes an opportunity. We recently in the West Philadelphia area have experienced the death of Bernard Scott, who was an Overbrook student, and an unfortunate tragic death, but out of that has come a better cooperative relationship between you, and I want to acknowledge that, that you mentioned in your testimony. And I want to describe safe avenues, or we call it tomato, you may call it tomato, but how do students from closing schools get

to school buildings that are going to be open to them in a safe manner?

You took a walk, the same walk I took, from one closing school to an opening school, and we did a corresponding map of some of the challenges in that geographic area from crime statistics to those kinds of things.

So what I'd like to hear you speak to is a safe avenue approach to recognizing historic conflicts between neighborhoods. When you do the school closing, that's one building within a geographic area within a mile, but to many neighborhoods, it's generational conflict that has happened in gangs and neighborhood beef, if you would, that you have to also recognize. And you shouldn't have to do that, but we do have to do that in recognition of the reality of those historic conflicts.

So could you talk to that process and safety plan.

DR. HITE: Sure. I'll be glad to.

COUNCILMAN JONES: From the context of West Philly, but also every school, whether you talk about Germantown closing going to other places. How are we dealing with that?

DR. HITE: Thank you, and thank you for the question. We are, as you indicated, currently implementing a safety plan for all receiving schools, and the plan presumes a couple of things. Number one, that each of the 40 receiving schools, because it's not just the schools that were targeted but we have other children moving to different schools, there are different stages of achieving the safe climate and culture and safeness. And we also want to use the principals who have firsthand knowledge about much of the -- many of the safety climate and culture and valid incidents, particularly at their schools. And then all schools will achieve, we

have indicated, a standard of safety that complements the sound learning environment. And then the schools' community we're going to engage to help us with things like school climate, culture, safety. And so this notion of having positive community engagement will also help us just like it has helped in the West Philadelphia area.

So each school will have what we call a climate plan, and in that climate plan, it will include parental and family involvement that are a part of a regular set of meetings, school-wide rules, behavioral expectations and norms that are defined for every building, every classroom, lunchroom, hallway, stairwells, et cetera. Develop and implement -- and we've talked about this a lot -- positive reenforcement and incentive plans that recognizes appropriate student behavior. So we're not always just talking about negative, things like restorative practices, PBIS,

conflict resolution. We have already begun to obtain those services to direct those to the receiving schools.

We've also talked about spring and summer activities, and so that we can both introduce and integrate new students from closing schools with students from receiving schools. And then there are joint safety meetings, participation in regular scheduled joint safety meetings with many of our City partners, the Police Department, CBH, EPIC Stakeholders, DHS, Parks and Recreation. We've all put together those plans. And then professional development for climate to all staff before the first day of school, and then mental health training and health services, and so that we have those training times as well, and then expanding the access of out-of-school time programs, like things like before and after-school programs, like having more individuals who can participate in those programs as well. And then there

is a lot that is being done with violence prevention. I mentioned the cameras. I mentioned the corridors to school. In other words, identifying routes where twice a day we will ensure as a school district and a city that those routes are safe. And so those things include Police, who will also be helping us with some proactive strategies around the monitoring of the social media, encouraging students to report and use hotlines, tracking activity in and around the community. All of those things become important.

COUNCILMAN JONES: I just want to say, Mr. President, that we are introducing an ordinance that will require the School Board to annually submit these plans. I am totally happy with some of the thought given to how young people get to and from school. It's not perfect. It needs a lot of work, but we're submitting it to all Councilpeople to review who have similar

issues.

I can't help but think about the Germantown closure, but also the good news from Councilwoman Bass, who insisted that we use cameras in rec centers, because, as you know, in the Overbrook situation, four guns were found on the recreation property across the street from the high school, across the street from the high school. The young people couldn't get in the building with them, but they hid them across the street.

So those kind of close proximity issues with cameras we're going to take a hard look at.

Thank you, Mr. President.

(Applause.)

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

The Chair recognizes Councilman Kenney.

COUNCILMAN KENNEY: Thank you, Mr. President.

Good morning. I'm glad that

Councilman Goode elaborated on his comments relative to principals, because I know what he meant, but I'm glad that he filled that in, because I believe that the vast majority of our principals in the City are wonderful, tremendously talented people, who don't have as much autonomy as they need.

And in that regard, I would like to ask the District how much the District spends each year in test preparation material. I believe McGraw-Hill is our provider of that testing prep and the actual testing itself. Is there a contract number for the amount of money that's spent annually on this kind of prep material that's forced to be -- not forced, but required to be handed out and used during the course of the school year in preparing for standardized tests?

DR. HITE: Yeah. And I think -- thank you for that question, Councilman. And I do think that -- we'll

have to get that information to you. I don't have it in front. It's inside of a larger budget item, and it's called instructional materials. But to your point, good test prep to me is good instruction. It's not a new program that runs a student through a list of questions and answers.

(Applause.)

DR. HITE: And I do think, to the point you made and to the point Councilman Goode made, is that we have to create environments so that regardless of where our children attend school, they're going to have access to high-quality instruction and leaders who understand what it means to create those types of environments.

COUNCILMAN KENNEY: And the reason I raise it is because I'm aware of certain test prep material and I'm also aware of schools that have been given waivers to do their own approved test preparation, for example, in reading.

Some of the materials that the test prep company provides in the reading area is so totally culturally foreign to the kids who are reading it, that the issue of boredom immediately sets in, because they have no interest in reading. For example, I heard somebody tell me a story about a test prep that started out relative to a bed and breakfast that Bob and Betty were running somewhere in America. I mean, I can see some kid in South Philly or West Philly or in the Northeast saying, Bed and breakfast? Like is that breakfast in bed, or what's that about?

And I also am aware of principals that have gotten waivers that allowed them to pick reading material that is culturally significant to the kids who are actually reading it, thus making them interested in reading what they're reading, having conversations with their fellow students about what they're reading, doing book reports and

presentations on what they've read, critiquing what the other kids have done and creating almost like a mini Oprah Book Club within a school, because they're reading what they want to read as opposed to reading what their teacher is giving them to read.

And the reason I ask the cost of that is, if we can eliminate and go to the model of the school-based determination of what reading and math and social studies prep is, letting the principal and staff deal with it, maybe we can eliminate a cost of test prep material that we could put other programs back.

DR. HITE: Right.

COUNCILMAN KENNEY: So I think the number on what it is we spend on that stuff, which is -- it's institutional and it's done by large companies and it's kind of this large national and international educational business, which I think has really hampered us in many

ways going forward with our own kids and our own needs in our own neighborhoods. And I really would like to know that number.

DR. HITE: Yeah.

(Applause.)

COUNCILMAN KENNEY: Again, from my experience in government, the real rubber-hits-the-road jobs are captain in the district, principal in the school, or if you go into religious institutions, it's the pastor or the rabbi, the person who is actually there doing the job every day, along with the teachers.

DR. HITE: Right.

COUNCILMAN KENNEY: When we develop our budgets, do we do it from the bottom up or do we do it from the top down?

DR. HITE: This year we've -- this year, unfortunately, we wanted to go to school-based budgets, but because of the significant hole or the gap that's in the budget, it is -- and all of the

things that are mandated either through statute or through labor, there was just not a lot of discretion left.

COUNCILMAN KENNEY: I think it would be interesting and valuable for us that if we took a process where each individual principal, not the best wish list ever, just the basics of what's necessary at each school based on that staff and that principal's understanding of the school to be an adequate school, to be a good-performing school, what is the basics, what are the basic things necessary.

Now, we've had the chart up here in your PowerPoint, and I appreciate what we can get and what we won't get if we don't get the money. I understand that. But if we start from the basic up, we'll at least have the baseline of what a good school needs to be and then have the argument from there as opposed to having it from the top down and having the argument from there. I would really

be interested in seeing -- because I know every individual school is different, every grade school, middle school, high school. I mean, everyone that I deal with --

(Applause.)

COUNCILMAN KENNEY: -- every principal that I've talked to has a different set of issues, and to try to kind of -- and I recognize the constraints of the financial environment for you, but I also believe that going forward if we had a better idea of what the bottom up or from the school base up needs are, I think we would better get our arms around spending money for it as opposed to spending money for stuff we're not sure we're going to get.

(Applause.)

COUNCILMAN KENNEY: I can --

MR. RAMOS: Councilman, you mean resources as well as sort of the flexibility in conditions and things like that?

COUNCILMAN KENNEY: Yeah. I mean, Principal Smith, what is it you need in the course of September to June and through June and next to September, what do you need to make this school work this year? Now, you may not be able to get it all, and I'm not saying it's all pie in the sky. I'm saying just basic requirements to get these kids to the next level that they need to get from grade to grade. That to me is the basic of what I don't mind paying for. The problem that I have found is is that in years past -- and this is your first shot, so you're not at fault here in any way -- in years past, we've been like, Give us the money, we'll figure out what to do with it, and then they're back next year, Give us the money and we'll figure out what to do with it. I would rather give the money to a principal and let them figure out what to do with it. That's my --

(Applause.)

DR. HITE: So we would as well. We would as well, and in giving money to principals to have them decide, we also want involvement from their respective communities and their respective staffs, and so that it is a shared process in how those things work.

COUNCILMAN KENNEY: And I think the community is extremely important, because the schools that I've seen that are successful have an amazing integration of the community, whether their kids are going to school or whether they're not. I mean, I have a principal that's been able to get Mennonites from Lancaster to come in twice a month to teach kids how to read. I mean, how did you find those folks?

So there's all this kind of integration that the community needs to do, and in certain schools it happens and in certain schools it doesn't. So the test prep number/budget would be important for me, and I'll move on.

DR. HITE: Sure. And it's an important point on the test prep piece, because in many cases, Councilman -- and you're right, I am new here, and so I'm learning a lot of the practices from the past.

COUNCILMAN KENNEY: No. Don't learn the practice from the past. Bring your stuff --

DR. HITE: But one practice is that sometimes, getting back to the point about the skills and talents of principals, many times some of the test prep material is bought with the discretionary money that's at our schools.

COUNCILMAN KENNEY: That's my point.

DR. HITE: So part of this is really talking about what a good school should look like. And so I have some thoughts about that, and we're talking about that from the perspective of school opening. When we open next fall, here

are the things that we want to be able to guarantee. We want to be able to guarantee students art and music regardless of where they are. We want students to have access to technology. We want them to have opportunities to think critically and to problem-solve and to use problem-based types of activities. We think all of those things are important.

COUNCILMAN KENNEY: And, finally, I just want principal and staff flexibility. That's what I really want.

DR. HITE: Right.

COUNCILMAN KENNEY: Thanks.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

The Chair recognizes Councilman Oh.

COUNCILMAN OH: Thank you very much, Mr. President.

Good morning, Superintendent and Chairman Ramos. Good to see you both.

4/29/13 - WHOLE - BILL 120338, etc.

I'll preface what I say by saying I know that you're doing a great job. It's a difficult job. I know that the -- uh-oh is right. It's coming.

So I know that we have some excellent schools, teachers, and principals. That being said, our School District as a whole overall is performing poorly, has performed poorly for many years. We are on the bottom 20 percent of Pennsylvania schools, which is No. 22 in the nation out of 50, which is No. 17 out of 35 economically developed nations. I think that's something we all know.

The issue for me as a legislator is, provided the oversight -- well, not even oversight. The ability to provide some funding when requested is ultimately the question of what is the School District doing to improve the quality of education as it affects the students in a realistic and practical manner given the financial constraints as opposed to simply closing the financial

gap. Closing the financial gap is very important, I understand that, but I think the challenge that you're faced with, that we're all faced with, is not only closing that financial gap, but doing it in a manner where education is improved. And I'm going to make it specific with this first question.

Cyber schools. On average Pennsylvania high schools, they result from the PSSAs in math 78 percent, in reading 81 percent, but the same average for cyber schools is 45.5 percent in math for the state and 59.2 percent in reading, very significantly below the performance of regular schools. And on average the cost here in Philadelphia per student is $11,078 and on average in Pennsylvania it is $6,500 to run a cyber school, but here in Philadelphia it costs $3,500 more per student to run a cyber school. And from what I've seen of Pennsylvania's cyber schools -- and there may be some good ones, but they're not

very good. I've seen cyber schools operate in other countries in the world where in addition to a full day of education, they have top-of-the-line technology. They have all sorts of opportunities for distance learning participation. But I don't think that that is going to be provided in this cyber school program, which I understand -- and correct me if I'm wrong -- costs $60 million to launch. That would be worse education for the dollars provided.

Could you give me an explanation given my concerns?

DR. HITE: Sure.

MR. STANSKI: So, Councilman, so -- I'll clarify the numbers. The cyber schools currently that are run in Philadelphia are officially charter schools that are chartered by the state. And so we are mandated as the District, once those schools are authorized by the state, to pay them at the charter school

per-pupil rate, which is a blended rate of $10,000 per student.

COUNCILMAN OH: Right. And these cyber schools, they do not go to the classroom on a regular basis. They don't have regular instruction. They don't have regular resources.

MR. STANSKI: Right. And so for the cyber school that the District is launching will be a District-run school and the cost will be significantly less per student.

COUNCILMAN OH: But will they get a significantly better education than the regular cyber schools?

(Applause.)

DR. HITE: Councilman Oh, it's one reason we are entering into that space, and one of the things that we're finding is that we have now what could be next year a projection of almost 6,000 students who are choosing to be educated in cyber schools, in cyber charters. And one of the problems that we're trying to

solve is to provide those students with access to instructors, assistants, and academic counselors. These are all services that are not available at many of the cyber charters that our students are participating in.

So we have a large number of students already participating in the cyber charters. For every student that returns to what we think is a much better option, then we actually are able to not only net a cost savings, but generate revenue because we're no longer paying for those students to be educated in the cyber charter. They would then be educated in a District school.

And so that's the only reason we have attempted. Yes, they will have access to technology. They will have access to academic counselors. They will have places to go to receive additional help and/or tutoring, and they can participate in extracurricular activities just as if they are a District student.

So we feel like those are clear distinctions to the other options that are available.

COUNCILMAN OH: I appreciate that. I understand my time is over. I have just one statement on that.

I'm glad you recognize the disparity in educational results, but one of the things is for these children -- and they are children -- to not have a regular disciplined routine, to not have interaction with adult teachers, to not interact with students, yes, and to be required to do reading they don't want to do and math that they don't want to do, at the end of the day they can get a job. But right now we just had this morning at one of our Task Force on Advanced Manufacturing where so many employers say, I have an $85,000 a year job and no one in the City that I can give it to because they don't have the skills and abilities, despite having a high school degree, to basically show up on time, to

read instructions properly.

I mean, I think at the end of the day, we will do the City the most good if we are preparing workers and thinkers for the future regardless of the cost issues that we have to be alerted to. But that I'll take up in my next round.

Thank you, Mr. President.

COUNCILWOMAN BLACKWELL: Point of information, Mr. President.

COUNCIL PRESIDENT CLARKE: Councilwoman Blackwell.

COUNCILWOMAN BLACKWELL: With regard to that -- and I think I did mention it to you, Dr. Hite, and, that is, I've had -- I've been approached about the possibility of doing cyber schools for dropouts, kids 18 to 21 or 24, who may even be working, if it could possibly happen in the evening, so we can get a better educated workforce as opposed to just dropouts. I hope you will take that into consideration. You

did tell me we had twilight and other programs, but in keeping with the ability to try to get our kids, our young people, to finish school, we hope that will be considered.

DR. HITE: Yes, ma'am. Thanks.

COUNCIL PRESIDENT CLARKE: Thank you, Councilwoman.

The Chair recognizes Councilwoman Brown.

COUNCILWOMAN BROWN: Thank you, Mr. President.

Good morning.

DR. HITE: Good morning.

COUNCILWOMAN BROWN: Let me start by echoing comments raised by others and just put on the record that I join the members of Council who do and have appreciated your candor and your straightforwardness in delivering what for many of us is bad news, but it's a reality that we all have to reckon with in a responsible way.

Secondly, I too join Councilman

Goode, because I had a number of questions as well around what will $60 million buy, and so I'll look forward to that analysis and the contingency plan, should we be able to secure the additional 100 million.

You were particularly transparent when it came to the school closures, and so -- and you listened, in that you then altered and amended the plan based on community input and feedback.

So now with the schools that are slated for closure, detail the Facilities Plan for the disposition of many of those properties so that they do not become vacant eyesores in the community, and couple that with your business decision that you decided not to expand charter schools. So expansion is one thing, but what about those charter schools that may want to move into any one of the existing closing schools for reasons that they want to move.

DR. HITE: So I will cover the properties first. We have been working with the Deputy Mayor, Alan Greenberger, on a process that really looks at how to dispose of those properties. We would also like and really encourage members of Council or Council staff to be a part of that. We have talked about creating a group of individuals that will work on this so that we can quickly not only assess those properties but repurpose them for whatever the stated purposes are.

COUNCILWOMAN BROWN: So task force, for lack of a better word?

DR. HITE: Yes, ma'am.

COUNCILWOMAN BROWN: And when you say "quickly," that means what? Three months, six months, September '14? What does that mean?

DR. HITE: So when I say "quickly," I'm suggesting six months to a year, because it's taken us now in some of the properties that are already

vacant, it's taking much longer than that period of time in order to do something with those properties.

The second part of your question was --

COUNCILWOMAN BROWN: You stated in your testimony the business decision rendered by the School Reform Commission that you will not expand charter schools. How does that differ from charter schools who are busting at the seams and could benefit from transitioning to one of the existing closing facilities just to accommodate the current student population that they have?

DR. HITE: Right. And we only talked about FY14. So we said that as a business decision, we didn't think it was responsible to recommend expansions for next year. However, we will come back and revisit based on our fiscal situation the out years. But at the same time, we're looking to put a better accountability process in place so that

we're measuring all schools based on the same criteria. We're trying to also create a structure, an office, if you will, that can monitor the performance, do the authorization, and ensure that the charter schools that have been authorized are meeting their protocols.

The other thing is that we also plan to really address those charter schools just as we have with the District schools who are not performing, and so that we could repurpose those for individuals who may be performing at a higher level, and we think that the conversations with the buildings or for building use will happen in the out years. It's just that was a business decision for FY14.

COUNCILWOMAN BROWN: Okay. The bell hasn't rung yet, so let's shift the conversation to that list that talks about what you can do on that chart, and school police, food services, and transportation. On the transportation

piece, it's my understanding that the District is moving to leasing more and more school buses, correct?

DR. HITE: That's correct. I mean, it is a contracted service for many of our school buses.

COUNCILWOMAN BROWN: So that's one contract that's responsible for -- so, in effect, you have current school buses that transport young people and then a contract that transports other young people for whatever --

DR. HITE: I believe it's multiple contracts, but I'll have Mr. Stanski speak to that.

COUNCILWOMAN BROWN: Could you please speak to that.

MR. STANSKI: So we have yellow bus service that is District-run by District --

COUNCILWOMAN BROWN: Repeat that. Talk into your mic.

MR. STANSKI: Sorry. We have yellow bus service that is District-run

that has District bus drivers. We also have vendors, multiple vendors, that also provide service, and then we have SEPTA that provides transportation for our middle and high school students.

COUNCILWOMAN BROWN: Who writes the provisions of those contracts with those bus companies?

MR. STANSKI: They follow the standard procurement rules. Obviously Transportation is the lead department in writing those contracts, but we follow an RFP process. We go out to bid, and then ultimately they're approved by the School Reform Commission.

COUNCILWOMAN BROWN: Okay. So the School Reform Chairman knows where I'm headed. If the District then is responsible for the language in those contracts and given the fact that there are other districts across the Commonwealth that already do school bus advertising and in my bill it sends those dollars back to the School District, how

plausible or possible is it then that language could be included in the contract which stipulates, You want to do business with the School District, then we want to do ads on the school bus so that those dollars can come back to the schools?

MR. RAMOS: I think the answer, Councilwoman, is that at this time, I don't think we know the answer to the question of whether we could take revenue from advertising on buses that we don't own.

COUNCILWOMAN BROWN: That you don't own, okay.

MR. RAMOS: So that part I don't think we know the answer to. I do think that with respect to school buses owned by the District, although not this time around, there had been some work done, I think, many years ago at the District and maybe some work done here at the City around that. We can also look into District-owned buses, what the

answer is, and what we think the answer is with respect to non-District-owned buses.

COUNCILWOMAN BROWN: Okay. So with the clock having rung, then if you could provide to the Chair a picture, if you will, of the status of the world of transportation at the School District, number of buses owned, number of leases out or number of contracts out, and then some summary statement about what -- the content, language of those contracts, and then what's doable with those buses that you actually own. Thank you.

Thank you, Mr. Chairman.

MR. RAMOS: I know there are people taking notes, so I'll expand your question a little bit, because I think part of what you were also getting at is whether we can include in our contracts, future contracts, language that would give us the ability to get that done.

COUNCILWOMAN BROWN: Yes. Thank you.

Thank you, Mr. Chairman.

COUNCIL PRESIDENT CLARKE:

Thank you, Councilwoman.

Before I call Councilwoman Sanchez, I just want to make a note to my colleagues. There was actually conversation, brief conversation, with Dr. Hite and myself last week, and while we didn't talk about the broader request for funding because we're still waiting to see in what format that request comes, there were still some issues with respect to things that we can probably agree on in terms of working together currently, and one of them was the possibility of advertisement on transportation, possibility of advertisements on facilities, the possibility of other revenue sources, and basically adopting some of the models that we've talked about here in Council and generating revenue outside of the traditional tax format. And we had agreed that we were going to pull some members of Council

4/29/13 - WHOLE - BILL 120338, etc.

together, working with the School District, on working on some other structure that allows us to come up with revenue streams beyond the traditional sources.

COUNCILWOMAN BROWN: Right, non-traditional.

COUNCIL PRESIDENT CLARKE: So we'll be reaching out very shortly.

COUNCILWOMAN BROWN: Thank you.

MR. RAMOS: We thank you for that, Mr. President. Thank you.

COUNCIL PRESIDENT CLARKE: The Chair recognizes Councilwoman Sanchez.

COUNCILWOMAN SANCHEZ: Good afternoon, gentlemen.

(Good afternoon.)

COUNCILWOMAN SANCHEZ: I want to talk a little bit around -- and I know we've made tough decisions, and this Council in particular has done extreme heavy lifting in the last couple of years, but I want to talk a little bit around policy. One of the things around

the five-year planning is that it allows you to see where the predictability of revenue is coming.

Who in the SRC is having those conversations with the Administration moving forward around what are the revenue generators? And I'll give you some examples.

There was last year an effort to collect -- to streamline some of the collections. Has that worked? Has it generated any new money?

The Administration, as we move to AVI -- and those of you know that I have an interest in particularly the use and occupancy, just because there are people that are getting huge reductions and I see that as an opportunity to capture some money.

Who is having the policy discussions from the SRC to the Administration around that predictability for the Five Year Plan?

MR. RAMOS: As has been the

case for some time, District staff and the financial leadership of the District and financial leadership of the City meet pretty regularly to review the state of affairs at the District. On the examples you gave, it's been largely staff-to-staff discussions first with Chief Recovery Officer Tom Knudsen, who was very aggressive about enhancing joint efforts at delinquent collections, and I think it is both the longer term effort of the Administration to put in new systems around collection, I think is a good by-product of that.

COUNCILWOMAN SANCHEZ: Has it generated any new money in the last year? There was some contracting that was done at the end of last year that was supposed to generate money. Did it?

MR. RAMOS: I'll ask Mr. Stanski to address that, but you also talked about the Five Year Plan. I do think that AVI increases the predictability obviously of funding. The

proposed new collection measures we embrace wholeheartedly. We think they will have a benefit. And I'll ask Mr. Stanski to address the performance on the collections effort.

We also, I think, have been -- the other variable that we've been watching are appeals, and that's something we have less control over, and that sort of affects how we benefit from what Council authorizes.

MR. STANSKI: So on the delinquent collection side, we have not seen an uptick yet in that. And so we're projecting around 51 million in delinquent collections. But as Chairman Ramos alluded to, we are excited about the new collection strategy, both from collecting on the delinquent side but also increasing the percentage of collection on current, and we think strategy -- implementing the various strategies that the Administration is proposing will hopefully generate some

4/29/13 - WHOLE - BILL 120338, etc.

additional revenue for the District.

COUNCILWOMAN SANCHEZ: What is the Administration telling you it's going to generate? Because it's producing numbers with no increases with their new revenue collection strategy. What are they telling you?

MR. STANSKI: And so we are following their projection on real estate. We are -- I'm a believer in conservative projections, and so we're going to base our projections on the known and not the unknown. So we are following what the Administration is proposing as far as revenues for next year.

MR. RAMOS: And I think our budget book also reflects -- and Matt can be more specific -- we adjusted our revenue for this year -- last year's Five Year Plan had estimated more revenue for Fiscal '14 than we are currently projecting in Fiscal '14 at the local level.

4/29/13 - WHOLE - BILL 120338, etc.

COUNCILWOMAN SANCHEZ: By how much, and why?

MR. STANSKI: Around 20 million. So in our original Five Year Plan that was approved in September, we had a growth rate built in of a little over 2 percent in real estate collections, and we are now projecting relatively flat with AVI, the pledge of being revenue neutral. So we are following what the Administration has proposed for collections for next year.

COUNCILWOMAN SANCHEZ: Have you had an opportunity to look at the proposal that I've put forth around use and occupancy?

DR. HITE: No, we have not.

COUNCILWOMAN SANCHEZ: Council President has allowed -- we're going to do hearings on it in a couple of weeks. I strongly suggest that the SRC begin to look at some of those projections so that we can have that policy discussion. If in fact SRC is not having policy

discussions, notwithstanding the interface with staff, this is politics. This is about votes. And so we need to be having policy discussions around your five-year trend. I mean, one of the things that I give you tremendous credit for is trying to put forth these types of budgets that are real. We haven't seen real budgets in the School District for a long time. Faced with that reality then, let's start having the policy discussions around the revenue side.

And I think that's where you get the frustration in Council, because everybody knew you were going to ask for more money. And so we don't want to play what comes first, the chicken or the eggs, because these are children we're talking about, but there's a missing piece here around where are we talking about revenue as it relates to Council in the discussions.

Thank you, Council President.

(Applause.)

COUNCIL PRESIDENT CLARKE: Thank you, Councilwoman.

The Chair recognizes Councilman Squilla.

COUNCILMAN SQUILLA: Thank you, Mr. President.

Good afternoon, gentlemen.

(Good afternoon.)

COUNCILMAN SQUILLA: We'll get into, I guess, the City part of the budget second, because I do believe that there's already most of that money in the budget already that we could work to get to be able to for the School District. But for the state part of it -- and I know that was brought up that you requested $120 million to the state. We've been hearing a number of $15 million the state is going to give extra. I don't know if it's a rumor or you're hearing from our state legislators that they're going to give 15. I think initially the SRC was going to ask for an additional 15.

But what is the -- I know you mentioned briefly. What is the state's take on the $120 million, and who directly asked who for that money?

MR. RAMOS: Well, Councilman, thank you. We did answer that part, and I'll be happy to address it again.

First of all, the number -- the Governor's proposed budget for the state has a value to us of somewhere between 15 and 20 million, and that's where you heard that number.

COUNCILMAN SQUILLA: 15 to 20 million?

MR. RAMOS: That was the Governor's proposed budget, which was an increase in the basic education subsidy of about 90. We get one out of six dollars in that.

COUNCILMAN SQUILLA: Between 15 and 20 million.

MR. RAMOS: And then the slower growth in the pension payments, which we don't have a District pension the way the

City has a pension. We are told how much to pay into the state pension for school employees, and that -- the Mayor's budget had proposed slower increases in those payments than we had forecasted. So there was a benefit there.

We have, subsequent to that budget address and subsequent to the Mayor's budget address and having looked at our own situation, have gone to both and have communicated to the Governor's Office pretty regularly, as we have here, about what the reality of our situation is. And in terms of the 120 versus 60, the way we came to that as an ask is, it's really all three pieces. It's the contributions and parity from labor and parity with what 32BJ --

COUNCILMAN SQUILLA: So we asked for the 120.

MR. RAMOS: It was a two-to-one because --

COUNCILMAN SQUILLA: I'm not going to get another question in by the

time you're done.

MR. RAMOS: The City has historically contributed about a third of the District's budget. So out of 180, one-third of that was 60.

COUNCILMAN SQUILLA: Okay. So out of the 120 that we asked for from the state, we're looking at now, best, we think maybe 15 to 18 million?

MR. RAMOS: No. Those numbers pre-dated our ask.

COUNCILMAN SQUILLA: So that's above the 15 million that we're going to get?

MR. RAMOS: We're seeking a total of 120 from the State and 60 from the City and the balance of the 304 from contributions in the labor contracts.

COUNCILMAN SQUILLA: And now that you made that ask, who are we working with in the Governor's Office to get a feel for how much money we're really going to get from the state? Where's our pressure points at?

MR. RAMOS: The biggest pressure point is the reality of the circumstances of the District, which is that -- so that's reality. We are -- both the Superintendent, myself, and Commissioners have been kind of laying this out around the capital and some of the leadership --

COUNCILMAN SQUILLA: Who are you meeting with? Who can we go to as Council, as parents, as teachers?

MR. RAMOS: I think in the end, there are a number of efforts ongoing, and I think in the end here, we in Philadelphia, we're all going to have to have a -- end up on the same page in what we're willing to do and what we're willing to ask for and what we're willing to --

COUNCILMAN SQUILLA: We know what we want to ask for. We're asking for $120 million. So we know what we want to ask for. How can we help you? How can we help you, besides the City

funds that we're looking to get, to help with our state legislators? We have State Reps, State Senators, we have parents/teacher groups. We have everybody. We're talking with other counties throughout the District, through the Commonwealth.

MR. RAMOS: I think the good news is that in addition to District efforts, the Mayor, the President of Council, Council itself has been sort of --

COUNCILMAN SQUILLA: Talking to the --

MR. RAMOS: -- has been in regular communication with the General Assembly, and I think in the end, all those parties are going to have to be at the table, as Councilwoman Sanchez was saying earlier, and we would be working with Council through Council President.

COUNCILMAN JOHNSON: Point of information.

COUNCIL PRESIDENT CLARKE: The

4/29/13 - WHOLE - BILL 120338, etc.

Chair recognizes Councilman Johnson.

COUNCILMAN JOHNSON: Yes. I just want to just real -- just as a point of information, Council President, if we could request as a part of our efforts moving forward with the Philadelphia delegation on the House side and the Senate side that we have meetings on this specific -- just this one particular topic, similar to how we're doing AVI. That's it.

COUNCIL PRESIDENT CLARKE: Yes. Absolutely.

COUNCILMAN SQUILLA: All right. So my question I guess was, we need to unite, not only here in the City, we need to unite in the Commonwealth. There's other districts throughout the Commonwealth --

(Applause.)

COUNCILMAN SQUILLA: There's other districts throughout the Commonwealth who are feeling the same heat as we're feeling, and we need to be

reaching out to those other areas throughout the state, working with them, and have a general consensus from here. We could go from the SRC with your leadership, with the District, the teachers, the principals, Council, the Mayor, and go up to the state. They've been cutting our budget for years and cutting our budget for years, and the City has done some heavy lifting in the past and is probably willing to do it again, but we need to ensure that we're going to get support from the people who are constantly cutting the money from our youth and educating our youth. We're not holding anybody responsible for that. And I still don't know a name of who we're working for up in there that we could even contact to even put pressure on to say, We need to get more resources.

So I'd like to know who you're working with in the state that we could actually go to and request to go to pressure the state to give us some more

4/29/13 - WHOLE - BILL 120338, etc.

funding. Who is it?

MR. RAMOS: We're regularly talking to the Governor's Office, including the Governor's senior staff, as well as the leadership in both chambers and majority and minority in the Senate. We have -- and the Philadelphia delegation.

COUNCILMAN SQUILLA: And what is the feel toward the 120?

MR. RAMOS: And that was what I had responded to you earlier. I think the general feel, Councilman, is that there is a -- and I've been in or around this for some time. I think there is a qualitatively different feel for this, in that -- and I think there's -- I think -- I don't hear some of the negativity that's specific to Philadelphia that I've heard in the past. There is recognition of the efforts locally that have been made in a short period of time to try to right the ship with respect to some -- and I agree with you that what's caused

this -- a big cause of this situation for us has caused similar situations in other districts.

But I do think there is a realization, appreciation that Philadelphia has been doing as much as it can within its ability and it is, I think -- I think what we've done, as the Superintendent said, we've framed it as a common problem, not just a Philadelphia problem, that is going to require some shared effort and shared sacrifice and investment.

COUNCILMAN SQUILLA: On the way around, then we'll talk about the City part of it.

Thank you.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

The Chair recognizes Councilwoman Bass.

COUNCILWOMAN BASS: Thank you, Mr. President.

Good afternoon.

4/29/13 - WHOLE - BILL 120338, etc.

(Good afternoon.)

COUNCILWOMAN BASS: I just have a couple of questions. I just want you to know that I spend a lot of times in public schools in my district, public and charter schools, traditional public and charter schools, in my district. So if I'm not down here, then chances are that I'm in a public school in my district. And so I talk to the principals. I talk to the office staff. I talk to teachers. And I hear some of their concerns and their issues, and I have to tell you that it's very frustrating. Some of the stories that you hear are absolutely outrageous. And I know that this is not news to you. I mean, I know that you all are equally well aware of some of the challenges that they face on the ground and some of the concerns that they have.

And so I just wanted to make you aware of that, because I think the more time we all spend in our schools, the stronger our support and perspective

will grow for them. And so I say that as an open invitation for anyone who hasn't been in a public school. And I know that certainly we as members of Council, we go to our schools, but really anyone else who is listening, I just want to make it a point to say that we need people in our schools. We need communities in our schools. We need our parent associations. I can't tell you how many of my schools that I go to that don't have active parent associations. And it just doesn't happen. This is not magic. It's not going to happen without parents, without educators, without resources from here and from Harrisburg. And so this is a mix of resources that is required to make this happen.

And so I just have a couple of questions along those lines, and the first is that I just want to go back to something that Councilman Oh had started on, which was discussing the fact that we're basically asking for funds to close

a budget shortfall, and it doesn't advance the agenda in terms of moving our kids any further towards ensuring that they have the quality of education that they deserve.

(Applause.)

COUNCILWOMAN BASS: And so how do we get to that? How do we even begin to -- because I know that you answered his question, but I'm still just absolutely not clear on how we're going to make sure our young people are moving their educational opportunities forward.

DR. HITE: Thank you, and the -- well, I'm going to answer your question, but I know how we don't get there, and we don't get there by carrying a $304 million revenue shortfall that will strip everything else that our students need in order to be successful or maintain the progress that we've made in the past, and so --

COUNCILWOMAN BASS: Can I -- I'm sorry to interrupt you, but I'm glad

you mentioned that. Because along those lines, since we're going to go there, the question that I have for you is that I know that you said to -- I think it was Councilman Jones. I think you said that what you were describing in terms of art education and music and this and that and the other thing is not what we're losing, but what we're unable to afford. So if we talk about the shortfall and how we're not able to provide those things, then can you talk about what schools have those things? Because, like I said, I've been in most of the schools in my district, and most of them don't have libraries or librarians, and most of them -- I can't tell you about the principal I was with who had to stop meeting with us so that he could run out and get asthma medication or give this medication, because he's a school nurse too. And so how do we get there?

So I understand your point about all these other things that we like

to be able to provide, but it seems to me that we're really not providing them in most cases right now anyway.

DR. HITE: Right, and --

COUNCILWOMAN BASS: If I'm wrong, please correct me.

DR. HITE: No. You are correct. And thank goodness for Council over the past several years, because Council has provided additional funding, but the net loss in what we have lost over the past three or four years is a significant amount of money. So $400 million -- $300 million that we've lost over the past several years. That 300 million provided us with the ability to have services like nurses in more schools than we have, like media specialists or librarians in schools. We no longer have those in many, and because of that, individuals have to then share those resources across the District.

So the answer to your question moving forward is, we have to look for

creative ways to partner with other organizations that do that work, have to think differently about how schools share the resources, and devolve some of the decision-making to schools so that they can make some decisions on how they will use their resources in order to provide the services that they feel are needed by their community and their young people. And that's the way moving forward.

But, yes, we have to have schools that are safe. We have to have schools that provide students with extracurricular options. I would love to see language in every elementary school, but we're -- I mean, but we can't even have that conversation because we're talking about a conversation of what we take away. And we have needs for upgraded technology, but, more importantly, we need in front of every single student a staff member who, number one, knows how to teach reading and cares and loves our young people. And we need

in every single school an individual who can lead that school and create the conditions for those things to happen. And I think all of those things become how we begin to build a School District looking forward, where we care about students, we expose them to rigorous options, we engage them in their learning, we have project-based learning. All of those things are the types of experiences that we want for our students moving forward, when we're not having austerity conversations and when we're beginning to have investment conversations about what our students should have in every single school.

COUNCILWOMAN BASS: Okay. Well, I'll come back around on my next round, because I think that we can continue to have this conversation and try to figure out how we get to those kinds of conversations, because what we have right now I find to be beyond disturbing in a lot of our schools. And

so I would like to talk further.

Thank you.

(Applause.)

COUNCIL PRESIDENT CLARKE: Thank you, Councilwoman.

The Chair recognizes Councilman Johnson.

COUNCILMAN JOHNSON: Thank you, Mr. President.

I'd like to thank you for being here, Dr. Hite and SRC Chairman, Mr. Ramos, and staff. I'm always somewhat frustrated when we have these hearings, and it's not so much as it relates to any of you who are currently running the Philadelphia School District. I'm a product of the Philadelphia School District, graduated from Bok, got my BA from Mansfield University, came home, went to Penn, but for some apparent reason, it seems that some of the issues I'm still addressing now, that we're addressing now, are some of the things I've seen as a kid growing up. And so

I'm always challenging progress for this process, because we have a Prison System that works flawlessly, flawlessly, but somehow we can capture two individuals who are responsible for the Boston Marathon bombing and we can send a man to the moon, but somehow we struggle as a country to get public education correct in the inner cities throughout this country. So I always want to be a part of the solutions and helping us get our young people to the next phase.

A couple things. I want to be specific as it relates to my district. Communications Technology School, George Pepper Middle School, Walter G. Smith Elementary School are schools that were closed, and so my primary concern right now is what does that transition look like, numbers of students that have applied to go to wood schools, and really what does the curriculum look like as we move forward in terms of the transition process, student-to-teacher ratio,

4/29/13 - WHOLE - BILL 120338, etc.

support services as it relates to the receiving schools. And this is an issue that I mentioned the other day that I'm going to follow up with the Chairwoman of Education to look at, what does the transition process look like for our students.

And the other component is, as we move forward, Dr. Hite -- hopefully you'll be around, and that's why we want support you thus far with your efforts, because I'm tired of every four years, we get a new Mayor and we get a new Mayor, a new agenda, and a new plan. So we want to be supportive of your efforts, Dr. Hite. And thank you for being straight up with us, as Councilwoman Sanchez said, regarding our new budget.

But I want to get an idea also -- you talked about the climate plan. So as a part of the transition responses, let me know what the climate plan is going to look like, and thank Councilman Jones regarding the merging of

schools and how neighborhoods operate.

But I recognize we need money. I was in the State House when Rendell was there. Every year that we got a significant increase in our budget, it showed that our students did well, and I think it was translated as it relates to the dollars and achievement matched up. And we have a Governor now that cut more than a billion dollars out of public education.

I hope you people remember that when it's time to vote. I put that out there.

(Applause.)

COUNCILMAN JOHNSON: But just this last part, so I don't just be making statements. We need the money, I recognize that, but can you also speak to having a District-wide culture of achievement. Because I've also -- and I don't want to put certain schools out there, but you can have a new school with new buildings, with new supplies, and

children still can't make adequate yearly progress. And so my own personal thought process is that you have to have a culture of achievement where a young person come in the school and from day one, from kindergarten, they should be thinking about college, from kindergarten. And so when I go visit these other schools that are properly supported, they have like college banners all around the school and words of encouragement. How come we can't have mandatory college prep classes? How come we can't have mandatory driver's license classes? How come we can't have mandatory career counseling classes? I'm just talking about this is just a part of the expectation. And so that's always kind of boggled my mind. A lot of those things don't cost money. It's just an expectation. Somehow it's not even a question if you're going to go to college. That's not even a second thought. And so that doesn't cost money,

so it always boggled my mind, Okay, well, that doesn't cost anything, how come we don't have that type of culture of achievement or what's being done moving forward to make sure that that's just every school on the same page, thinking that young people can achieve.

DR. HITE: Thank you, Councilman, for your question.

(Applause.)

DR. HITE: Thank you for your question. So one of the -- first I'm going to talk about the transition, and I can't talk specifically about those schools, but we can get the numbers of individuals who have put in requests for transfer inside of the group of schools that you mentioned.

But in the transition process, we're thinking about it from multiple perspectives. One is -- and I'll use the broader areas and then give you some examples of what's inside of those, and then we track the progress from the point

of the vote to the first day of school.

And so the first category is the category of academics, and then we talk about what each school should offer in terms of literacy, math, science, social studies, art or music, PE and then other. And that's some examples of what's inside the academic.

And then inside of budget, it's all of the finance stuff and how we're going to offer services that are a part of the budgets that we provided for principals. Those things are things like IDEA, special education, the Section 504, gifted student support, nurse services, class size maximums. All of those things are inside of budgets, teacher prep time, media specialist, extracurricular facilities.

Then there's a whole section on climate and safety, and inside of climate and safety, the school safety plans, readiness and emergency management, school-based safety teams that I

referenced earlier, vital information, climate walk, these are the corridors to and from schools, the training violence and prevention, school advisory council, student leadership and student voice, actually using student ambassadors as a part of that. Then facilities is another large category, and that's everything inside of the preparation to get the facilities ready for all of the students.

And to your second question about just notion of culture of achievement, and that does become a part of what speaks to the expectations that we have for all of our young people, and it speaks to us having an expectation that there are books that students will read as a natural part of their educational experience, that there are experiences that our children will have as a natural part of their educational experience, that there are also the knowledge and skill sets that we want our children to have, like problem-solving,

critical thinking, communication, writing. All of those things become really important. And I'm glad you asked that question, because we have what is now called the new curriculum, it's called the Common Core. And many people have heard about the Common Core, and the Common Core is actually going to require something very different of students. So this whole notion of memorization actually is not going to be adequate or sufficient for students to be successful on the Common Core. Instead, it is going to force more students to read non-fictional texts. It's going to force students to provide evidence in their communication from that text, and it is going to really force our hand on how in fact we expose students to that type of environment. That's very different than a test prep packet. In other words, it is students gaining from their own understanding what something communicates, and then students

4/29/13 - WHOLE - BILL 120338, etc.

communicating back evidence from what they've read. That's going to require something very different than what our schools look like today.

And so we're preparing all staff members, all teachers, all principals, all support staff on the development of the activities that will provide students with those types of things.

COUNCILMAN JOHNSON: I just wanted to -- is there any room for us to engage in out-of-the-box, non-traditional activities when it comes to inspiring our young people? I run into teachers that talk about or principals that talk about, I need approval to do A, B, C, and D from the administration to engage in activities that essentially inspire our young people. For instance -- and make no mistake about it, the charter school rolls are so high because teachers are making a choice -- I mean parents are making a choice to apply to these

schools. So a lot of times we get into one system versus another system, but let's make no mistake about it, that's the parents making the choice.

DR. HITE: Right.

COUNCILMAN JOHNSON: It's not elected officials and it's not the School District of Philadelphia. It's the parent who said, I choose to apply for my child to go to Prep Charter High School versus Edward Bok High School. And so a lot of times we get caught up in the -- and everybody have agendas in this context, why they want certain things to stay the way they are, but I wanted to put that out there.

But what's the level of flexibility, or in the future will there be any type of flexibility? Because I think there are children also that we have to continue encouraging, and parents have a role to play in this, but as a society, we have to find out a way to continue encouraging our young people to

want to stay involved in the system, which they just participated in all these rallies and the schools got shut down. And so as a young person, I may say, They don't care about me, so why should I go to school? Why should I participate?

What are we going to be doing to kind of build our young people up? Case in point, Mastery invited me to come down to Temple University, right? And all they're doing is a rally around -- it's a letter of intent, so when kids sign to the college they want to go to, they doing nothing but a rally just to celebrate them for wanting to go to -- for picking a particular college.

Is there any out-of-the-box thinking that we can kind of collaborate, teachers, principals, SRC, to kind of help build up our young people's belief in our system again?

DR. HITE: Yeah, and we have -- and probably what is likely to be a surprise, we have some examples of

programs just like that and approaches like that. So it's a couple. I'll use just a few. Sustainability Workshop is an educational environment where students actually solve the problems, not just here in Philadelphia but world problems, and that becomes their whole educational program, and those students are quite impressive in terms of their problem-solving and thinking abilities.

I do think, though, that as we begin to allow principals the latitude or flexibility to begin utilizing their school-based resources on things, then we're going to see some of the flexibility there to do some of the things that you just described. I think now the more we try to enforce from one central location a practice or strategy and then it becomes what everyone is attempting to do, regardless of their populations, it treats all 200-plus schools as if they're educating the same students with the same needs, and that's

just not the way to do that. And so we will begin to see some alternatives and some things that we're excited about, like the middle college program that will allow students to begin their high school experience at the Community College, and then when they finish, they not only finish with a high school diploma, but a two-year Associate's Degree when they finish high school, or work experiences that allow students to learn while on the job, and the work experience actually becomes their classroom, or having students work with or experience other types of entities, like things like Urban Debate or Young Scholars or MATHCOUNTS. These are things that allow -- or bridge building or robotics. These are all things that allow students to learn what they will need to do a very different way. And I think there are a lot of options and opportunities for us to explore that, as long as we're giving principals the flexibility to use those

4/29/13 - WHOLE - BILL 120338, etc.

funds.

And I'll just add one piece. Accountability cannot be flexible. So whether -- the fact that schools are even meeting standards or not still has to be a structured part of this. So the accountability cannot be flexible, and so we have to have the same standards, same accountability measures, and then give the flexibility on how schools actually build and then are measured against those standards using that accountability model.

COUNCIL PRESIDENT CLARKE: Thank you, Doc.

Thank you, Councilman.

Real quick. Chairman Ramos, you referenced earlier about some of the other school districts across the state. I understand that they all have challenges, maybe not at the degree that we do here. I'm just trying to get a sense of some earlier questions with respect to our, quote/unquote, "ask" from

the state process relating to that.

One, is there like an association of school districts that go to the state, given the fact that all our school districts are allegedly underfunded, that meet with the delegation and the Governor's Office on a consistent basis or is it kind of like everybody soloing and you're on your own? If you have a legislator that has some influence over the Governor's Office, that's the process you take? What's the process from that respect?

MR. RAMOS: The statewide organizations are the Pennsylvania School Board Association, which I just --

COUNCIL PRESIDENT CLARKE: They're who? Speak up, please.

MR. RAMOS: The Pennsylvania School Board Association that the District hadn't participated in the past and I'm now a member of that Board. But not really in terms of what I think you're getting at, which is like a

coalition of schools that are in distress or on the road to distress.

COUNCIL PRESIDENT CLARKE: Correct.

MR. RAMOS: We really have not worked directly with those -- the order of magnitude here when you compare Chester, York, Harrisburg, Reading is now having a lot of trouble -- the order of magnitude here has been so dramatically different -- the SRC has been around longer than some of those other entities -- that we have not -- I mean, I'm certain among our legislators there have been -- there are probably discussions that are much broader and across districts, but we as a district have not been dealing directly with those sort of that category of school districts.

COUNCIL PRESIDENT CLARKE: Is that an oversight? The reason I ask that --

MR. RAMOS: I don't think it's

been --

COUNCIL PRESIDENT CLARKE: I mean, there are groups like CeaseFire.

MR. RAMOS: Yeah. I don't think it's really been a decision not to. I just frankly think that in the 17 months we've been here, we've been trying to get our arms around this situation and how to sort of get -- block through every piece. I think that as we get closer, I think one of the challenges in finding a Philadelphia solution in Harrisburg right now is the sort of what happens with other districts. This School District is probably further along in addressing the cost side of our budget more than probably more than other places have been thus far. We are also different in that we don't have taxing authority that those districts have. So it's a little bit -- it sort of the health -- the lack -- the health of the districts seem similar. The solutions may be more complicated.

I agree that in the end those

4/29/13 - WHOLE - BILL 120338, etc.

districts are going to have to be -- they're going to have to be dealt with.

COUNCIL PRESIDENT CLARKE: I'm not sure what the answer to that question is. I mean, it's just a simple question. Is there a --

MR. RAMOS: What I said was that we have not dealt directly with those school districts.

COUNCIL PRESIDENT CLARKE: So no.

MR. RAMOS: In 17 months -- in the 17 months that we've been here and inherited a $700 million deficit, we've been trying to get to this point. We're now -- I do think it's a fair question and a valid strategy that will probably come into play, but the two differences are that this District has been at the effort of cutting expenses longer than some of the others. Some of those are just starting to hit now and that they have revenue-generating ability and we don't.

4/29/13 - WHOLE - BILL 120338, etc.

COUNCIL PRESIDENT CLARKE:

Okay. During the course of this conversation from a couple of members, there has been suggestions or requests or members have actually offered an opportunity to be a part of this process in Harrisburg. One of the challenges -- and I'm speaking for myself -- is when I talk to members of the General Assembly, people have different opinions of the Governor. Because at the end of the day, I mean, it traditionally rolls down from the Governor's request on down. It's rare that you start at a local municipal level and figure out a way to get significant funding from the top.

So when I have these conversations, people have different opinions of the Governor, and this and that, and I purposely -- and I don't think that there could be anywhere where somebody has heard me publicly criticize the Governor. I might say the state, but the reality is, the buck stops there.

So with respect to being able to have -- because I talked to the Governor on a couple of occasions, nothing very substantive. Is there -- let me ask. Let me cut to the chase, because I like doing that. Would you be willing as the head of the SRC, in this particular situation the closest person to the Governor on the City of Philadelphia School District -- because he appointed you, I want you to be in charge of the SRC in the City of Philadelphia, and my assumption is with that, there was a conversation alleged with him making that decision and then led to you making the decision to accept that responsibility.

Would you be prepared to bring the appropriate elected individuals from this local body? Because we're probably the farthest removed from the Governor's Office. I mean, just in terms of the process, and we're very dependent and have a great working relationship with

our General Assembly, primarily on the local level, but in all honesty, I have no idea why people say the Governor won't put additional money in the School District of the City of Philadelphia, because I never had that conversation with him. I talked about other things, but never had that conversation. And there's some conversation about having press conferences and criticizing, and the kind of person I am, until I have that interaction directly and ask you why you won't do something and you give me your response, if the response in my mind is not appropriate, you know, I'm going to say what I have to say publicly, or if it is appropriate, then I'll say what I have to say publicly.

So would you be willing to do something like that?

MR. RAMOS: Yes.

COUNCIL PRESIDENT CLARKE: As the Governor's person.

MR. RAMOS: I think as Chair of

the SRC and --

COUNCIL PRESIDENT CLARKE: But you got there because the Governor wanted you there. I'm saying in the context of the SRC. I'll clear that up.

MR. RAMOS: I agree as a lifelong Philadelphian with a history of public service, not being able to sit by and watch the District crash the way it was about to. So, yeah, absolutely. Anything we can do to show sort of the collective resolve to get -- to find a solution here. I think Council is a necessary part of it, and anything I can do along the lines of what you're suggesting, I'd be happy to.

COUNCIL PRESIDENT CLARKE: And be prepared to have that PowerPoint presentation as a part of that conversation.

MR. RAMOS: Oh, yeah. That PowerPoint has gotten around.

COUNCIL PRESIDENT CLARKE: I'm just saying, you make a compelling

argument. You showed that to us, but --

MR. RAMOS: We have.

COUNCIL PRESIDENT CLARKE: -- we have like no ability to --

MR. RAMOS: Absolutely. We show that PowerPoint and express the same frustration everywhere we go.

COUNCIL PRESIDENT CLARKE: You will?

MR. RAMOS: Yes. We have and we will.

COUNCIL PRESIDENT CLARKE: I'm asking you will you. I'm talking about moving ahead. I have no idea what your conversation is with the Governor. I have no idea what other members. We're being asked, again, step to the plate, which we've done, but we're, like I said, the farthest removed from the Governor's Office.

MR. RAMOS: So I'd be happy to facilitate that.

COUNCIL PRESIDENT CLARKE: Thank you.

The Chair recognizes Councilman Jones actually.

Councilman Kenney, he was bumped off inadvertently, so the Councilman is next.

COUNCILMAN JONES: Thank you, Mr. President.

A couple of things --

COUNCILMAN KENNEY: He just got here.

COUNCIL PRESIDENT CLARKE: Councilman, I just got here in this job too, so...

COUNCILMAN JONES: A couple of things. We talked about funding, which you just reiterated. I focused also on a safety plan echoed by Councilman Johnson by way of also transitioning students from closed schools to open schools. I'd like to focus on and take exception to what Councilman Johnson said about colleges, because that's not the only pathway to success. And one of the issues that I've noted and I've grown

very much an affection for is the CTE programs and technical career training.

I had an opportunity to go up to Lehigh. I talk about it all the time. And I also went to Williamson up in Media, where it was interesting to note over a two-year period where people actually live on campus. The graduation rates there, exceptional, but, more importantly, as importantly, when they had their career day, for every graduating student they had two and sometimes three positions offered to them upon graduation. They were the most sought after craftsmen in the area.

So as we start to look at how to reinvent the public education process, I know even in your report some of the statistical differences between regular schools, high-performing schools, and then CTE schools. By way of math attainment, 36 percent math attainment for high schools, regular schools, but 40.1 percent for CTE schools; reading

42.6 percent for regular high schools, 46.3 percent for technical schools; average daily attendance, 86 percent for regular schools, 90.9 percent for CTE schools. And I wanted to ask and elaborate on in your report what's the graduation rate for CTE schools versus regular public schools? And I already know the answer, but I want you to verify it. And what is incredible to me is how this might be the answer to a lot of the young thundercats out there that aren't going to Harvard and going to Yale, but may well pick up a hammer, and not the kind that sparks but the kind that actually builds buildings.

And so what is your plan to emphasize this as an education option?

DR. HITE: Thank you, Councilman. The graduation rate for students who complete the CTE program is 92 percent.

COUNCILMAN JONES: Say that again versus regular schools.

DR. HITE: It is 92 percent for the students who participate in CTE versus 64 percent of students who do not participate in CTE. These are the completers. So these are students who complete. And it goes back to the earlier point that if in fact you can engage students in the learning process -- and the beauty about CTE is, it does just that, it engages students in their learning, and through many of these programs, students then learn math, they learn reading, they learn how to communicate, so it becomes really important. But part of our CTE expansion is going to add almost 6,000 seats -- excuse me; 5,000 seats for students who are interested in moving into CTE. So we're beginning to look at creating other opportunities across the City for students who are interested in these types of experiences.

COUNCILMAN JONES: So in my alma mater, Overbrook High School, we

went and did a tour with your new CTE Director that -- you think the NFL draft was good? When we got him from Lehigh Technical Institute, that was a first-round draft pick. And so we walked through the old shops where the auto shop was closed, the wood shop closed, and we went through there with an eye towards reopening them, and one of the things that brought me some excitement was that young people who, particularly the motor shop that we were talking about, were talking about it on the step saying, Are you going to reopen that?

And so for young people to view themselves as having a future and that is relevant to them, I think these kinds of options, a wide berth of options, gives a lot more engagement to the young people, and particularly some of the at-risk young people from my district and your district that just don't see themselves finding a way. And not that every child shouldn't be afforded that opportunity,

but for some unique ones particularly -- and there's a correlation between some of the more aggressive ones -- this might be an option that I think is for them.

COUNCILWOMAN BLACKWELL: Thank you, Councilman. We have a point of information.

Councilman Johnson.

COUNCILMAN JOHNSON: Yes. I just wanted to clarify for my good friend --

COUNCILMAN JONES: Figured you would.

COUNCILMAN JOHNSON: -- Councilman Jones, I'm a machinist by trade. So prior to me going to college, I wanted to build airplanes at Boeing, carpentry, welding, and blueprint-making, all at Edward Bok High School. So I do embrace all alternative forms of education, but I also recognize that we have to build those partnership with industries that are here in Philadelphia. I talked to Dr. Hite at the POWER forum

about conversations and discussions I'm going to be having with Philadelphia International Airport, U.S. Airways to see how we can develop some partnerships there, as well as the Navy Yard, the stevedores along the riverfront, to see how do we do those type of partnerships to be supportive of the School District as you move forward.

So, listen, I'm one that believes that everybody has to have a stake in the game. It's beyond just having these dialogues and these conversations.

Thank you, Madam Chair, for the point of information.

COUNCILMAN JONES: Just as a closing --

COUNCILWOMAN BLACKWELL: Thank you very much.

COUNCILMAN JONES: We've asked each of the departments about their DROP program, the Water Department, the Streets Department, large number of

craftspersons going to be vacant. We want a direct pipeline from these CTE programs into those opportunities.

Thank you, Madam Chair.

COUNCILWOMAN BLACKWELL: Thank you. Thank you very much.

Dr. Hite.

DR. HITE: And this is for Councilman Jones and Councilman Johnson, and I actually like the dialogue between the two, because this is not an either-or conversation. The skills that students need in order to be employed in advanced manufacturing, small engine repair are very consistent with the skills they would need to get into colleges or universities. And so this is not an either-or. It's a "both" and "and." We have to provide the best type of environments, educational environments, to provide them with the experience so they can make the choice. And it is about providing students with the ability to choose to either move into the work

world or into college.

COUNCILWOMAN BLACKWELL: Thank you very much.

Councilman Kenney.

COUNCILMAN KENNEY: Are you sure? I wasn't sure. Okay. Thank you, Madam Chair.

The Troubled Asset Relief Program, TARP, is a program of the United Stated government to purchase assets and equity from financial institutions to strengthen its financial sector that was signed into law by George W. Bush on October 3rd, 2008. It was a component of the government's measures in 2008 to address the subprime mortgage crisis.

Our debt service, projected to be 12 percent at $280 million. Are we in a position to kind of ask for a refi here? You know --

(Applause.)

COUNCILMAN KENNEY: I'm thinking like a reverse TARP for the School District with some of the large

banking institutions that have basically threw this country into a financial quandary over the last number of years that we continue to do business with, that -- I had a hearing relative to interest rate swaps, and the School District kindly requested that we not require them to be here because they were in the process of getting ready to do something with borrowing or whatever and they were afraid that it was going to be taken out on them.

Why are we not using our deposits both in the School District, our deposits in the City of Philadelphia, our overall business community, our consumer community, and everybody else that does business with these banks that received all this money from the federal government taxpayer to bail themselves out, to give us some consideration, some relief, some delay on some of these debt service payments?

(Applause.)

4/29/13 - WHOLE - BILL 120338, etc.

COUNCILMAN KENNEY: Let me just finish, because I'll make my little speech and then you can talk about it.

I mean, we approach -- we're the consumers. We're the borrowers. We're the payers of the debt service. We're the taxpayers. Why aren't we just going head to head with the J.P. Morgans and the Chases and all the people that have done this stuff? I mean, as a matter of fact, I can't believe the other day the Mayor announces J.P. Morgan is going to run the vetting of the selling of the Gas Works. Everybody has forgotten what's happened from 2008 until today which put ourselves and many of school districts in this situation, and we're not fighting back in any way, shape or form. We're just accepting 12 percent interest rates.

(Applause.)

COUNCILMAN KENNEY: Have we looked at a strategy to bring them to task, to bring them out in the public, to

shame them a little bit about what's happening with our kids, about what's happening with our -- we're going to have to raise money somehow, go to Harrisburg and beg, and we're going to spend $280 million with people who basically threw the country into a financial ruin.

Aren't we going to fight back a little bit?

MR. STANSKI: I can talk generally about our strategies around debt service. Twelve percent is obviously too high.

COUNCILMAN KENNEY: I'll say.

MR. STANSKI: You know, we should be --

COUNCILMAN KENNEY: I'll take that money.

MR. STANSKI: We'll be -- government standards usually recommend around 5 to 7 percent. And, you know, there's good debt, which is the bonds you issue for renovating and building schools. Obviously those then save you

on your day-to-day operational cost of the buildings, but it is the deficit financings and things like that that the District has entered into that have crept that debt service number up.

But we obviously work with a financial advisor. We're constantly looking for refundings. We just did one two years ago. And as part of the deficit reduction strategy for Fiscal '12 --

COUNCILMAN KENNEY: But that's the normal course of business. What I'm talking about is the Mayor, the Superintendent, the Chamber of Commerce, people in leadership, the City Council, the State Legislature having a big come-to-Jesus meeting with these folks that have put us in this situation or helped put us in this situation over the years because of their bad banking practices. I mean, we'd be bad enough if the economy just fell off the cliff on its own. The stuff they were doing in

4/29/13 - WHOLE - BILL 120338, etc.

subprime, the stuff that they were doing to stuff their pockets is what put it over the edge in the first place.

Is there no shame that we can bring to them to at least say, Do me a favor, on the $280 million next year, could we delay it? Could we have a delay in payment? Could we delay $60 million of this that we're looking for to find now? Have we even asked?

(Applause.)

COUNCILMAN KENNEY: Have we asked anybody? Have we slammed our fist on the table and said, That's it, we're not taking it anymore, we're taking our deposits out of your banks, we're going to shame you into helping us get out of this mess that we, as a taxpayer of the federal government and state and local taxpayers, helped you get out of, or that's just -- we forgot about that. I'm not yelling at you. I'm yelling at the ocean.

MR. RAMOS: Councilman, we're

not going to debate on that. I think your point is well stated. The one piece I just want to pick at for a minute is just the general idea, whether this or anything else, delays don't help. Real cost relief and real forgiveness on, but just as we talk about how we work our way out of here, when we sort of delay payment -- I know it's a throw --

COUNCILMAN KENNEY: I'm not saying delay the payments. I'm saying have a conversation with them to get some relief. They got relief from us. They got relief from the average taxpayer in the City, and the average taxpayer in the City who have children in these schools are now suffering as a result of it.

I don't know what -- did you do an analysis of the swap deals that we did with them over the years? Did we win or did we lose? I think we probably lost. I would probably think we lost. Maybe we didn't. Maybe we were the only school district in the country that made money

on swap deals.

But in the end, aren't they embarrassed? Don't we have to shame them in some way, or we just continue to pay the 12 percent, we pay the vig and we move on? It's like paying the mob. It's insane.

So I would argue that maybe there ought to be some effort to get together with leadership, both of the southeastern region, in the City, in the State, the School District, to have a real serious meeting with these folks to ask for some assistance, some consideration, some TARP.

No? Yes? Get back to me?

I'm just saying, you're asking us to make a heavy lift. All we're asking them to do is delay a little bit or maybe get us out of some swap deals that we don't have to pay $3 million to get out of. Might be nice. Maybe they'll even get a better reputation.

Thanks.

MR. RAMOS: Thank you.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

The Chair recognizes Councilman Goode.

COUNCILMAN GOODE: Thank you, Mr. President.

At the end of the day, what we're asking for, what you're asking us for, is $60 million in taxes, whether it's property taxes, use and occupancy, liquor by the drink or some combination of all three. You're asking people to pay more for what may be getting less.

In that conversation, I understand that advocates come here and sometimes they get upset when anyone says anything that's not perfect about the School District, but some teachers and some principals suck. All of them are not good. And so I want to have an honest conversation right now about the fact that it's not just about money, and even when it's about money, how we

measure what we get from it.

So, Dr. Hite, you've been a student, a teacher, a principal, and a superintendent. Whose performance should we be measuring when there's a request for new money?

DR. HITE: We'll be measuring the performance of both principals and teachers and have mechanisms to measure the performance of each -- all of those responsible in the District.

COUNCILMAN GOODE: Because what we get is a measurement of students, and I refuse to say that it's the students' fault.

DR. HITE: Right.

COUNCILMAN GOODE: So whose performance should we be measuring when we discuss new money?

DR. HITE: Well, we've already -- we've proposed a new system for, number one, evaluating teachers and evaluating principals, and I talked earlier about the accountability

structures. Those things are really important.

COUNCILMAN GOODE: But we don't get any of that. So whose performance should we be measuring when you ask for new money?

DR. HITE: You should be measuring the District's performance, my performance.

COUNCILMAN GOODE: And --

DR. HITE: We have a set of --

COUNCILMAN GOODE: -- how do we measure that?

DR. HITE: Right. We are constructing a set of measures for everything that we've said we're going to accomplish, everything from student outcomes to safety and climate, and those metrics are going to be very public by school and by district.

COUNCILMAN GOODE: Okay. So the flip side, to go back to the original line of questioning I had, so where are we making the investment and what

measurement is that based upon? I understand that $304 million more invested is just keeping us status quo, but if there's not $304 million of new investment, then we're actually looking at it from zero to $304 million in terms of where we're going to prioritize our investment and what are we buying and what measurement is that based upon.

DR. HITE: Right. And so with the $304 million or without, we have to create a different structure, because the structure we have now is not serving all students. And so we would have to -- I talked about accountability earlier, having new processes for how we evaluate teachers, how we evaluate principals, how we make that information public so that the community can see the work that is going on, how do we target schools for turnaround, and so in terms of our lowest-performing schools, what do we do with those schools, do we let them continue to operate or do we turn them

around.

COUNCILMAN GOODE: So $60 million is going to go towards school-based budgeting. How do we measure it or how will we measure it?

DR. HITE: We measure that through the outcomes of those schools, the principals, and the teachers.

COUNCILMAN GOODE: How?

DR. HITE: Through evaluation. Through evaluation that now includes outcomes, student outcomes.

COUNCILMAN GOODE: The request is for $60 million. The $60 million is going to go towards school-based budgeting. What's the measurement tool in terms of performance?

DR. HITE: Well, it's a lot of tools. It's a lot of information. It's student outcomes on state assessments. There's safety and climate outcomes. There's satisfaction pieces that we gather from both students, from teachers, and from families. All of those things

become a part of the measures.

COUNCILMAN GOODE: As you forward the plans for the different levels of investment, zero, 30 million, 60 million, 90 million, 180 million, can you forward what the performance measurement will be and whose performance will be measured and how?

DR. HITE: Sure. Yes.

COUNCILMAN GOODE: Thank you, Mr. President.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

We're going to take a five-minute break for the stenographer, but please don't go anywhere.

Thank you.

(Recess.)

COUNCIL PRESIDENT CLARKE: Folks, we're going to start up. Thank you. We're going to reconvene.

Thank you. With that, I would like to recognize Councilman Oh.

COUNCILMAN OH: Thank you very

much, Mr. President.

COUNCIL PRESIDENT CLARKE: You're welcome, sir.

COUNCILMAN OH: So in the issue of solutions to this problem that the School District is searching for, I am frustrated with just the circumstance here in general in the U.S., not just to mention Philadelphia, and I've raised it before, I think initially timidly, and more and more that I look at this, with more and more certainty that the issue of not just going from today's problem for today's dollars and next year the same problem, because ultimately I don't think the problem gets solved without better educational outcomes, but the existing solution, at least from what I can see, does exist, and it's based on other systems. And so I ask about what Philadelphia School District learns from places like Switzerland and Germany and Finland and South Korea, where teacher salaries are higher, teacher salary

benefits are better, where the student outcomes are far better than in the U.S., and when I hear some of the solutions that we're trying, they do not coincide with what is happening in these other jurisdictions.

So let's take the top five performing school districts on a global basis compared to the U.S. What they do is not what we're doing, and so why are we doing something that is not proven -- has not been proven successful as a system? Yes, we have good schools. Some of them perform well; some of them don't. Why do we continue to pursue a model that has not been proven successful either academically, vocationally or financially?

DR. HITE: Thank you. Thank you, Councilman Oh. So we have actually looked at the higher performing countries and just looked at the types of things that they were doing and the approaches that they made, and I think there are a

couple of important points here.

First, Finland actually began working on this issue many years ago. So they began to construct a very different system, and from that system, they essentially landed on three things. One is that they now have a system across their country that attracts the most successful graduates from college into teaching. And so they have a program that attracts those individuals into teaching.

The second thing that they do is, they create the support structures, the salaries, how teachers are thought of, and how individuals really look at teachers as a part of the problem or solution. They've also created a climate or a culture that really recognizes teaching as a very worthy profession and individuals that receive the type of respect that doctors and lawyers receive here in the states.

And then the third piece is,

they really looked at their accountability structure and they started looking at how to assess students, and those assessment of students really became around a set of skills that they wanted all students to have versus discrete content language that was isolated from everything else. So it became very much the students' ability to solve solutions, to resolve problems, to have inquiry, and they felt like that mechanism actually allows them to learn and become more engaged in the process.

But to your point, it is not just -- this is not just a Philadelphia issue. This is, in large degree, a federal issue. Every time we talk about accountability, we talk about some sort of test that then is measured by -- I mean, that we then provide to everyone, and then we rank everyone from top to bottom, and that's not what Finland does. Instead, Finland talks about really growth and how students -- where students

are when they entered and then where they are when they leave, and they do have access to a lot of different types of program structures like the types of things we talked about with career and technical education, the engagement of students, work experiences, and all of those things.

COUNCILMAN OH: So I will say that while Finland does not do tests, they do take the PSSAs and they score very high. They've typically been number one in the world, same as South Korea, which does grade and they also perform very well. And Switzerland, which has 30 percent going to college and 70 percent not, has very low unemployment, but a high rate of people going into vocationals and earning a good living, which is not a model that we have in the U.S. when you talk about our vocational system of education or even like this morning, manufacturers. They want to now create a system of vocational training

with the companies apart from the schools, which is not, in my opinion, the best model when we have excellent models that are in existence.

So I should probably end this line of questioning, because it never gets me anywhere, with this statement -- it doesn't get me anywhere. What I'll say is this: I find it more than frustrating that comparing the Philadelphia School District to excellent school districts that do a far better job with less money per student and more money in the classroom is not a serious issue. It's almost a chuckleable, laughable issue in Philadelphia, but I see constantly from other countries, people visiting, professionals visiting, even when they outperform us in many industries, they still come and visit us, and the idea -- I was in Washington last week visiting the ambassador of Switzerland over Swiss vocational models that would be part of our hearing as we

go through that. But trying to get any of these models and the commonness of these successful, they've had education reform in every one of these countries multiple times since 1945, and we in the U.S. have not. Being that they have gone through this process numerous times to improve and better their educational models continuously to today and have better outcomes, it is still in Philadelphia almost a laughable thing to say, Look at another country's education system. I don't know why that is a thing that people don't take seriously.

So I'll just say that's my statement.

DR. HITE: And the last thing -- you're right, but the -- and I would add that they're also national models. So our national model here is that you have the federal guidelines that are then adjusted state by state -- not adjusted, but implemented state by state, which create a lot of different criteria

around that standard that's set nationally, if you will. So part of what we have to think about doing, not just here in the City but really thinking about a governance structure either at the state level or the federal level that will allow some of the flexibility for us to do the type of modeling that you just suggested.

COUNCILMAN OH: Mr. President, I'm going to come back with just a response to that, because people tell me, Well, Philadelphia is not Finland or South Korea. In fact, it is more difficult because Philadelphia is a small jurisdiction. It is not as big as a national jurisdiction of education. They have poor people, dysfunctional families. They have an across-the-board system of education. What we are doing is, we're creating a magnet school over here that everybody has got to apply for. You can't get in. Or we have this school or this program. Even the principal-driven

programs are all different based on schools. You have schools with musical instruments and no music teachers. You have schools with music teachers and no musical instruments. The idea of just efficiently and effectively putting them together.

What is common about all five or even ten of the superior jurisdictions is that the students have choice as they enter ninth grade, and because the corporations want the workers, they are invested heavily in the training of these workers, which is efficient through the schools.

I myself struggle with the idea that we will be able to afford to continually fund the school system. The state is not coming up with the money. We're stressed to come up with the money, but not seeing like a fundamental reform effort to change the paradigm of failing education in Philadelphia.

Thank you.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

The Chair recognizes Councilwoman Brown.

COUNCILWOMAN BROWN: Thank you, Mr. President.

So I would like to dig down another layer around the school closures, and allow me to provide this back text.

Currently, charitable organizations own 10 percent of total assessed value of properties in the City, and that equals to about $528 million in property taxes, according to a recent Inquirer fact sheet. So in our continuing quest to look for non-traditional new dollars, long term, the first question is, is there a unit of your administration that quantifies the services delivered by non-profit institutions, principally universities and colleges in the area?

DR. HITE: Yes, we do. We do have a new office that is working to do

that. We call it the Office of Strategic Partnerships, and it is an individual who is on loan from many of those -- representing many of those entities, and she has begun to do that work to quantify that.

COUNCILWOMAN BROWN: Well, that's good news, because regularly we get annual reports from universities about the enormously important good work -- and I say that quite sincerely -- that they're doing throughout Philadelphia, but if we think long term strategically and when you think about the ultimate school closures, how wise might it be to say, You want to buy empty building X, you are university Y, here's our need, here are our needs. We have needs for arts and cultural programming on a regular basis, we have a need for athletic programming on a regular basis and all the others that you mentioned in this document.

So not knowing the legal

restrictions that might come with that kind of transaction, there might be room to consider just that. You want to buy this building, here are our needs. You do good stuff anyway. In fact, you might already do this. Why not look at how taking this empty building, doing what you want to do, since you are tax exempt and you're part of that 528 million in property taxes, help us continue to serve the young people and, therefore, align the needs of the District with the wishes and aspirations and dreams of the large institutions who want to do good anyway, given 10 percent of so many properties -- I mean land that's not taxed anyway.

So I put that on the table for consideration, because you should know in the interest of full disclosure that Councilman Bill Green has actually introduced a bill around that. I first want to have a hearing and, even before a hearing, talk with a lot of stakeholders around how our non-profit sector do what

they do anyway, but do it in a way that is -- that makes sense for schools in their area. And then when you look further at a map of dropouts, where the hotspots for dropouts, if you look at that map and where they are and then you look at institutions that sit in those areas where those dropout hotspots are, aligning, again, higher ed institutions with those dropout hotspots in those school vacancies serving or delivering program services is just long term a different way for us to think about how we capture those dollars that we're not getting anyway. So to hear that there's a strategic partnership there is good. That's question one that I got in.

The second is back to this discussion of charter schools. I'm not a believer yet. For me the jury is still out when it comes to cyber schools, but I've also learned that everything ain't for everybody and that children learn differently and there's some children,

quite frankly, who learn based on early research with cyber schools.

And so given that, what type of pre-homework have you done that -- you've stated why you're moving in this direction, but what will the monitoring be to ensure that young people who have parents who opt for that mode of learning don't end up like too many of our young people who end up dropping out by ninth grade anyhow?

DR. HITE: It's two interesting observations, and thank you for that question. It's two interesting observations. One is the makeup of the students who are actually participating in the schools now, and some have not been successful in the more traditional school environment, so they're using this process or this approach as a different type of option. But we've done a couple things. Number one, we did surveys of parents who are actually -- of parents and students who are actually in those

programs now. We ask if in fact those programs are missing something or if you could add things to your current program, what would they be? And they would be things like the things I described, the assistant, a place that you could go to get assistance. And we're going to have those locations stationed around the City and in multiple places so that individuals can go to get help and an advisor who is actually tracking the progress of that student.

The other thing is that students will have to meet some criteria in order to participate.

COUNCILWOMAN BROWN: Okay, then.

DR. HITE: So there has to be a level of reading that is -- that students must demonstrate in order to work on their own, if you will.

COUNCILWOMAN BROWN: I see.

DR. HITE: So that was the result of a lot of homework and research

that we did with some of the cyber schools that are both in this area and across the country.

COUNCILWOMAN BROWN: Okay. That's a little more encouraging, but I guess we have to wait to see what the yield will be.

DR. HITE: Right.

COUNCILWOMAN BROWN: The bell has rung, but I will look forward to an action plan or a game plan or whatever the plan is going to be with this new strategic unit and how it works with a lot of the universities that are intimately involved with a lot of our schools.

DR. HITE: There's just one other piece I wanted to add on the cyber. Also a large number of parents are using it for students who are being home-schooled.

COUNCILWOMAN BROWN: Yes.

DR. HITE: So that if in fact we could offer something so that one of

our schools is an option, we thought that would be beneficial.

COUNCILWOMAN BROWN: All right, then. Thank you.

Thank you, Mr. President.

COUNCIL PRESIDENT CLARKE: Thank you, Councilwoman.

The Chair recognizes Councilwoman Sanchez.

COUNCILWOMAN SANCHEZ: Thank you, Mr. President.

I want to go back to the funding and the funding formula for the District and your proposal for Year '14. So we've talked about the $60 million request for City Council. I'm encouraged by the Chairman's willingness to take on the President's challenge around going to the state, but there's two other line items that make and, in some cases, really devastate the financial condition of the School District, and one is the federal cuts.

In this one year alone for

Fiscal Year '14, there's a $130 million federal cut that goes to what Councilman Goode and President Clarke first mentioned, which was school improvement, particularly Title I funds and even some of our discussion with CTE funding around the Department of Labor.

What have been the discussions at the federal level, and given the federal sequestration, what does it mean? I mean, we're assuming there's a $134 million cut. There's no more money coming from the feds in those areas, and what's been the discussion so far?

DR. HITE: We're not anticipating those funds to be replaced or restored. As a matter of fact, I work with a couple of entities around the country. One is the Council of Great City Schools, and we're actually advocating at the federal level. We've also shared some information with our federal delegation around this notion of sequestration, because the combination of

losing Department of Labor grants, the cuts to Title I, which impact our most needy children here, and with the possibility of sequestration and then we're also seeing the expiration of the School Improvement Grant, the first grant. So this was all of the money that was associated with the Reinvestment in Education Act, the ARRA funds, and this is the cliff, and so this is the time when all of those monies go away and it translates for us to about 1,300 positions. Many of those positions are school-based positions that we will not be able to carry forward because we have lost the federal dollars associated with them.

COUNCILWOMAN SANCHEZ: It represents 40 percent to 50 percent of Title I funding at the school-based level in the poorest schools in the neediest neighborhoods, and we're not even talking about the impact of that to those families. Title I is one of the few

4/29/13 - WHOLE - BILL 120338, etc.

places that principals can go to for those supports. And so, I mean, that's devastating.

DR. HITE: It is devastating, especially when you have seen the -- Congress found a way to get air traffic controllers back to work, and we have to think about how do we find a way to get Head Start teachers back into classrooms. And so it is -- that's a point of advocacy or should be our point of advocacy, not just at the state level but it is a whole different conversation, as you've indicated, Councilwoman, at the federal level, particularly around our poorest and most needy children.

COUNCILWOMAN SANCHEZ: I just wanted to put that on the record, because I don't want it to be left out of the conversation, that taking that type of cut in one year -- and we're going to be discussing those federal cuts in the rest of our budget as a city, but that level of school-based funding cut is very

drastic. So even the $60 million that you're requesting from us doesn't even begin to get us there.

DR. HITE: Right.

COUNCILWOMAN SANCHEZ: And then I wanted to ask you a more difficult discussion, only because in Council again we found ourselves in many discussions around the labor situation. Our President Clarke has had to get involved in that.

There's an assumption in this also -- there's not an assumption, because you're not counting on the money, that there's $133 million in labor savings, and the problem that we have with all of these budgets is the City does our budget first, then the state does their budget, and it's sort of like who goes first, and then your negotiations happen in August.

How real is that? Having participated in the SEIU discussions, how real is that, and what happens if it

doesn't happen?

DR. HITE: Well, we are, as you indicated, Councilwoman, we're asking for the -- we're asking for concessions on par with SEIU, the concessions that they provided a year ago, and we're asking the teachers for a similar set of concessions. And, quite frankly, as difficult as the conversations are at the City level and at the State level, there's no guarantee that we will realize those concessions, and if in fact we do not, then we would still be operating with a $100 to $130 million budget shortfall.

COUNCILWOMAN SANCHEZ: And I guess the question -- and folks will come in tomorrow and testify to this, and I think Councilman Goode mentioned this. We're asking people for more, but people are getting less. And it's sort of -- it's a big-picture problem that I think we all have to -- it's a lot of different things and it's a lot of moving parts.

This is probably one of the worst budgets I've seen, even more so than last year, because we're dealing with real numbers now, and real numbers now impact real children.

We've seen the school closures and the impact that it's had in the community. We've seen the public safety plan, and now we're getting to where we're really to the bare bone as it relates to poor children and that achievement gap. And so to me my frustration, even what you're asking for doesn't get us to where we need to be. I'm very frustrated about that, because as aggressive as this is, it does very little to move, as Councilwoman Blondell Reynolds says, moving the needle. It really does. We have not talked about high-performing slots and how we're increasing them. This is a financial plan. We're not there yet.

DR. HITE: Right.

COUNCILWOMAN SANCHEZ: And

that's a problem.

Thank you. My bell has rung.

COUNCIL PRESIDENT CLARKE: Thank you, Councilwoman.

The Chair recognizes Councilman Squilla.

COUNCILMAN SQUILLA: Thank you, Mr. President.

Good afternoon, gentlemen.

Was Councilwoman Bass ahead of there?

COUNCIL PRESIDENT CLARKE: I don't know.

COUNCILMAN SQUILLA: I'll ask a quick question, then we'll get whoever is next.

We talked about the aggressiveness of the tax collections the City of Philadelphia has warranted. We know what our liquor tax is. I think we collected, we were told, 40 percent of what is owed from liquor tax. All the liquor tax money goes to the School District. We have U&O tax that's not

collected. We have money that's out there that we wouldn't have to raise a dime in order to fund the schools. Hopefully we get -- our Administration will take this seriously enough to go out there and make this effort to collect these taxes.

There's real estate taxes collected. There was a total of $500 million in delinquent taxes that could help fund this gap, and we have neighborhoods that have now lost schools. There's a neighborhood in my district that doesn't even have a public school, lost a school, and we're asking them and raising their taxes. I saw signs out here today that said, Tripling our taxes, crippling our schools.

We've been hitting these people over and over and over again, and I think the best way to come up with extra funding for the school would be to go out there and get the people to pay who don't pay and make sure that that's a necessary

thing that our Administration moves forward on and goes there and gets that money from the people who do not pay and, therefore, be able to fund our schools in a better way.

And I reiterate the point of the state funding and how we could help. I think us on Council here, we do want to help. We want to go out there, we want to move forward, work with you in doing that. We just want to make sure that you, Mr. Hite and as SRC, will be willing to work with us to go to Harrisburg together to combine with these other school districts throughout the state and go there and ask -- all of us go up there and ask that that money be funded into our school system. And I think once we do that together -- we need a united front, a united front from the Administration, Council, SRC, the School District, teachers, parents, children, and go with other schools. That will make a difference. By just picking and

saying we want 120 million, maybe we got 15 million that we're getting, they're receiving it better than they did, they're not thinking it's just a Philly issue, that's not going to help us in the end if we get nothing. And if we do get nothing, some of the budgets that I heard -- I've been hearing from a lot of principals throughout my district. I mean, you can't run a school. So if we get nothing, should we just close the schools? Is that what our option is?

DR. HITE: It makes it awfully hard to open schools with what we have, because with budgets that we've submitted to many of the schools, that, in my opinion, doesn't represent school. It represents some adults and some children who gather today for a period of time.

COUNCILMAN SQUILLA: A daycare. So we can't do it. So we don't get that money, we can't do it. So we need an aggressive approach. And sort of like Councilman Goode said earlier, I mean,

what does $30 million buy? What does $60 million buy? We need $180 million hopefully just to get back to where we are.

MR. RAMOS: 304 million.

COUNCILMAN SQUILLA: We need 304 million.

So the option is pretty bleak at this point. There's no way to get back to where we were from any resources unless we get every possible scenario that is put forth in this plan, without borrowing additional funds, which I believe is not possible this year. Is that correct?

MR. RAMOS: I think that's right. I mean, the 300 million -- when we borrowed the 300 million for this year to pay this year's current expenses, we were told that that was a one-time thing. That also added $22 million a year of debt service that won't ever go to classrooms in the next 20 or 30 years. I think it's 20 years. So every time you

delay or -- that we as a community we sort of put off some of these choices or borrow or just move a payment into the future, that gets us to where we are now. So I agree with you.

COUNCILMAN SQUILLA: And last year, I mean, we were supposed to collect -- do a better job of collecting real estate taxes, and we don't know how much. I think Maria asked that question, how much did we collect more this year than last year. We don't know that answer. But if we're interested in actually making an effort to go out there and the School District has really put the pressure on even appealing some cases, the City last year put a certain amount of money, I believe it was 20 million -- and maybe the President can correct me or not -- on appeals for 2013. There was $20 million in appeals set aside. What did we reach in appeals; do we know?

MR. RAMOS: I don't know, but I

do recall that when the millage rate was set on the City side, it accounted for the potential appeals, but when the millage rate was set on the District side, it did not.

COUNCILMAN SQUILLA: Say that again.

MR. RAMOS: In setting your millage rate, you adjusted for the risk of appeals and in setting the School District millage rate, it was not adjusted for that risk of appeals.

COUNCILMAN SQUILLA: So then you said the Administration or us as Council, when we set that aside, we did not set any number aside for the loss of appeals on the School District side?

MR. RAMOS: I think there was an oversight at the time when that adjustment was made on the City side of the millage that wasn't mirrored on the District side.

COUNCILMAN SQUILLA: How is that put together, this budget? How is

that now, this budget?

MR. RAMOS: I think we -- well, we have -- you can talk --

MR. STANSKI: Whatever the City has put in for appeals, we are mirroring that on our side.

COUNCILMAN SQUILLA: So if the City is -- when they say they're putting $30 million in, that's just the City side? So the School District puts --

MR. STANSKI: Then our equivalent portion would be put in also.

COUNCILMAN SQUILLA: So what is it then this year? Because we hear $30 million is put in for appeals. Is it 15 million on the City side and 15 million on the school side?

MR. STANSKI: I don't know exactly what the appeal number is for '14. I'll have to get back to you on that.

MR. RAMOS: You're saying on the expense side, what expense --

COUNCILMAN SQUILLA: Right.

MR. RAMOS: -- or the loss of revenue?

MR. STANSKI: It's the loss of revenue, right.

MR. RAMOS: Because last year I think we both ended up revising our budgets to adjust for the risk to revenue, but in setting the millage, millage was adjusted on the City side to buffer some of that risk to the City budget, but the same didn't happen on the District side. I, however, don't think we saw all the risk that we thought we might get thus far on the appeals.

COUNCILMAN SQUILLA: Right. And because that's another point I'm getting to, and I'll come back the second round, but I just want to make sure, are we doing the same thing this year? You're saying no.

MR. RAMOS: On the budget --

COUNCILMAN SQUILLA: On the budget part.

MR. RAMOS: On the budgeting

side --

MR. STANSKI: Our projected revenue includes a number for loss of revenue from appeals. We get that from the City. I just don't know the number off the top of my head.

COUNCILMAN SQUILLA: All right. If we could get that for the Chair, I'd appreciate it.

MR. STANSKI: Yeah.

COUNCILMAN SQUILLA: Thank you.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

The Chair recognizes Councilwoman Bass.

COUNCILWOMAN BASS: Thank you, Mr. President.

Just a couple of things. So this is -- I'm glad that we're here today. I think that it would be helpful if somehow, some way we connected much more often than we do with the District and with the SRC members. If we truly believe that our children's education is

the most important thing, that nothing in Philadelphia is more important than providing a quality education to our young people, then I think that we have to connect, we have to communicate, we have to be much more in tune on a regular basis. I know that Councilwoman Blackwell does an excellent job of updating us and keeping us in the loop, and I thank her for that, but at the same time, as many opportunities as we can to get together, because this shouldn't be a once a year, Guess what, let's sit down and talk. We really need to connect much more. So I just wanted to start with that.

A couple of questions. The first is that, Dr. Hite, you mentioned that you were going to be expanding high-performing programs, and I wanted to make sure that you mean -- or what do you mean? Is that high-performing seats? I guess I just wanted to make sure that the language was clear to me, that these are

seats that we're expanding?

DR. HITE: Yes. These are District-run high-performing programs, and, yes, it is a seat number associated with it, but we're going to be making recommendations through the assistance of a grant from PSP to expand some highly sought after programs, and some examples are Science and Leadership, SLA, the Sustainability Workshop, and then the program at Hill Freedman.

COUNCILWOMAN BASS: Very good. And can you talk about the budget shortfall in the context of -- well, the first is that we're talking about contract concessions and that that's a big part. It's more than our contribution. It's more than the Commonwealth's; is that right? It's more than the Commonwealth's contribution as well. And so what we're asking in terms of givebacks to me seems not possible, unless we're going to have folks who are education professionals and working in

our schools who are close to minimum wage or without health benefits. I mean, I'm not sure what that's going to look like, but to get to the number that we're talking about, I just don't see how we can get there. So I don't know if you have any projections in terms of what that would look like, what that reality would look like.

DR. HITE: We have -- so the 304 is the number that includes that, and one of the things that we did, we projected in the Five Year Plan a year ago, was concessions from labor, and so all of the non-representative workers, all of SEIU 32BJ. And now we're asking the equivalent from both teachers and principals, and it is on par with all of the other groups that also made concessions. And as I've indicated to a lot of different people, this is not -- this is a part of the shared sacrifice part of this. This is not a place where we want to be. It's not a place that we

plan to be forever. It's just where we are now and trying to navigate through this difficult time.

I hate the fact that we have to ask any of our employees for concessions, but by the same token, we've also had to ask our families to make concessions with school closures. We have -- we're going to recommend that we not continue expansion of charters into 2014. We've asked you, this body, for additional revenue. We've asked the state for additional revenue. We're trying to get our partners at the federal level for additional revenue. It's just the conversation is about shared sacrifice from every entity and us all coming together to try to navigate through this difficult time.

COUNCILWOMAN BASS: I'm sure you're aware of the sacrifice that a number of educators already make right now. Most teachers that I know of pay for, out of their own pocket, supplies

for their classrooms. They pay for paper, they pay for pencils and crayons. You name it, they pay for it. So I would argue that they're already taking a pay cut, because they have to use part of their salaries really to effectively do their job or do the best job that they can do, because otherwise they can't -- they really can't operate, because they're not getting the basic supplies that they need right now from the District.

DR. HITE: And you're right. That's true. And both when I was a teacher and principal, I paid for a lot of my own supplies, because it was something that just needed to do and, quite frankly, I could buy it faster than the district could process an invoice. And so I did a lot of that myself.

But you are right. However, we still have -- there are some things now structurally that become problems for us, and so one is the notion that the

benefits and making sure everyone contributes to their benefits is also a way for us to start to resolve this problem. And in this day and age, the fact that we still have a benefits package that doesn't provide any contribution, I mean, that's become a problem for us, and every year these costs go up or they escalate when our revenues have been declining. So that's a part of the sacrifices that we're asking from many of our employees. And you're right, I mean, many individuals work beyond eight hours, they spend a lot of time and energy and they spend a lot of their own money buying supplies, but by the same token, we've also asked students to sacrifice, we've also asked families to sacrifice, and we think that it's only responsible to ask many of our employees to make the sacrifice as well.

COUNCILWOMAN BASS: And I know my time is up, but just one quick statement in terms of the shared

sacrifice. We know that they've paid for a lot of their own supplies, but the other thing is that many of us know that they also serve as more than a teacher for most of these kids. They serve as parent, they serve as advisor, they serve as social worker, cosmetologist, they provide clothing. I mean, there is no end --

DR. HITE: You're right.

COUNCILWOMAN BASS: -- to some of the needs that our teachers fulfill. And so asking them for one more thing, even in light of the fact that, okay, well, everybody makes a contribution, okay, but in light of everything else that they are already providing to their students, I just think it's something that we need to really seriously think about. And I know that that's a part of the plan that you brought forward, but I don't know -- I just have some real reservations about it, I guess.

Thank you, Mr. President.

COUNCIL PRESIDENT CLARKE: Thank you, Councilwoman.

The Chair recognizes Councilman O'Brien.

COUNCILMAN O'BRIEN: Thank you, Mr. President.

I've heard some discussion here today about ACT and SAT scores, and we hear that conversation taking place on a national level. And then we talk about practice tests, and I appreciate your comment this morning, Mr. Superintendent, about whether it's about instruction or whether it's about proficiency in those tests, and I'd like to give a shout-out, as I try to do often, for my kids that learn differently, those kids with ADHD, dyslexia, and language processing issues. And I know that we always try to get baselines in these practice tests, and I just want to state for the record that it's cruel and it's shameful for us to give those kids practice tests without having educational psychologists first

take their IEPs and find out what accommodations they need to be successful. And then after we get those accommodations, we should have special prep tests just for those kids with those accommodations.

And I just say that because I want to reflect positively on what the challenges are and not just say it's this or that in a vacuum. And I know that you bring expertise in this area, and I would just like to give them a shout-out. You don't have to comment. If you want to, that's fine.

Thank you.

DR. HITE: Thank you.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

The Chair recognizes Councilman Jones.

COUNCILMAN JONES: Thank you, Mr. President.

I have a couple of quick questions, and they are technical in

nature, and hopefully you can help me with them.

How many of your schools are experiencing -- are, quote, balanced schools? How many of them are balanced by way of educational attainment by instructors? There is a formula by which you call balanced schools that -- experience balanced. I'm sorry; experience balanced schools by way of the proper blend of undergraduate, graduate, post-graduate teachers that produce the maximum amount of good teaching experience for schools. How many of the schools are in balance, out of balance?

DR. HITE: And balance meaning 50/50?

COUNCILMAN JONES: Balance meaning by your own definition, have the proper mix of credentials by way of the instructors.

And then, number two, what is the allotment for overcapacity schools and particularly experienced in certain

sections of town like the Northeast where they actually have overcrowding, over-enrollment from 1 to 800 students, and it's my understanding that within those groups, many of them, 19 out of the 21 that are experienced overcapacity, actually did not make AYP. And what is it? Is there a correlation?

DR. HITE: We have -- so for the experience balance, I'll have to get that information to you, because I don't have that in front of me. So we'll get that -- we'll get a response to that.

The allotment of for overcapacity schools, that was -- we unfortunately had to cut that. We've eliminated that from this budget with the $304 million gap. And to the earlier question that was asked by Councilman Goode, that would be something that would need to be restored and then provided based on those schools' budgets.

COUNCILMAN JONES: So strategically by way of some schools that

are under-enrolled, others that are by -- 21 of them that are overenrolled, how are you planning in light of the school closures for those kinds of balancing acts?

DR. HITE: The plans that we referenced earlier today in looking at the plans for all of the students who will attend, from academic safety and that whole perspective, but now unfortunately it's just based on a formula, and that formula is based on the current maximum class size as defined by the contract, the labor contract. And so for some of those schools, they may get an additional couple of staff members. The problem that principals are having with their school budgets is that the amount that was used to offset the overcrowding has been removed from the budget because it wasn't a mandate and it was something that we could not afford if we were trying to staff schools based on current maximum class sizes.

COUNCILMAN JONES: That is not my district, but my concern is for all students in Philadelphia. So out of the 21 schools that are overcapacity, 19 of them didn't make AYP. So we need to figure out is there a correlation with that overcrowding and how do we deal with that, because even though those schools aren't in my district, some of the kids in my district probably attend those schools, and the outcome is as important as the taxing structures and funding gaps. At the end of the day, the product that we have to live with and pay for in one end of society or another -- either we're going to pay for it in education or we'll pay for it at the state institutions of incarceration, but we're going to pay for it.

So we need to figure out how that overcapacity is impacting the AYP and those students' attainment levels. And also you'll get back to me on what are balanced schools by way of

credentials and where they are, because if there's a correlation between underrepresented post-graduate teachers in areas of lower attainment, maybe there's something there.

DR. HITE: Yeah.

COUNCILMAN JONES: Thank you, Mr. President.

COUNCIL PRESIDENT CLARKE: Thank you, Councilman.

The Chair recognizes Councilman Kenney.

COUNCILMAN KENNEY: Thank you, Mr. President.

I want to go to the issue of food service for a moment. What are our food service costs projected for 2014, and what exactly -- who provides that service and what exactly do they provide in the contract?

MR. STANSKI: So it is -- the Food Service Fund is a fund that sits outside of the General Fund. I believe the costs are around $100 million a year,

but it is a self-sustaining fund. We have workers who serve food, who cook food, and then --

COUNCILMAN KENNEY: Can you pull that microphone closer.

MR. STANSKI: Sure. And then a variety of vendors who provide the food.

COUNCILMAN KENNEY: A variety of vendors. How many vendors are there and what types of food do they provide?

MR. STANSKI: I don't know off the top of my head how many vendors.

COUNCILMAN KENNEY: Is there more than ten?

MR. STANSKI: And there's USDA requirements on the type of food that we're required to --

COUNCILMAN KENNEY: What's our largest provider of food service?

MR. STANSKI: Again, that's a question I have to get back to you on. I don't know the --

COUNCILMAN KENNEY: It's $100 million.

MR. STANSKI: The largest vendor?

COUNCILMAN KENNEY: Yeah.

MR. STANSKI: I don't know.

COUNCILMAN KENNEY: Is there anybody with your group that knows more about food service than others?

DR. HITE: I think there --

COUNCILMAN KENNEY: When you say it sits --

DR. HITE: I think Aramark is the largest provider.

COUNCILMAN KENNEY: When you say it sits outside --

COUNCIL PRESIDENT CLARKE: Do you have someone --

MR. RAMOS: Maramont is the company that's the largest provider.

COUNCILMAN KENNEY: When you say it sits outside the General Fund, what does it mean?

MR. RAMOS: It's an Enterprise Fund.

MR. STANSKI: It's an

Enterprise Fund, so it's funded through the federal government.

COUNCILMAN KENNEY: So the federal government requires us to spend it in a certain way or just requires that we spend it?

MR. STANSKI: They require that we spend it, but have requirements on what kind of food we purchase.

COUNCILMAN KENNEY: In general, just in general speaking, have you ever eaten any of that food?

MR. STANSKI: I have, yes.

COUNCILMAN KENNEY: How does it do it for you? Do you like it? If you went into a retail outlet and you had something that was being served and two, three other things, would you pick that as something you would choose?

DR. HITE: I wouldn't.

COUNCILMAN KENNEY: You would?

DR. HITE: No.

COUNCILMAN KENNEY: What is it about the quality of -- and this is,

again, while I recognize it sits outside the General Fund, but it is taxpayers' money ultimately and some of our federal tax money goes to pay for that. What is it that we're actually serving to kids? And I understand from the cuts that have gone on that there's really not people serving in a traditional cafeteria-style service. It's kind of prepackaged things that are handed out. Is that true?

DR. HITE: And it is why we've had a special session with the SRC really to talk about the types of menus, the types of food, the freshness of the food, and full-service kitchens, and it's why we are beginning to work on a phased-in approach of first dealing with the preparation areas in the receiving schools for the types of full-service kitchens to provide for more fresh and made-at-the-school types of food than the prepared food that many of the students are receiving.

COUNCILMAN KENNEY: What I

would really like is a list of all the vendors who are providing food service to the District under this particular program. I would also like to know their locations of where the companies are from, where they're located, the size of the companies, how many people they employ in Philadelphia, those kind of things, and how much food gets trucked in, I guess, from plants that are making food and pre-packaging it and then shipping it to Philadelphia schools. Because one of the things I think we miss -- and, again, unless there are restrictions in the way in which we spend the money, one of the things we miss in integrating the community into the school is by not utilizing local neighborhood purveyors of food to provide food for schools in their own neighborhoods.

Now, I recognize it may be a little more difficult because of the large scale of the program, but how many people in the District deal with food

4/29/13 - WHOLE - BILL 120338, etc.

administration, in the administration deal with food service, just administration employees, monitoring it, contract compliance and the like?

DR. HITE: 23.

COUNCILMAN KENNEY: So there's 23 people who deal with all of the various contracts of bringing food into the schools. Could those people possibly be coordinating the same process as it relates to a caterer in the neighborhood or a local food purveyor in the neighborhood, providing fresher food directly to the community that they're serving? And I think what happens is that if you get the merchants in the community financially invested in the schools, there's less complaint when they have to pay taxes that go to the schools. Is there any -- is that part of the conversation?

DR. HITE: We have -- right. Yes. Yes.

(Applause.)

DR. HITE: There are conversations that we have begun, and as a matter of fact, we have some schools that are partnering with some local retailers and some local restaurant owners to actually provide that type of approach.

COUNCILMAN KENNEY: So they have the leeway to do it? There's no federal requirement that it be done --

DR. HITE: They have to meet the federal guidelines, no question, but they're doing it with fresh food and different types of kitchens that have preparation, equipment, and space in order to do that.

COUNCILMAN KENNEY: So the 23 employees that deal with -- we don't know the number of contracts, you'll get back to us -- could realistically be doing the same thing in monitoring contract compliance with local food purveyors, restaurants, caterers, those kind of things, to bring a more family,

neighborhood, homie feel to a neighborhood school? I mean, a neighborhood school obviously -- all of our schools are very diverse. They have lots of different kinds of ethnic kids and kids who come from various backgrounds, and they're usually in neighborhoods where the same kind of ethnic groups and business people are running their businesses and pulling people.

So if we could make a stakeholder out of our retail food purveyors in the neighborhood, I think we would be going a better way in providing better food service, better quality, and a more, I guess, multiplier effect, so to speak, with the money that we're spending. Is that part of that whole special process that you're going through?

MR. RAMOS: Councilman, we recently dedicated a whole night just to this topic, and we will get a synthesized

4/29/13 - WHOLE - BILL 120338, etc.

summary I think that addresses all of this to you and we'll --

COUNCILMAN KENNEY: And I know --

MR. RAMOS: The services in here --

COUNCILMAN KENNEY: And I know the bell has rung, but I also understand that Councilwoman Brown has an extreme, as we all do, an interest in providing as fresh and quality and nutritious food as possible, because I understand despite the fact of our best efforts, some of this food isn't as nutritious as we'd like it to be.

MR. RAMOS: So at this evening meeting, we invited several of the organizations that are working at the community level to get sort of fresh foods to schools, and there was a pretty productive conversation. We just have to keep the ball moving forward.

COUNCILMAN KENNEY: Thank you.

Thank you, Mr. Chairman.

COUNCIL PRESIDENT CLARKE:

Thank you.

The Chair recognizes Councilman Oh.

COUNCILMAN OH: Thank you very much, Mr. President.

As I understand it, the SRC was formed when the Philadelphia School District went broke. It went broke because the superintendent was on a path of spending more money than there was in the budget, and in order for the state to give the City the money it needed to not go broke, it formed the SRC, and the SRC was supposed to and is supposed to be an insulated body that is not subject to all the political pressures that the Legislature and the Governor believed was rampant in Philadelphia with all sorts of favoritism, corruption, and other things. And by having this five-person body that would be purely for education, without considering too much all the vested and entrenched interests in the Philadelphia

school system, that it could come up with a better, more efficient and effective, affordable method of providing education, but in the last ten years, it has seemed to have gotten worse and worse and worse. And ultimately with your new appointments -- and I think we all support the efforts that you're making, but it raises the issue, as was raised by Councilwoman Blackwell, about the governance structure of the SRC and being in charge of the Philadelphia School District.

In the last budget, not every Councilmember voted for funds for the School District. I did vote for the funds, but I do feel that the SRC, if it doesn't step up to the challenge of coming up with solutions on better educational outcomes based on proven and not theoretical models, which is practical and affordable within the budget, then I can't support more funding, because it looks like just

throwing money after -- good money after bad, or whatever you'll have. It just doesn't seem to be -- so what I would like -- and I don't need an explanation, because I know it's very complicated, but I know that you're going to provide us with your strategy, your strategic plan, not just for closing the gap this year and staying afloat, but how you're going to provide better education going to the future so that people can see how an investment in education is an investment to a better future.

So if you would provide me and, I guess, ultimately at some point in time before we make this budget decision how you are going to implement proven, provenly successful models of providing better education to this Council, that would be greatly appreciated.

Thank you.

MR. RAMOS: Councilman, are there any revenue assumptions you want us to build into that?

COUNCILMAN OH: I think that you are the best judges of revenue assumptions. There is an additional and sudden request for $180 million, 120 from the State and 60 million from the City. By the way, I don't know -- and you'll know better than I, but I heard that the state was considering reducing the amount of money given for cyber schools from the allocation of like 10,000 to 5,000. If that is true, that would disrupt your financial plan of cyber charter schools. No? Okay. If you just make that part of the overall strategic plan of better education moving towards the future.

Thank you.

COUNCILWOMAN BLACKWELL: Thank you.

Councilwoman Reynolds Brown.

COUNCILWOMAN BROWN: Thank you, Madam Chair.

Councilman Kenney captured 98 percent of what I wanted to review around food service, because that is one of the

areas that you do still have some level of control and cover. The only thing I would add and be interested in that you could add to what he's already articulated is the nutritious value of food. I mean, across the country there's a movement to make sure that school lunches meet all the criteria for what First Lady Obama is trying to do.

And just by way of back story, my first term here, I actually introduced a resolution with the support of the Chair to eliminate sodas from schools because of all what that meant, and of course met with appropriate opposition, but at the end of the day, the School Reform Commission saw fit to eliminate sodas from schools for young people under the age -- actually, they decided to do K through 12. I was willing to say high school students can have some say, but the School Reform Commission made that judgment.

So the mission continues when

you look at still the early onset of Type 2 diabetes, et cetera, et cetera, et cetera. So I'll look forward to the information you're providing to Councilman Kenney as well.

Also, it needs to be put on the record that the work you're doing with DHS and CBH does not go unrecognized or unnoticed. A number of professionals in those departments have indicated the very positive, engaging relationship that the School District shares with those agencies, particularly around truancy and young people who need the services of CBH. So it's important to put on the record too when things are working well.

Councilman O'Brien has spoken to the special ed piece. Just elaborate a bit more on the restructuring of that, if that is so. And I believe there's new leadership over that division, is that not so, with the special education piece?

DR. HITE: That's right, yes.

COUNCILWOMAN BROWN: So if you

could just elaborate on that a little bit, where it's headed, knowing that that piece of the District will stay pretty much intact because of the federal support, correct?

DR. HITE: That's correct.

COUNCILWOMAN BROWN: Okay.

DR. HITE: We thought that it was really important even with the things that -- we have mandated costs and then we have costs that are required to meet the federal mandates. And so we have mandates from the federal government and then we have mandates from statute and then mandates from contract. So we start with those mandates at the federal level, which are for English language learner services and for students who have IEPs. Those things are extremely important. And so those are things that we're going to continue to provide to schools even though it's in that non-mandated box or part of money that is not debt service or payments to charters. So that becomes a

portion because that's what's supported through federal funds.

COUNCILWOMAN BROWN: All right, then. I know a number of District Councilpersons are anxious about still the school closures, but beyond that, the influx of students due to the Facilities Master Plan closures. So recognizing the good work that Councilman Jones has done around what's happening with the police district -- and we should salute too your public safety officer. I mean, she met before Councilwoman Jannie Blackwell and Jones' Committee on Education and Public Safety and, as much as she could up to that point, provided details about how we're going to -- what it's going to look like for our young people come the fall.

So update us on where you are with that with the safety plans for the receiving schools, how far along you are, because you may not be there yet. It's April. It's not August. Just give us an update given the time that we have

4/29/13 - WHOLE - BILL 120338, etc.

remaining on the clock.

DR. HITE: Thank you. And I provided this earlier, Councilwoman, and I'll be glad to do --

COUNCILWOMAN BROWN: Be brief.

DR. HITE: Sure. Sure. So we also -- and I know that Chief Inspector Dorsey met with certain members of Council.

COUNCILWOMAN BROWN: Yes, she did.

DR. HITE: We've also, thanks to Councilwoman Blackwell and Councilman O'Brien, actually formed a task force around bringing all of the entities together in order to help us resolve or to address the issues around safety and school safety, so that there are mechanisms in place so that we have points of contacts through many different agencies. And I appreciate Councilman O'Brien and Councilwoman Blackwell pulling that together. We just met on Friday, and that work is going to

4/29/13 - WHOLE - BILL 120338, etc.

continue. And it also includes our Safe Schools Office and agencies like the Family Courts, DHS, CBH, and Police, Recreation and Parks --

COUNCILWOMAN BROWN: Very good.

DR. HITE: -- the DA's Office. It includes a lot of different individuals.

COUNCILWOMAN BROWN: So that we're not operating in silos as we look towards September.

DR. HITE: That's correct.

COUNCILWOMAN BROWN: Very good. Thank you again.

COUNCILWOMAN BLACKWELL: Thank you, Councilwoman.

We likewise note that of the various questions, you can address them to the President and he'll make sure that everybody gets them.

Councilwoman Sanchez.

COUNCILWOMAN SANCHEZ: Thank you.

COUNCILWOMAN BLACKWELL: I'm

sorry, Councilwoman. Councilman Johnson was next.

COUNCILMAN JOHNSON: Thank you, Madam Chair.

I just wanted to follow up on a couple of questions that I had and/or statements for the record moving forward. And so, Dr. Hite, I guess in a timely fashion as we get close to August, I just want to make sure we get a chance to see what that transition plan is going to be for the schools that's primarily in the 2nd Councilmanic District. So I have a strong interest in seeing what it looks like. And so I'll give you time to prepare that information.

And also -- and I asked Councilman Squilla, because this school is in his district, but obviously I attended Edward Bok High School, made some statements for the record in terms of what does South Philadelphia High/Bok look like for the future, and I know there were some vocational-technical

trades that were located in Bok and now they're going to be merged into South Philly High. So some parents and some students have asked me what does that program look like. Is it one portion of the school is going to be vo-tech and the other portion education? I'm not sure. And so I wanted to put that out there.

And the other component is more directed toward Mr. Pedro Ramos. Just for clarity for the record, who are the Governor appointees for the School Reform Commission?

MR. RAMOS: Commissioner Dworetzky, Commissioner Houstoun, and me.

COUNCILMAN JOHNSON: Dworetzky, yourself?

MR. RAMOS: And Houstoun.

COUNCILMAN JOHNSON: How often do you all meet with the Governor regarding issues regarding the Philadelphia School District and how we're operating, our condition, our status, where we're at?

MR. RAMOS: I think between Commissioner Houstoun and I and then since Dr. Hite has been on board, whether it's PDE, the Governor's Office, we're probably talking about something at least once a month, usually more. We've had -- certainly when we came in, we needed a lot of help from PDE, because there were a number of things that -- number of compliance matters that were sort of at their end, and a lot of help was needed to buy some time to get some things fixed.

With respect to our financial situation, these PowerPoints and other things are things about I would say we're in regular communication about what the needs are here, how they've evolving, the steps we're taking, what the limitations are of what the SRC can do. I mean, at the end of the day, we've got authority over -- some authority over what gets spent after the legal and contractual and other things, but we don't have ability

on revenue. And I would say that communication with the City among us as well is just as much, if not greater. As I mentioned earlier, Administration Finance staff sort of meet a lot with our finance folks, and I think Commissioner Houstoun as Chair of the Finance and Audit Committee and I also try to stay -- will often be part of those meetings.

COUNCILMAN JOHNSON: And how much have you -- and I have it in the book, but just for the record so I don't have to go back over it, how much have you cut out of our current budget in terms of overall operations?

MR. RAMOS: You mean the administrative budget? I want to ask Mr. Stanski --

COUNCILMAN JOHNSON: I know it's in here, but --

MR. RAMOS: I'll ask him to give you the number of what we've cut. One of the slides that Mr. Stanski put up there is that the proposed Fiscal Year

'14 spending on administration would put us at 2 percent of budget, which may be one of the lowest anywhere, any time it's been for -- last year was 3, but I'll ask him to provide you the numbers.

MR. STANSKI: So two big -- I mean, one big impact that happened in FY12, which was a $63 million reduction, and then for this year with the $304 million deficit, we're right now proposing another $23 million reduction in the central administration, which, from an operating budget side, would put us at about 2 percent of our operating budget, would be on central administration.

COUNCILMAN JOHNSON: And, last, do we have on -- who is our lobbyist that's helping out in this capacity on the state level? Who is representing the City specifically dealing with funding for education, public education?

MR. RAMOS: The District for the last several years did not have a

lobbyist other than the District's internal lobbyist, who you know is down to one person, Mr. Oglesby, but we have an RFP --

COUNCILMAN JOHNSON: Very fine gentleman.

MR. RAMOS: Very fine gentleman, yes.

COUNCILMAN JOHNSON: Hard worker, yes.

MR. RAMOS: And --

COUNCILMAN JOHNSON: But go ahead. So you just --

MR. RAMOS: You almost sent me into a mode that I go into with him.

COUNCILMAN JOHNSON: So you only use the government relations person --

MR. RAMOS: We have an RFP -- we've done an RFP for government relations service and we have -- and that, I guess, that was reissued again last week.

COUNCILMAN JOHNSON: Last week?

MR. RAMOS: So we're hoping that it's days so that we can get our team on board, and we obviously --

COUNCILMAN JOHNSON: And here's where I'm going with my line of questioning. From an advocacy standpoint -- and I have to clarify for the record. Of course, I support for public education, but also matching investment with high expectations. And so obviously if the Governor appointed three individuals to the School Reform Commission, then I will be looking toward those three individuals who he appointed to have a level of -- and I think you are doing it, but conversation, dialogue, critical need, aggressively lobbying, saying, Hey, it's Corbett, I know you have us down here, we represent you. And I think that's what Council is trying to really convey so we can -- if we are asked to put up, obviously we want the state. But also on the federal level, what's the role being asked of our

federal delegation as well in this capacity in terms of bringing something home from Washington, rather it be additional grant funding, Race to the Top dollars? Is there any type of conversation along those lines?

DR. HITE: We are having conversations with the members of the federal delegation, Councilman, and there are two issues now that make it harder for individuals to direct funding back to their local jurisdictions. And so it's a lot harder now through earmarks, if you will, to target monies to specific jurisdictions, and they've had some legislation in Congress that actually prohibits it now.

COUNCILMAN JOHNSON: Really?

DR. HITE: But we're working to advocate for, number one, the reauthorization of the Elementary and Secondary School Act, and this notion of sequestration and the impact of sequestration on some of our most needy

families and needy children I think is a big problem, because sequestration will impact our ability to offer Head Start to address students with special needs and to address students who are learning English as a second language. And so it has direct impacts on our ability to do certain things. And this would be monies that would be problematic for the next year. It doesn't impact us in the current year, but this could impact us next fall if they're unable to restore those automatic cuts.

COUNCILWOMAN BLACKWELL: Thank you. Thank you, Councilman.

Councilwoman Quinones-Sanchez is next.

COUNCILWOMAN SANCHEZ: Thank you.

Let me suggest that -- we were talking about the contracting and the local purchasing. It's a conversation I had with your Procurement Department last week. It would be very important for us

to see the amount of local contracting we do versus outside folks. I think that's an important theme that we've had here in Council and one where we just passed some legislation introduced by Councilman Green around local first. So I'd be interested to see if there's any policies and if we're looking at that, because to me, sometimes lowest responsible bidder means the lowest local responsible bidder. So I'd be interested in looking at that.

I wanted to ask you in terms of your funding, there's a $2 million less projection from the Parking Authority. Why? 2.6 million.

MR. STANSKI: We get a projection from the Parking Authority every year, and they came out with their projection and had --

COUNCILWOMAN SANCHEZ: Did they explain why?

MR. STANSKI: They're just -- people are parking legally more often

than they used to. They're just anticipating collections being down just from not issuing as many parking violations.

COUNCILWOMAN SANCHEZ: I find that very hard to believe. Look at --

MR. STANSKI: In the effort to budget conservatively, we did go with the lower number.

COUNCILWOMAN SANCHEZ: Okay. I wanted to ask you one of the achievements as you talked about was the 2 percent in operating in central, and you talk about your central office reducing from 790 to 405. I was trying to follow that with your budget details, because according to your budget details, your census is 780 full time in your academic offices. So maybe I'm missing something. So can we kind of get an outline of the remaining 405, what are they supervising, and then who is raising money within that frame? One of the things I hear often, sometimes we make cuts to departments that raise

through their own grants revenue. Are we looking at that? Is that being impacted with those reductions?

MR. STANSKI: So a couple things on the schedules and the budget document. The FTE numbers include both operating and grant dollars, and the numbers that we're giving you in presentations are just strictly operating dollars. We've had to actually increase some of our grant oversight and compliance, and so that's one of the reasons why you see a slight increase from FY12 to '13 in the central admin around FTEs. But for Fiscal '14, we have not allocated the $23 million reduction yet, but we're anticipating the FTE numbers to obviously drop again once we implement the $23 million reduction.

COUNCILWOMAN SANCHEZ: I was actually encouraged by some of the increase by the multi-language, multicultural departments. When I was looking at the numbers, I was encouraged

as I was asking the questions in correlation, because the numbers don't kind of match up to what was going here, because I see an increase in bilingual counselors and some other places in there. Is that positions we've already filled and are continuing or those are new positions in your --

MR. STANSKI: A combination of both.

COUNCILWOMAN SANCHEZ: Okay. Going back to the schools' budgets in the reductions that we have -- and I know Councilman Goode asked you around what do you purchase -- have you asked principals what is going to be their priority in terms of some of those budgets? Are we going to go to some stuff that leverages other monies? I'm concerned around folks making decisions if we're able to get additional resources. I mean, obviously the bare budget that the principals were given is not acceptable, as there's no music, there's no extracurricular. I

mean, I know those are important. So is there going to be some parameter set by the administration?

DR. HITE: Yes. Yes. As a matter of fact, we have expectations for what schools should have as a foundational program. We've asked principals to prioritize or to add back in a prioritized fashion those things that they would add if in fact there were additional revenues, and they have to meet those expectations of the District. So you have to offer math, literacy, science, health, and PE. You have to have some sort of offering around the fine arts. It could be either music, performing arts. You have to have health and PE, and you have to have individuals who are responsible for safety, and you have to be able to meet the students' needs based on their IEPs. And so those are the absolute baselines for principals as they begin to prioritize what they would add back.

COUNCILWOMAN SANCHEZ: Would some of these schools -- I'm looking at their enrollment numbers, particularly in my district where there were school closures and still some of the numbers are going down and then with some of your decisions around promise academy. For instance, at Thomas Edison, I see your enrollment going down 40 percent. What do you attribute that to from 2013 to 2013-2014, from 1,042 to 626? How are those decisions being made? That's huge.

DR. HITE: So part of this is that we have now done a pupil accounting or pupil forecasting, student forecasting process, that really looks at -- just like we're looking at real numbers for our budget, we're also looking at real numbers for students who are enrolled in schools. And so what we've tried to do is adjust for, not the number of students we hope to have, but instead the number of students that we actually have. And so part of those adjustments are based on

real numbers with the students who are now in schools, not numbers of students that individuals hope to have so they could get more staff. But these are more accurate estimates based on the number of students who are attending their schools today.

MR. STANSKI: And then to follow up, I mean, the way the process works is, obviously we allocate funds based on a projected enrollment and then the actual -- then we do a snapshot of the actual enrollment and we go through a process called leveling, meaning that if a school is under their -- a school is over their projected enrollment, we give additional resources based on that and likewise under enrollment. So we then do another sort of round of allocation of resources based on the actual students that show up once school starts.

COUNCILWOMAN SANCHEZ: I'm going to look at this. I'm very concerned in particular around schools.

Thomas Edison has been designated a promise academy. It's facing a 25 percent budget cut. That's huge. So we're not putting additional resources because we've postponed the additional resources for promise academy. I mean, this is going to devastate a school like Edison, because that means they got more money last year than their projected student allocation and we didn't make many achievements.

DR. HITE: That's correct. I mean, and one of the -- once again, if in fact with additional revenue, the promise academy line, support line, could be one of the things that are restored, but without that revenue, we just -- that has been eliminated because it's a part of the $304 million.

COUNCILWOMAN SANCHEZ: What's the percentage on the promise academy, the additional student allocation?

MR. STANSKI: So it's a series of additional resources that come in

through the promise academy. There's around four to five additional FTEs for coaching support, then there's funding for the extra hour of instruction. And so those are really the main sort of additional influx of dollars to a promise academy.

COUNCILWOMAN SANCHEZ: So before when this model was started, there was a range of approximately --

MR. STANSKI: Right. So it started around $2,400 per pupil. The model --

COUNCILWOMAN SANCHEZ: Was then reduced?

MR. STANSKI: -- we would implement if --

COUNCILWOMAN SANCHEZ: Saturday hours.

MR. STANSKI: Yeah. So right now it's around 2,200 per pupil.

COUNCILWOMAN SANCHEZ: Did the bell ring? I'm sorry. I'm sorry.

COUNCILWOMAN BLACKWELL: Thank

you very much. Not at all.

Councilwoman Bass.

COUNCILWOMAN BASS: Thank you, Madam Chair.

Just a quick question for you. Can you talk about the status of schools that are scheduled to be closed and their Title I funding. As I understand it, a number of schools have had their funds frozen, and so activities, events, plans that they made through the end of the school year are not being able to proceed, they're not able to proceed with their activities?

MR. STANSKI: Do you have a specific example?

COUNCILWOMAN BASS: Germantown.

MR. STANSKI: Germantown? Okay.

COUNCILWOMAN BASS: But if you could address if that's happening to all of those schools.

MR. STANSKI: Sure. If it's Title I or if it's specific to school

improvement stim, I'll have to -- let me get specific --

COUNCILWOMAN BASS: Well, these are activities.

MR. STANSKI: That are funded through the grant?

COUNCILWOMAN BASS: Yes.

MR. STANSKI: I will get you a detailed answer on that.

COUNCILWOMAN BASS: Thank you.

COUNCILWOMAN BLACKWELL: Thank you, Councilwoman.

Councilwoman Sanchez.

COUNCILWOMAN SANCHEZ: I want to go back to some stuff that we had challenges before and I can't trace in your budget. Alternative education, we're still at the 16 million? Where are we?

MR. STANSKI: Alternative ed is fully funded for next year.

COUNCILWOMAN SANCHEZ: At the same amount, 16 million? I know part of the discussion was we had reduced

significantly the per-student allocation. Where are we with that?

MR. STANSKI: The per student from the contract?

COUNCILWOMAN SANCHEZ: Yes.

MR. STANSKI: So we just did get a reduced per pupil from the -- but are maintaining the same level of service, meaning they're going to serve the same number of students at a reduced cost.

COUNCILWOMAN SANCHEZ: So where do we end up with?

MR. STANSKI: It was a $2.5 million reduction.

COUNCILWOMAN SANCHEZ: A 2.5 million. So we're asking providers to provide services at what level? Because part of the discussion was the part-time slots versus the full-time slots, people going down as 8,500 versus some people that were getting 12,000 per student.

DR. HITE: Councilwoman, we met with all of the providers and we met with

the providers to, number one, talk about what those per-pupil amounts would be, but we also begin to try to plan forward and planning forward with how do we include many of those provides in some of the other ask to other agencies that we are working with to really address some of the things that they're addressing in their programs, and so trying to work with all of the other agencies that we're working with in order to do that.

The other thing is really trying to define with their collaboration and collaboration with the District and with each other ways to think about them more as an alternative option that's available to all students or a unique option that's available to all students and then how do we begin thinking about that so that every year we're not talking about different provisions to a contract for individuals who are providing a quality service.

So they have committed to

working with us, another task force moving forward, to really begin to address not just the services but also how do they begin to collaborate as a unique provider with the School District so that we'll have a more sustainable plan moving forward.

COUNCILWOMAN SANCHEZ: One of the issues for many of them was the issue of special ed services because of the way the allocation is done, and some of them who are doing very good work had expressed a concern. I think your number that you're at is like an 8,500 per-pupil allocation and how that impacts their ability to sustain. We're getting a lot of graduates through that process. So what are we doing? So there's not going to be any allocation for the special ed services, many of them who have 20, 30 percent of their population?

DR. HITE: Yes. It will be -- as I indicated earlier, we'll be using the shared services from other agencies,

and we're having to do some of that as well, particularly with students who are in some of our twilight programs. But we're going to be using some of the shared services that are provided through the partnerships that we're forming with other agencies, and we're making those providers a part of the ask, if you will. So as DHS or Mental Health can come in and provide services for us, if they could also think about how to provide services for many of these providers as they serve children with those needs.

COUNCILWOMAN SANCHEZ: So looking at CBH and other providers to offset that?

DR. HITE: Yes, ma'am.

COUNCILWOMAN SANCHEZ: And you guys are facilitating in that. I know that that's an area where you're really ramping up in terms of your support services, and we want to support that. So that's a good alternative as it relates to that.

4/29/13 - WHOLE - BILL 120338, etc.

Did my bell ring?

COUNCILWOMAN BLACKWELL: Thank you.

Are there any other questions from members of Council?

(No response.)

COUNCILWOMAN BLACKWELL: Do you desire to say anything that you haven't said yet?

All right. Then we will -- this Committee will stand in recess until later today, which is Monday, April 29th, 6:30 p.m., where it will reconvene at Abraham Lincoln High School, 3201 Ryan Avenue, Philadelphia, PA.

Thank you all.

(Committee of the Whole adjourned at 3:15 p.m.)

- - -

CERTIFICATE

I HEREBY CERTIFY that the proceedings, evidence and objections are contained fully and accurately in the stenographic notes taken by me upon the foregoing matter, and that this is a true and correct transcript of same.

MICHELE L. MURPHY
RPR-Notary Public

(The foregoing certification of this transcript does not apply to any reproduction of the same by any means, unless under the direct control and/or supervision of the certifying reporter.)

A

abilities 28:16 91:24 139:11
ability 21:20 28:9 53:8 58:18 59:8 59:10,12,15,21 61:20 66:15,17 86:18 93:3 101:23 119:8 124:17 145:24 150:5 158:24 176:10 241:25 247:4,8 261:17
able 20:19 35:8 35:10 39:16,19 45:10 62:2 82:7 83:16 85:2,3 90:12 94:6 110:15 123:12 124:2 147:2 149:9 181:18 191:16 198:5 251:21 252:21 257:13,14
Abraham 263:15
absence 11:18 43:18
absolute 252:23
absolutely 19:3 116:14 120:16 122:12 149:11 150:6
academic 12:25 26:4 28:14 90:4 90:21 133:9 217:10 249:19
academically 174:18
academics 133:4
academy 24:13 253:8 255:3,7 255:16,22 256:2 256:8
accept 147:17
acceptable 251:24
accepting 161:20
access 72:21 76:16 85:6 90:3 90:20,21 177:4
accommodate 96:15
accommodations 214:3,5,7
accomplish 169:18
account 20:9
accountability 23:7 24:8 96:25 141:4,8,10,13 168:25 170:16 176:3,19
accounted 202:3
accounting 253:15
accurate 58:12 254:6
accurately 264:5
achieve 70:25 132:8
achievement 26:5 41:11 130:9,22 131:5 132:5 134:14 195:13
achievements 249:12 255:12
achieving 70:19
acknowledge 68:21
acknowledgment 28:23
across-the-board 180:20
Act 191:10 213:9 246:23
acting 14:6
action 20:14 188:12
actions 14:7
active 121:13
activities 21:3,6,8 58:6,9 72:6 85:9 90:24 136:9,15 136:20 257:11 257:15 258:5
activity 73:13
acts 217:6
actual 4:10 7:20 75:15 254:13,14 254:21
add 45:18 58:13 141:3 154:17 179:20 187:4 188:19 233:4,5 252:9,11,25
added 15:11 200:22
adding 3:5 15:13
addition 27:16 39:25 50:20 60:23 88:4 115:10
additional 16:8 16:22 26:23 27:2 28:24 29:4 31:17,20 35:6 35:15 36:3,15 41:22 43:4,7 44:8 53:3 54:5 62:4 90:22 94:7 107:2 110:25 124:11 148:5 200:14 209:12 209:14,16 217:17 232:4 246:5 251:22 252:12 254:18 255:5,6,15,23 255:25 256:3,7
address 11:8 13:22 97:10 105:22 106:5 111:8 112:9,10 159:17 237:18 238:19 247:5,6 257:22 260:8 261:4
addressed 56:3
addresses 28:16 228:2
addressing 23:11 127:23,24 144:16 260:9
adequate 43:24 56:11,14 61:7 62:9 63:9 80:12 131:2 135:12
ADHD 213:18
adjourned 263:19
adjust 204:8 253:22
adjusted 107:20 179:23,24 202:10,13 204:10
adjustment 202:21
adjustments 253:25
admin 250:15
administration 22:15 34:11,17 34:21 43:21 45:23,24 59:19 104:6,14,23 105:13 106:24 107:4,15 108:12 136:19 182:20 197:5 198:2,22 202:15 225:2,2 225:4 242:5 243:2,13,17 252:4
administrative 20:23 27:4 58:2 242:18
adopt 6:8,12 46:6 47:2
adopted 14:15 32:21 46:21
adopting 6:15 102:20
adoption 46:25
ads 100:6
adult 91:13
adults 17:18 21:11 28:5 39:19 199:19
advance 45:22 122:3
advanced 38:10 91:19 158:14
advancement 25:20
advertisement 102:17
advertisements 102:18
advertising 99:24 100:13
advisor 163:8 187:12 212:7
advisory 134:5
advocacy 192:12 192:13 245:7
advocate 246:21
advocates 9:7 167:17
advocating 190:22
affairs 66:14 105:6
affection 152:2
afford 15:24 58:15,19 62:2 123:10 181:18 217:23
affordable 230:4 230:23
afforded 155:25
afloat 231:10
afraid 160:12
afternoon 103:17 103:18 110:8,9 119:25 120:2 196:10
after-school 72:23
age 211:5 233:20
agencies 22:10 25:5 50:22,23 51:2 234:14 237:22 238:3 260:7,11 261:25 262:8
agenda 122:3

129:15
agendas 137:14
aggressive 23:11 105:10 156:4 195:17 199:24
aggressively 245:18
aggressiveness 196:19
ago 100:22 163:10 175:4 194:7 208:15
agree 37:7 50:5 102:14 118:25 144:25 149:7 201:6
agreed 17:11 102:24
agreement 8:22 14:12 17:6
ahead 41:6 150:15 196:11 244:14
aides 21:2 58:5
aim 24:13
aims 22:16
ain't 185:23
air 192:7
airplanes 156:18
Airport 157:4
Airways 157:4
Alan 95:4
alerted 92:7
align 23:15 184:12
aligning 185:10
alleged 147:15
allegedly 142:6
alleviating 19:18
allocate 254:11
allocated 250:17
allocation 232:11 254:20 255:11 255:23 259:2 261:12,16,20
allotment 215:24 216:15
allow 11:17 24:5 27:25 28:6,20 43:7 45:14 139:13 140:6,12 140:18,20 180:8 182:10
allowed 52:25 64:9 77:19 108:20
allows 103:4 104:2 176:13
alluded 33:4 36:9 106:18
alma 154:25
altered 94:11
alternative 43:10 156:21 258:18 258:21 260:17 262:24
alternatives 140:3
amazing 83:12
ambassador 178:23
ambassadors 134:7
amended 94:11
amending 2:19 3:4,12,22 4:15 4:18 5:7,11,19 5:21 6:18 7:4,6 7:12,24 8:4
amendments 43:5
America 77:12
amidst 23:8
amount 3:14 62:12 75:17 124:14 201:19 215:14 217:20 232:9 248:2 258:24
amounts 15:2 260:3
analysis 40:13 62:11 94:5 165:20
and/or 90:23 239:7 264:22
announced 23:20
announces 161:13
annual 12:10 46:25 183:10
annually 73:19 75:17
answer 36:19 49:24 50:6 100:9,11,18 101:2,2 111:7 122:16 124:24 145:5 153:10,12 201:14 258:10
answered 122:10
answers 66:7 76:9
anticipated 33:7 47:4
anticipating 190:17 249:3 250:18
anticipation 34:8
anxiety 39:4
anxious 236:6
anybody 42:17 117:17 164:14 221:7
anymore 164:16
anyway 124:4 184:6,15,17 185:2,16
apart 178:2
apparent 127:21
appeal 203:20
appealing 201:17
appeals 106:9 201:21,22,23 202:4,11,13,18 203:6,16 204:15 205:5
Applause 9:11 12:12 26:25 29:10,19 44:18 52:22 54:3 55:11 60:13 63:16,22 68:3 74:18 76:10 79:7 81:7,20 82:25 89:17 109:25 116:21 122:7 127:4 130:16 132:11 159:22 160:25 161:22 164:12 225:25
applied 62:13 128:22
apply 136:25 137:10 180:23 264:20
appointed 54:17 147:12 245:12 245:15
appointees 240:13
appointments 230:8
appreciate 29:3 80:17 91:5 205:10 213:12 237:22
appreciated 93:20 231:21
appreciation 119:6
approach 69:12 161:5 186:21 199:24 223:18 226:8
approached 10:23 92:18
approaches 139:2 174:24
appropriate 71:23 147:20 148:16,18 233:16
approval 8:12 136:18
approved 8:24 15:14 76:24 99:15 108:6
approximately 26:15 256:11
April 1:7 30:6 46:19 236:24 263:13
aptitude 28:5
Aramark 221:12
area 50:20 54:8 68:16 69:8,16 71:10 77:3 152:16 182:23 185:4 188:3 214:12 262:21
areas 117:2 132:23 185:9 190:14 219:5 223:19 233:2
argue 166:9 210:5
argument 80:23 80:25 150:2
arms 81:17 144:9
ARRA 191:10
art 85:4 123:7 133:7
articulated 233:6
arts 183:20 252:17,18
aside 201:23 202:16,17
asked 17:13 29:7 44:15 48:24 111:5 112:21 113:8 135:4 150:18 157:22 164:11,14 201:11 209:12 209:13 211:18 211:19 216:20 239:18 240:5 245:23,25 251:15,16 252:8
asking 16:20,22 42:21 47:20 52:9 53:23 54:9 55:25 114:22 121:25 150:14 166:18,20 167:10,10,14 194:4,5,7,21 195:14 197:16

207:22 208:17 211:13 212:14 251:2 259:18
aspirations 184:14
Assembly 115:18 146:10 148:2
assess 95:12 176:4
assessed 4:5 182:13
assessment 176:5
assessments 7:19 39:12 171:21
Asset 159:9
assets 159:11
assist 23:25 39:20
assistance 166:15 187:8 207:7
assistant 20:22 57:25 59:13 187:7
assistants 20:23 58:2 90:3
associated 191:9 191:17 207:5
Associate's 140:10
association 142:4 142:17,21
associations 121:11,13
assume 59:24
assumes 19:18 48:17
assuming 60:15 190:12
assumption 147:14 193:13 193:14
assumptions 19:21 231:24 232:4
asthma 123:21
athletic 183:22
athletics 21:2,5 58:5,8 61:25 62:2,6
attainment 152:23,23 215:7 218:23 219:5
attempted 90:19
attempting 139:22
attend 24:21 76:15 217:10 218:11
attendance 153:4
attended 239:21
attending 254:7
attention 2:5 63:9 68:2
attracts 175:9,12
attribute 253:11
at-risk 155:21
audience 9:9 44:19 45:3 62:23
Audit 11:15 242:9
August 193:22 236:24 239:10
austerity 126:14
authority 8:21 9:2 25:18 47:6 144:20 241:22 241:23 248:16 248:19
authorization 4:20 5:13 6:21 7:6,7 8:6 97:6
authorize 4:21 5:13 7:9 8:6 47:9
authorized 4:3 8:23 88:24 97:7
authorizes 106:12
authorizing 4:11 5:3 6:23 7:20
auto 155:7
automatic 247:14
autonomy 75:9
available 20:8 32:19 33:23 90:5 91:4 260:18,19
avenue 69:12 263:16
avenues 68:23
average 41:3 87:10,13,18,19 153:4 165:15,16
AVI 67:9 104:15 105:24 108:10 116:11
avoid 27:13
aware 32:14 55:24 76:21,23 77:17 120:19,23 209:22
awfully 199:14
AYP 62:18 63:19 64:17 216:8 218:6,22
a.m 1:7 10:22

B

B 136:18
BA 127:19
back 24:14 36:10 50:2 55:9 59:6,7 59:10,12,14 60:8 61:13,20 62:4 78:17 82:19 84:12 96:21 99:25 100:7 121:22 126:19 136:2 154:7 161:19 162:9 166:17 169:23 180:12 182:10 185:19 189:13 192:8,10 200:4,11 203:21 204:18 218:24 220:22 226:20 233:11 242:14 246:12 251:13 252:9,25 258:16
backgrounds 227:8
backing 33:8
bad 93:22 163:22 163:23 231:3
bail 160:21
balance 27:21 47:7 113:18 215:16,16,17,19 216:11
balanced 215:5,6 215:9,10,11 218:25
balancing 217:5
ball 228:23
bands 21:5 58:7
banking 160:2 163:22
bankruptcy 20:4
banks 160:19 164:17
banners 131:11
bare 27:14 195:11 251:23
Bartram 52:5
base 81:15 107:13
based 19:23 20:7 33:11 80:10 94:12 96:22 97:2 170:2,10 173:20 181:2 186:2 216:23 217:12,13,24 230:21 252:22 253:25 254:6,12 254:18,21
baseline 36:10 80:21
baselines 213:21 252:23
basic 21:21 30:18 80:14,20 82:9 82:12 111:18 210:11
basically 49:7 91:25 102:20 121:25 160:2 162:7
basics 80:9,14
basis 89:6 142:9 174:10 183:21 183:22 206:8
Bass 1:10 74:5 119:22,23 120:3 122:8,24 124:6 126:18 196:11 205:16,17 207:13 209:21 211:23 212:12 257:3,4,18,21 258:4,8,11
bear 29:14
beauty 154:10
becoming 23:5
bed 77:10,14,15
beef 69:19
beg 162:6
began 175:3,5
beginning 63:13 126:15 154:20 223:17
begun 72:3 183:6 226:3
behalf 45:13
behavior 71:23
behavioral 71:16
belief 22:18 138:21
believe 36:13 53:24 56:3 64:6 64:7 75:5,13 81:13 98:14 110:12 161:12 200:15 201:19 205:25 219:24 234:21 249:7
believed 229:19
believer 107:11 185:21
believes 157:12
bell 61:17,17 97:21 188:10 196:3 228:9 256:24 263:2
beneficial 189:3
benefit 96:13 106:4,11 112:7
benefits 27:5

174:2 208:3 211:2,3,6
Bernard 68:17
berth 155:19
best 22:6 29:17 80:8 113:9 158:20 178:4 197:22 210:8 228:14 232:3
better 18:14 21:24 22:13 23:15 41:10 64:15 68:20 81:14,16 89:15 90:11 92:23 95:16 96:24 166:24 173:17 174:2,3 178:13 179:9,11 198:6 199:4 201:9 227:16,17,17 230:3,20 231:11 231:14,20 232:8 232:15
Betty 77:11
beyond 103:5 126:24 157:13 211:15 236:7
bid 99:14
bidder 248:10,12
big 119:2 163:18 180:17 207:18 243:7,8 247:3
biggest 114:2
big-picture 194:23
bilingual 251:5
bill 2:18 3:1,3,11 3:21 4:1,8 5:1,2 5:18 6:1,7,11,14 6:17 7:1,3,11,16 8:1,25 9:1 10:1 11:1 12:1 13:1 14:1 15:1 16:1 17:1 18:1 19:1 20:1 21:1 22:1 23:1 24:1 25:1 26:1 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:1 50:1 51:1 52:1 53:1 54:1 55:1 56:1 57:1 58:1 59:1 60:1 61:1 62:1 63:1 64:1 65:1 66:1 67:1 68:1 69:1 70:1 71:1 72:1 73:1 74:1 75:1 76:1 77:1 78:1 79:1 80:1 81:1 82:1 83:1 84:1 85:1 86:1 87:1 88:1 89:1 90:1 91:1 92:1 93:1 94:1 95:1 96:1 97:1 98:1 99:1,24 100:1 101:1 102:1 103:1 104:1 105:1 106:1 107:1 108:1 109:1 110:1 111:1 112:1 113:1 114:1 115:1 116:1 117:1 118:1 119:1 120:1 121:1 122:1 123:1 124:1 125:1 126:1 127:1 128:1 129:1 130:1 131:1 132:1 133:1 134:1 135:1 136:1 137:1 138:1 139:1 140:1 141:1 142:1 143:1 144:1 145:1 146:1 147:1 148:1 149:1 150:1 151:1 152:1 153:1 154:1 155:1 156:1 157:1 158:1 159:1 160:1 161:1 162:1 163:1 164:1 165:1 166:1 167:1 168:1 169:1 170:1 171:1 172:1 173:1 174:1 175:1 176:1 177:1 178:1 179:1 180:1 181:1 182:1 183:1 184:1,21,22 185:1 186:1 187:1 188:1 189:1 190:1 191:1 192:1 193:1 194:1 195:1 196:1 197:1 198:1 199:1 200:1 201:1 202:1 203:1 204:1 205:1 206:1 207:1 208:1 209:1 210:1 211:1 212:1 213:1 214:1 215:1 216:1 217:1 218:1 219:1 220:1 221:1 222:1 223:1 224:1 225:1 226:1 227:1 228:1 229:1 230:1 231:1 232:1 233:1 234:1 235:1 236:1 237:1 238:1 239:1 240:1 241:1 242:1 243:1 244:1 245:1 246:1 247:1 248:1
billion 20:5 33:8 33:14,24,25 130:11
bills 1:19 2:10,16
binders 34:25
bit 101:19 103:20 103:24 144:21 162:2,10 166:20 234:20 235:3
Blackwell 1:11 9:14,20 11:5 19:6 30:3 38:3 50:3,4 51:6 54:4 54:20,25 55:6 55:12 92:11,14 92:15 156:6 157:20 158:6 159:3 206:9 230:11 232:18 236:14 237:14 237:23 238:16 238:25 247:15 256:25 258:12 263:3,8
bleak 200:9
blend 215:12
blended 89:2
block 144:10
Blondell 1:16 195:18
blueprint-maki... 156:19
board 4:21 5:14 8:7 47:2 50:13 54:16 73:19 142:17,21,23 241:4 245:4
Bob 77:10
BOBBY 1:12
body 38:5 42:9 67:8 147:21 209:12 229:17 229:22
Boeing 156:18
boggled 131:20 132:2
Bok 54:8 127:19 137:12 156:20 239:21 240:2
bombing 128:7
bonds 162:23
bone 195:11
bones 27:14
book 77:25 78:5 107:19 242:13
books 67:19 134:18
boredom 77:6
borrow 67:15 201:4
borrowed 200:19
borrowers 161:6
borrowing 160:11 200:14
Boston 128:6
bottom 22:25 79:19 81:15 86:11 176:23
bought 51:11 84:15
box 235:23
break 65:3 172:16
breakfast 77:10 77:14,15
BRIAN 1:15
bridge 140:18
brief 30:4 43:9 102:8 237:6
briefly 111:3
bring 24:14 84:9

147:19 161:24 161:25 164:6 214:12 226:25
bringing 225:9 237:16 246:3
broader 102:10 132:23 143:17
broke 229:10,10 229:15
brought 110:17 155:11 212:22
Brown 1:16 93:11 93:12,16 95:15 95:18 96:7 97:20 98:8,17 98:22 99:7,17 100:15 101:5,24 103:7,11 182:5 182:6 183:8 187:17,23 188:5 188:10,23 189:4 228:10 232:20 232:21 234:25 235:8 236:4 237:6,11 238:6 238:10,14
buck 146:25
budget 6:13,15 12:9,10 15:18 16:4 19:17,18 21:7 22:16 26:13 27:24 28:18 29:22 30:4,8 33:3,6,11 34:10,12,19,20 34:23 43:3 46:2 47:2,7 48:16 58:16 62:3 76:4 79:25 107:19 110:12,14 111:10,17 112:4 112:9,10 113:5 117:9,10 122:2 129:19 130:6 133:10 144:17 192:24 193:19 193:20 194:15 202:25 203:2 204:12,22,24 207:14 216:18 217:22 229:13 230:15,24 231:17 242:15 242:18 243:3,14 243:16 249:9,17 249:18 250:6 251:23 253:19 255:4 258:18
budgeting 14:4 60:10 62:14,17 171:5,17 204:25
budgets 20:7,11 20:14 34:25 35:2 36:7 48:20 54:2 57:10 58:17 59:20 61:21 62:5 79:18,23 109:9 109:10 133:13 133:18 193:18 195:2 199:8,16 204:8 216:23 217:19 251:13 251:18
buffer 204:11
build 126:6 138:9 138:21 141:12 156:18,23 231:25
building 33:6 69:15 71:17 74:12 97:17 140:19 162:24 183:18 184:5,8
buildings 17:8 25:2 31:23 69:2 97:16 130:25 153:17 163:3
builds 153:17
built 108:7
bump 40:24
bumped 151:5
bus 98:20,25 99:2 99:9,23 100:6
buses 98:4,7,11 100:13,19,25 101:4,10,14
Bush 159:14
business 3:18 18:8 26:8,9 45:13 78:24 94:20 96:8,19 97:18 100:5 160:5,17,19 163:14 227:10
businesses 227:11
busting 96:12
buy 59:7,10,12,14 60:8 94:4 183:17 184:4 200:2,3 210:19 241:13
buying 59:5 170:9 211:17
by-product 105:15

C

C 136:18
cafeteria-style 223:9
call 17:13 68:23 68:24 71:12 102:5 183:2 215:9
called 76:4 135:6 135:7 254:15
cameras 25:8 73:3 74:6,15
campus 152:9
candor 93:20
capable 23:4
capacity 22:14 26:4 243:20 246:3
capital 6:8,12 114:8
captain 79:10
capture 18:3 104:20 128:5 185:15
captured 232:23
care 126:7 138:6
career 24:10 131:17 152:3,12 177:6
cares 125:24
caring 28:4
carpentry 156:19
carry 191:16
carrying 122:18
Cary 11:21
CASA 17:9
case 105:2 138:10
cases 13:15 84:4 124:4 189:21 201:18
category 133:3,4 134:9 143:20
caterer 225:12
caterers 226:24
caught 38:7 137:13
cause 119:2
caused 42:7 118:25 119:3
CBH 72:13 234:9 234:16 238:4 262:16
cease 21:6 58:9
CeaseFire 144:4
celebrate 138:16
census 249:18
centers 74:6
central 14:10 22:14 26:13 27:3 31:9,20 34:11,16,21 59:18 139:20 243:13,16 249:14,15 250:15
CEO 19:9
certain 2:22,23 3:9,15,17 5:24 5:25 7:14 76:22 83:22,23 130:23 137:15 143:15 201:18 215:25 222:6 237:9 247:9
certainly 9:23,25 54:8 55:10 121:5 241:8
certainty 173:13
CERTIFICATE 264:2
certification 264:19
CERTIFY 264:3
certifying 264:23
cetera 71:19 234:3,3,4
Chair 9:15 11:15 36:19 55:18 64:21 66:3 74:21 85:19 93:10 101:7 103:15 110:4 116:2 119:21 127:7 148:25 151:2 157:16 158:5 159:8 167:5 182:4 189:9 196:6 205:9,15 213:4 214:20 219:12 229:4 232:22 233:14 239:5 242:8 257:5
Chairman 11:10 19:6,14 55:21 85:24 99:18 101:16 102:2 106:17 127:12 141:18 228:25
Chairman's 189:18
Chairwoman 11:5 19:6 30:3 129:5
challenge 22:19 34:6 66:21 87:4 189:19 230:19
challenges 22:16

23:11 28:11 69:8 120:20 141:22 144:12 146:8 214:10 258:17
challenging 128:2
Chamber 163:16
chambers 118:6
chance 239:11
chances 120:9
change 15:22 38:23 39:22 181:23
changed 39:3
changes 7:18 8:18 24:4
changing 22:22
chanting 44:19
Chapter 3:6,12 3:22 4:3,15,18 5:8,11,22 7:4,12 7:24 8:4
Chapters 6:18
charge 42:10 43:17,19 64:8 64:10,14,15,16 147:13 230:13
charitable 182:11
chart 14:16 56:10 67:18 80:16 97:23
charter 15:15 23:17 24:4 30:14 33:17 46:19,24 47:22 48:2,16 51:11 51:22,23 52:11 52:12,20,24 53:17,22 88:21 88:25 90:16 94:21,22 96:10 96:11 97:7,10 120:7,8 136:22 137:11 185:20 232:13
chartered 88:22
charters 15:14 32:10 89:24 90:6,10 209:11 235:25
charts 56:9
chase 41:20 147:6
Chases 161:10
chess 21:4 58:7
Chester 143:9
chicken 109:18
Chief 2:18 15:19 105:9 237:8
child 18:20 137:11 155:24
childhood 21:12
children 12:24 17:21 18:16 22:11 25:13 29:18 39:20 44:2 70:17 76:15 91:10,11 109:19 131:2 134:21,25 137:21 165:17 185:24,25 191:4 192:17 195:6,12 198:23 199:19 247:2 262:14
children's 205:25
choice 136:24,25 137:5 158:23 181:11
choices 201:3
choose 137:10 158:25 222:20
choosing 89:23
chronically 15:9 15:16 23:12
chuckleable 178:16
CINDY 1:10
circumstance 173:8
circumstances 3:25 114:4
cities 128:10
Citizen 3:24
city 1:2,6 2:24 4:12,24 5:4,16 6:2,22 7:21 8:9 8:13,15 9:2 10:13 11:6 12:9 12:19 16:9,17 17:25 18:14,20 19:7,19 22:9,21 23:18 24:24 25:5,11 32:23 32:25 36:16 41:24 42:5,11 42:12,23 43:23 45:14 46:18,18 47:22 48:2,15 48:20 49:3 50:23 57:19 59:4 60:5,17 65:22,23 72:12 73:7 75:7 91:22 92:4 100:24 105:4 110:11 112:2 113:3,18 114:25 116:17 117:11 119:16 147:10,13 148:6 154:21 160:16 163:17 165:16 165:17 166:12 180:5 182:13 187:9 189:17 190:21 192:24 193:18 194:11 196:20 201:18 202:3,21 203:5 203:9,10,17 204:10,11 205:6 229:14 232:6 242:3 243:22
city's 17:21 29:2
civic 25:8
clarify 88:19 156:11 245:8
clarity 13:5 66:23 240:12
Clarke 1:10 2:2 9:3,12 10:9,25 11:5 19:2,6 29:24 30:3 36:21 37:6,16 40:4 41:5,16 42:20 44:10,20 45:4,17 46:8 47:13,16,19,23 48:3 49:5,12,23 55:17 64:19 65:12 68:6 74:19 85:17 92:13 93:8 102:3 103:9,14 110:2 115:25 116:13 119:19 127:5 141:15 142:18 143:4,22 144:3 145:4,11 146:2 148:23 149:3,18,24 150:4,9,13,24 151:12 167:3 172:13,20 173:3 182:2 189:7 190:4 193:11 196:4,13 205:13 213:2 214:18 219:10 221:16 229:2
class 133:17 217:14,25
classes 131:14,16 131:17
classroom 14:24 71:18 89:6 140:14 178:15
classrooms 192:10 200:24 210:2
clean 15:2 17:7
clear 45:10 91:2 122:12 149:6 206:25
clearly 42:2
CLERK 2:18
cliff 163:24 191:11
climate 70:19,23 71:6,12,13 72:16 129:21,23 133:22,22 134:3 169:19 171:22 175:19
climates 26:5
clock 66:6 101:6 237:2
close 14:22 57:21 74:14 121:25 199:12 208:2 239:10
closed 52:7,8 128:19 151:20 155:8,8 257:8
closer 144:11 220:6
closest 147:9
closing 51:16 68:25 69:5,15 70:7 72:8 86:25 87:2,6 94:24 96:14 157:19 231:9
closings 65:7
closure 74:4 94:15
closures 24:19 28:22 32:11 94:10 182:9 183:16 195:7 209:9 217:5 236:7,9 253:6
clothing 212:9
Club 78:5
clubs 21:4,4 58:7 58:7
Coaches 24:22
coaching 256:4
coalition 143:2
Code 2:20 3:5,13 3:23 4:16,19 5:8 5:12,20,22 6:19 7:5,13,25 8:5
coincide 174:5
cold 20:21
collaborate

138:19 261:5
collaborating 23:16
collaboration 260:14,15
colleague 64:25
colleagues 9:24 11:17 16:25 17:12 50:8 68:8 102:7
collect 104:11 197:7 201:9,12
collected 196:22 197:2,10
collecting 106:20 201:9
collection 105:14 106:2,14,19,22 107:7
collections 5:21 104:12 105:11 106:6,17 108:9 108:13 196:19 249:3
collective 49:19 149:13
collectively 49:15
college 131:8,11 131:14,24 138:14,17 140:5 140:7 156:17 159:2 175:10 177:17
colleges 151:23 158:17 182:23
combination 167:13 190:25 251:10
combine 198:15
combined 5:6 21:18
come 10:14 16:2 19:22 37:12 43:7 50:2 52:9 68:19 83:17 96:21 100:7 103:4 126:19 131:6,13,14,16 132:3 138:10 145:19 167:17 178:21 180:12 181:21 184:2 194:18 197:22 204:18 227:7 230:2 236:19 255:25 262:10
comes 21:7 68:14 102:12 109:18 136:15 185:22
come-to-Jesus 163:19
coming 9:10 36:24 49:9 52:4 60:6 86:5 104:4 181:20 190:14 209:18 230:20
comment 64:4,5 213:13 214:14
comments 53:19 75:3 93:17
Commerce 163:16
commercial 3:17
Commission 11:10 19:13 30:6 32:21 96:9 99:16 233:18,23 240:14 245:14
Commissioner 11:18,19,19,20 11:21 240:15,16 241:3 242:7
Commissioners 11:13 114:7
commitment 11:23 14:4 17:5 17:10
committed 23:4 260:25
Committee 1:3 2:9 9:16 11:15 236:15 242:9 263:12,18
common 15:22 119:11 135:7,8 135:9,14 181:9
commonness 179:3
Commonwealth 16:10,20 39:9 39:10 99:23 115:8 116:18,20 116:24
Commonwealth's 207:20,21
communicate 154:15 206:6
communicated 112:12
communicates 46:15 135:25
communicating 136:2
communication 68:10 115:17 135:2,18 241:18 242:3
Communications 128:16
communities 24:25 26:6 28:9 83:6 121:9
community 13:11 13:17 52:10 55:7 66:11 71:5 71:8 73:14 83:10,13,21 94:12,19 125:10 140:7 160:17,18 170:20 195:9 201:2 224:18 225:15,18 228:20
Compact 23:19
companies 78:22 99:9 178:2 224:6,8
company 9:19 77:3 221:19
compare 143:8
compared 174:10
comparing 178:11
compelling 149:25
compensation 27:6
competitive 21:25 63:5
complaint 225:19
complements 71:3
complete 153:22 154:7
completers 154:6
compliance 225:5 226:23 241:11 250:13
complicated 144:24 231:6
component 129:9 159:15 240:10
compromising 21:22
concern 128:19 218:3 261:14
concerned 251:20 254:25
concerning 40:17
concerns 88:16 120:13,21
concessions 57:20 59:5 60:7,19 194:5,6,9,13 207:17 208:15 208:21 209:6,8
concludes 29:21
condition 189:22 240:24
conditions 22:5 25:17 28:8 81:24 126:4
conduct 45:12
conducted 40:13
conducting 26:9
conferences 148:11
conflict 69:18 72:2
conflicts 69:13,23
confusion 42:7
Congress 192:7 246:17
connect 24:23 206:6,15
connected 205:22
connections 28:4
consensus 117:4
conservative 107:12
conservatively 249:9
consider 184:4
consideration 92:25 160:22 166:16 184:19
considered 55:4 93:6
considering 229:24 232:9
consistency 24:6
consistent 39:23 41:24 66:10 142:9 158:16
constantly 68:10 117:15 163:8 178:18
Constitution 52:4
constraints 81:12 86:24
construct 175:5
constructing 169:16
construction 3:16
consumer 160:17
consumers 161:6
contact 24:20 117:20
contacts 237:21
contained 264:5
contemplates 48:16
content 101:13 176:8
context 57:15

70:5 137:15 149:5 207:15
contingency 94:5
continually 181:19
continue 26:11 41:6,8 126:21 137:22,25 160:5 166:5 170:25 174:16 184:11 209:10 235:22 238:2
continued 15:6 34:9 37:25
continues 40:23 233:25
continuing 20:2 27:20 182:17 251:8
continuously 179:10
contract 75:16 98:9,12 100:4 207:17 217:15 217:15 219:21 225:5 226:22 235:16 259:5 260:22
contracted 14:8 31:9 32:2 98:6
contracting 105:18 247:22 248:2
contracts 98:15 99:8,13,21 101:11,13,21,22 113:19 225:9 226:20
contractual 35:9 241:24
contractually 34:3
contribute 16:24 51:10
contributed 14:14 113:4
contributes 211:3
contribution 11:22 207:19,21 211:8 212:16
contributions 17:4,10 26:21 49:4 112:18 113:19
control 106:10 233:3 264:22
controllers 192:8
conversation 37:11 43:10 97:22 102:8,8 125:18,19 126:21 146:4 147:15 148:7,9 148:10 149:21 150:16 158:13 165:13 167:16 167:23 192:14 192:21 209:17 213:10 225:22 228:22 245:17 246:7 247:23
conversations 77:23 97:16 104:6 126:14,16 126:23 146:19 157:2,15 194:10 226:3 246:9
convey 245:22
cook 220:3
cooperation 2:7 8:21,22
cooperative 68:20
coordinating 22:9 225:11
Corbett 245:19
core 27:4 135:7,8 135:9,14
corporations 181:13
Corps 25:19
correct 60:2,3,11 60:12 64:11 67:20 88:11 98:4,5 124:7,9 128:9 143:5 200:16 201:21 235:6,7 238:13 255:13 264:8
correlation 156:3 216:9 218:7 219:3 251:3
corresponding 69:7
corridor 25:6
corridors 73:4 134:3
corruption 229:21
cosmetologist 212:8
cost 26:20 78:9,15 87:18 89:12 90:13 92:7 131:21,25 132:3 144:17 163:2 165:7 259:12
costs 32:9 33:21 34:2 87:21 88:12 211:10 219:18,25 235:11,12
council 1:2,10 2:2 8:13,24 9:3,12 9:24 10:9,25 11:6 12:9 19:2,7 25:11 29:24 32:14 36:21 37:6,16 40:4 41:5,16 42:12 42:20,23 43:14 43:23 44:8,10 44:20 45:4 46:8 46:18 47:3,8,12 47:13,16,19,23 48:3,25 49:5,8 49:12,23 51:9 55:17 56:4 64:19 74:19 85:17 92:13 93:8,19 95:8,8 102:3,22,25 103:9,14,22 106:12 108:19 109:15,22,24 110:2 114:12 115:12,12,22,22 115:25 116:5,13 117:7 119:19 121:5 124:9,11 127:5 134:5 141:15 142:18 143:4,22 144:3 145:4,11 146:2 148:23 149:3,14 149:18,24 150:4 150:9,13,24 151:12 163:17 167:3 172:13,20 173:3 182:2 189:7,17 190:20 193:8 196:4,13 198:9,22 202:16 205:13 213:2 214:18 219:10 221:16 229:2 231:20 237:10 245:21 248:5 263:6
Councilman 1:11 1:12,12,13,13 1:14,14,15,15 1:17 55:18,19 57:2,8,14 58:13 58:21 59:2,23 60:4,14,21 61:16 62:7 64:2 64:12,20,21,23 65:12 66:5 67:5 67:21 68:4 70:4 73:16 74:20,21 74:23 75:2,25 76:13,20 78:19 79:8,17 80:5 81:8,21,22 82:2 83:9 84:4,8,18 85:12,16,18,19 85:21 88:18 89:4,14,18 91:5 93:25 110:4,6 110:10 111:6,14 111:21 112:20 112:24 113:7,13 113:20 114:10 114:21 115:14 115:23 116:2,3 116:15,22 118:10,14 119:15,20 121:23 123:6 127:7,9 129:25 130:17 132:10 136:12 137:7 141:17 151:2,4 151:6,7,10,13 151:15,18,22 153:21,24 154:24 156:7,9 156:10,13,15,16 157:18,22 158:10,10 159:5 159:6,23 161:2 161:23 162:15 162:18 163:13 164:13,25 165:11 167:4,5 167:7 168:13,18 169:4,11,13,22 171:3,10,14 172:3,11,14,24 172:25 173:5 174:21 177:10 180:11 182:3 184:21 190:3 194:20 196:6,8 196:15 199:21 199:25 200:7 201:7 202:7,14 202:24 203:8,14 203:25 204:16 204:23 205:8,12 205:14 213:4,6 214:19,20,22 215:19 216:20 216:24 218:2 219:8,11,12,14

220:5,9,14,19 220:24 221:4,6 221:10,14,20 222:4,11,15,22 222:24 223:25 225:7 226:9,18 227:23 228:4,8 228:24 229:4,6 231:23 232:2,23 234:6,18 236:10 237:14,22 239:2 239:4,19 240:17 240:20 242:11 242:20 243:18 244:6,10,13,17 244:25 245:5 246:10,19 247:16 248:6 251:15
Councilmanic 239:14
Councilmember 230:16
Councilpeople 73:25
Councilpersons 236:6
Councilwoman 1:10,11,16,16 9:14,18,20 10:10 38:3 50:3 50:4,17 51:6 52:18 54:4,19 54:20,25 55:6 55:12 74:5 92:11,14,15 93:9,11,12,16 95:15,18 96:7 97:20 98:8,17 98:22 99:7,17 100:10,15 101:5 101:24 102:4,5 103:7,11,15,16 103:19 105:16 107:3 108:2,14 108:19 110:3 115:20 119:22 119:23 120:3 122:8,24 124:6 126:18 127:6 129:18 156:6 157:20 158:6 159:3 182:5,6 183:8 187:17,23 188:5,10,23 189:4,8,10,11 191:19 192:15 192:18 193:6 194:4,17 195:18 195:25 196:5,11 205:16,17 206:8 207:13 209:21 211:23 212:12 213:3 228:10 230:11 232:18 232:20,21 234:25 235:8 236:4,14 237:4 237:6,11,14,23 238:6,10,14,16 238:17,22,23,25 239:2 247:15,17 247:19 248:22 249:6,11 250:21 251:12 253:2 254:23 255:21 256:9,15,19,23 256:25 257:3,4 257:18,21 258:4 258:8,11,12,13 258:14,15,23 259:6,13,17,24 261:9 262:15,19 263:3,8
counseling 131:17
counselors 20:24 58:3 90:4,21 251:6
counties 115:7
counting 193:15
countries 88:3 174:22 178:18 179:5
country 128:9,11 160:3 162:8 165:25 175:9 188:4 190:20 233:7
country's 179:13
couple 37:4 38:2 38:4 41:17 70:13 94:19 103:23 108:21 120:4 121:20 128:14 139:3 146:4 147:4 151:9,15 175:2 186:22 190:19 205:19 206:18 214:24 217:17 239:7 250:5
course 14:16 20:14 75:21 82:4 146:3 163:14 233:16 245:9
Courts 238:4
cover 33:12 95:2 233:3
covering 8:16
co-chairing 9:15 9:17
craftsmen 152:16
craftspersons 158:2
crash 149:10
crayons 210:3
create 22:4 57:14 76:14,18 97:4 126:3 170:13 175:15 177:25 179:25
created 175:19
creating 28:19 39:18 78:4 95:9 154:20 180:22
creation 32:7
creative 125:2
credentials 215:21 219:2
credit 109:7
credits 3:8
crept 163:5
crime 69:9
crippling 197:19
crisis 15:5 19:15 22:20 28:18 46:3 68:14 159:17
criteria 40:8 97:3 179:25 187:15 233:9
critical 135:2 245:18
critically 85:8
criticize 146:23
criticizing 148:11
critiquing 78:3
cruel 213:23
CTE 152:2,22,25 153:5,8,22 154:3,5,10,16 154:19 155:2 158:3 190:7
cultural 183:20
culturally 77:4,20
culture 70:19,23 71:7 130:21 131:5 132:4 134:13 175:20
current 14:19 16:4,7 27:19 34:17 35:4 36:11 96:15 98:10 106:22 187:4 200:20 217:14,25 242:15 247:12
currently 27:10 31:18 35:14 52:23 70:11 88:20 102:15 107:23 127:16 182:11
curriculum 128:23 135:6
CURTIS 1:13
cut 26:18,21 30:20 41:19 130:10 147:6 190:3,13 192:22 192:25 210:6 216:17 242:15 242:23 255:4
cuts 14:24 19:25 26:23 27:2 28:25 50:12 189:24 191:3 192:23 223:7 247:14 249:25
cutting 117:9,10 117:15 145:21
cyber 24:13 32:10 87:10,14,20,22 87:24 88:2,10 88:20 89:5,10 89:16,24,24 90:6,10,16 92:19 185:22 186:3 188:2,19 232:10,13

D

D 1:16 136:18
daily 153:4
damage 28:25
DARRELL 1:10
date 42:15
DAVID 1:15
day 42:10 65:8 72:17 73:6 79:15 88:4 91:17 92:4 129:4 131:6 133:2 146:12 152:12 161:13 167:9 211:5 218:14 233:17 241:22
daycare 199:21
days 26:20 46:24 245:3
day-to-day 163:2
DA's 238:7
deadline 52:14

deal 65:8 66:14 78:14 81:5 218:8 224:25 225:3,8 226:19
dealing 29:6 70:8 143:19 195:4 223:18 243:22
deals 165:20 166:2,21
dealt 145:3,9
death 68:17,19
debate 140:17 165:2
debating 67:2
debt 33:15 67:11 67:17,24 159:18 160:23 161:7 162:13,23 163:6 200:23 235:24
debt-ridden 22:23
decades 12:21
decide 83:4
decided 94:20 233:20
decision 94:20 96:8,19 97:19 144:6 147:16,17 231:17
decisions 14:22 103:21 125:7 251:21 253:8,13
decision-making 125:6
Decker 2:15 9:4
declines 39:23
declining 211:11
decrease 15:8 38:9
dedicated 227:24
deems 48:25
deeply 28:11
defer 55:15
deferrals 2:21,23 5:24
deficit 13:23 20:6 32:16 57:18,21 57:23 145:15 163:3,11 243:11
define 260:14
defined 71:17 217:14
definition 215:20
degree 91:25 140:10 141:22 176:17
delay 160:23 164:8,8,9 165:9 165:12 166:20 201:2
delays 165:6
delegation 116:8 118:9 142:8 190:24 246:2,10
delinquent 105:11 106:14 106:17,20 197:11
delivered 182:21
delivering 93:21 185:12
demonstrate 17:24 39:16 187:21
DENNIS 1:14
deny 13:3
department 25:7 72:13 99:12 157:24,25 190:8 191:2 247:24
departments 157:23 234:11 249:25 250:24
dependent 147:24
depends 48:11
deposits 160:15 160:16 164:17
Deputy 95:4
describe 27:15 68:23
described 139:18 187:6
describing 123:7
deserve 27:9 28:3 28:21 122:6
designated 63:3 255:2
designed 17:6
desire 263:9
despite 17:22 18:11 91:24 228:13
detail 35:18 94:15
detailed 10:4 258:10
details 236:17 249:17,18
determination 78:12
determinations 59:18
determined 7:19
determining 63:12
devastate 189:22 255:8
devastating 192:4 192:5
develop 71:19 79:18 157:5
developed 86:14
developing 23:2 24:2
development 25:22 72:16 136:9
devolve 125:5
devoted 17:17
DHS 50:23 72:14 234:9 238:4 262:10
diabetes 234:3
dialogue 158:11 245:17
dialogues 157:14
differ 96:11
difference 198:25
differences 145:19 152:20
different 57:11 61:10 70:17,18 81:3,10 118:17 135:10,21 136:4 140:21 143:12 144:19 146:11 146:19 170:13 172:4 175:5 177:4 179:25 181:2 185:14 186:21 192:14 194:24 208:22 226:15 227:6 237:21 238:8 260:22
differently 125:4 185:25 213:18
difficult 13:6,8 14:21 17:14 34:5 86:4 180:16 193:7 194:10 209:4,20 224:23
dig 28:11 182:8
dime 197:4
diminished 27:3
diploma 140:9
dire 13:19 28:23
direct 50:6 72:3 158:3 246:12 247:8 264:22
directed 240:11
direction 186:7
directly 111:5 143:7,19 145:9 148:13 225:15
Director 155:3
disappear 21:10
disciplined 91:12
disclosure 184:20
discontinues 40:23
discrete 176:8
discretion 80:4
discretionary 84:16
discuss 55:10 168:20
discussed 56:22
discussing 121:24 192:23
discussion 62:14 108:24 185:20 190:7,15 193:8 213:8 258:25 259:20
discussions 104:22 105:8 109:2,5,12,23 143:17 157:2 190:9 193:9,24
disparity 91:9
dispose 95:6
disposition 94:16
disrupt 232:12
distance 88:7
distinctions 91:3
distinguished 13:9
distress 143:2,3
district 3:2 4:13 4:22 5:5,14 6:3 6:25 7:22 8:7 10:13,21 11:11 11:23 12:3,19 13:21 14:12,15 14:17 15:10 16:7,8,19 17:3 17:19,19 19:10 19:15,23 20:3 20:16 21:15 22:22 23:25 24:6,14,24 25:4 25:12,25 26:10 27:12 28:20 29:12 30:10,12 31:5,13,15,17 32:8,11,15,19 33:13,21 34:9 34:15 35:4,8,23 38:16 39:15,25 40:15,18,19 41:2 42:19 43:22 44:3 46:4 46:15 47:10 48:7 51:12,13

52:2,17 53:4,5 53:15 54:15 66:13 73:7 75:11,12 79:11 86:9,21 88:23 89:10 90:17,25 97:11 98:3,21 99:2,19,25 100:5,20,23 101:9 103:3 105:2,3,6 107:2 109:10 110:15 111:25 114:4 115:7,10 117:6 120:6,8,10 123:16 124:23 126:6 127:17,19 128:15 137:9 142:22 143:18 144:15 145:20 147:11 148:6 149:10 155:22 155:23 157:9 159:25 160:8,15 163:5 165:25 166:13 167:20 168:12 169:21 173:7,22 178:12 184:13 189:15 189:23 196:25 197:14 198:23 199:10 201:16 202:5,12,18,23 203:11 204:13 205:23 210:13 210:20 218:3,10 218:11 224:4,25 229:10 230:14 230:17 234:13 235:4 236:5,12 239:14,20 240:23 243:24 252:13 253:5 260:15 261:6

districts 99:22 116:19,23 119:4 141:20 142:4,6 143:18,21 144:15,21,23 145:2,10 161:18 174:9 178:13 198:16

District's 12:10 29:6 113:5 169:9 244:2

District-owned 100:25

District-run 15:12 89:11 98:20,25 207:4

District-wide 20:18 130:21

disturbing 126:25

diverse 227:5

division 234:22

doable 101:14

Doc 141:16

doctors 175:23

document 48:6 183:24 250:7

doing 16:15 62:20 77:25 79:14 86:3,21 87:6 92:19 116:11 119:7 138:8,12 138:15 147:7 163:25 164:2 174:11,12,24 180:4,21 183:13 184:8 198:11 204:20 226:14 226:21 234:8 245:17 261:13 261:19

dollar 67:17

dollars 15:24 30:17 34:14,16 35:21 60:22 88:14 99:25 100:7 111:20 130:9,11 173:15 182:18 185:15 191:17 246:6 250:8,11 256:7

Dorsey 237:9

dozens 13:11

Dr 11:3 12:11,15 12:22 13:3 18:23 19:5 27:2 29:11,20 33:3 36:9,24 37:5,15 38:19 40:11 41:8 42:18 43:18 50:16 52:17,23 55:22 55:23 56:24 57:7 58:11,25 59:7 60:3,11,20 61:12,18 62:21 62:24 63:17,23 64:11 65:18 67:20 70:2,9 75:23 76:11 78:18 79:6,16 79:21 83:2 84:2 84:11,20 85:15 88:17 89:18 92:17 93:7,15 95:2,17,22 96:17 98:5,14 102:9 108:18 122:15 124:5,8 127:12 129:10 129:16 132:9,12 137:6 138:23 153:20 154:2 156:25 158:8,9 168:3,8,17,21 169:8,12,15 170:11 171:7,11 171:19 172:10 174:20 179:18 182:24 186:13 187:19,24 188:9 188:18,24 190:16 192:5 193:5 194:3 195:24 199:14 206:19 207:3 208:11 210:14 212:11 214:17 215:17 216:10 217:7 219:7 221:9,12 222:21 222:23 223:12 225:6,23 226:2 226:12 234:24 235:7,9 237:3,7 237:13 238:7,13 239:9 241:4 246:8,20 252:5 253:14 255:13 259:24 261:23 262:18

draft 155:3,6

drama 21:4 58:7

dramatic 12:17 30:13 31:6 56:18 57:4

dramatically 143:11

drastic 13:21 193:2

draw 22:5 65:12

dreams 184:14

drink 167:13

driven 13:25

drivers 99:2

driver's 131:15

drop 38:14 39:12 56:18,22,24 57:2,4,6 157:23 250:19

dropout 185:9,11

dropouts 92:20 92:24 185:5,6

dropped 56:15

dropping 186:11

drops 56:19

due 2:24 6:2 24:18 236:8

duration 3:19

duty 16:16

Dworetzky 11:18 240:16,17

dysfunctional 180:19

dyslexia 213:19

E

earlier 14:22 38:12 42:8 48:17 62:25 115:21 118:13 134:2 141:19,24 154:8 168:25 170:16 199:25 216:19 217:8 237:4 242:5 261:24

early 67:13 186:2 234:2

earmarks 246:14

earned 13:16

earning 177:20

eaten 222:13

echoed 151:18

echoing 93:17

economically 86:14

economy 163:24

ed 34:4 35:22 50:19 185:10 234:19 258:21 261:11,20

edge 164:4

Edison 253:9 255:2,9

educate 17:20

educated 89:23 90:15,17 92:23

educating 117:16 139:24

education 4:21 5:14 8:7 9:16 16:14 18:18,22 20:16 24:11 27:15 28:2,21 29:2 30:18 35:12 43:25 65:10 86:22 87:7 88:5,13 89:15 111:18 122:5 123:8 128:9 129:6 130:12 133:15

152:18 153:19 156:22 177:7,23 179:4,13 180:18 180:21 181:24 191:10 205:25 206:4 207:25 218:17 229:23 230:4 231:11,13 231:20 232:16 234:23 236:15 240:8 243:23,23 245:10 258:18
educational 78:24 91:9 122:14 134:20,22 139:5 139:8 158:21 173:18 179:9 213:25 215:7 230:21
educators 22:6 121:16 209:23
Edward 137:12 156:20 239:21
effect 98:10 227:18
effective 230:3
effectively 181:7 210:7
effects 4:10 7:18
efficient 31:19 32:6 181:15 230:3
efficiently 22:8 181:7
effort 49:3 104:10 105:12 106:6 119:13 145:21 166:10 181:23 197:7 201:15 249:8
efforts 21:22 105:11 114:14 115:11 116:6 118:22 129:12 129:16 228:14 230:9
eggs 109:19
eight 211:15
either 80:2 158:25 174:17 180:6 218:16 252:17
either-or 158:12 158:19
elaborate 153:7 234:19 235:2
elaborated 75:2
elected 54:16 137:8 147:20
elementary 125:16 128:18 246:22
eliminate 78:10 78:15 233:14,18
eliminated 216:18 255:19
elimination 30:14
ELL 34:5 35:12 35:22
embarrassed 166:4
embrace 106:3 156:21
emergency 133:24
emotional 13:8
emphasize 153:19
emphatically 41:22
employ 224:9
employed 158:14
employees 14:13 16:24 26:19 112:4 209:6 211:13,22 225:4 226:19
employers 91:20
empty 15:2 24:25 183:17 184:8
enabling 43:6
encourage 95:7
encouraged 189:17 250:22 250:25
encouragement 131:13
encouraging 73:12 137:22,25 188:6
ended 204:7
endorse 53:22
energy 17:17 31:22 211:16
energy-efficient 31:24
enforce 139:19
engage 26:6 28:9 71:5 126:9 136:14,19 154:9
engaged 176:14
engagement 71:8 155:20 177:7
engages 154:11
engaging 13:10 50:10,14,22 51:2 234:12
engine 158:15
English 235:18 247:7
enhance 26:4
enhancing 105:10
enormous 15:2
enormously 183:11
enrich 21:8
enrichment 18:9
enroll 15:12
enrolled 253:20
enrollment 4:7 253:4,10 254:12 254:14,17,19
ensure 17:6 18:20 26:3,5 73:6 97:6 117:13 186:8
ensuring 16:2 17:2 39:15 122:4
enter 17:5 181:12
entered 32:15 163:5 177:2
entering 89:19
Enterprise 221:23 222:2
entities 50:14 140:16 143:14 183:5 190:19 237:16
entitled 2:19,21 3:3,6,11,13,21 3:23 4:8,16,20 5:2,9,12,18,20 5:23 6:7,11,14 6:17,20 7:3,5,7 7:11,13,16,25 8:5,11
entity 209:18
entrenched 229:25
environment 16:3 71:4 81:12 135:21 139:5 186:20
environments 76:14,19 158:21 158:21
EPIC 72:13
equally 63:18 120:19
equals 182:14
equipment 226:16
equity 159:12
equivalent 203:13 208:18
escalate 211:10
especially 51:10 57:9 192:6
essential 16:2
essentially 49:8 136:20 175:7
establish 12:4 52:10
established 40:8 68:7
establishing 6:22 6:24
estate 2:21,24 3:7 3:9,13,15 4:11 4:16,23 5:3,9,16 5:23 6:2,20,23 6:25 7:21 8:2,9 107:11 108:8 197:9 201:10
estimated 107:22
estimates 254:6
et 71:19 234:3,3,3
ethnic 227:6,10
evaluate 170:17 170:18
evaluating 168:23 168:24
evaluation 24:5 171:11,12
evening 92:22 228:17
event 37:17,19
events 257:11
everybody 109:16 115:6 137:14 142:10 157:12 160:18 161:15 180:23 185:24 212:16 238:21
evidence 135:17 136:2 264:4
evidenced 14:6 19:16
evolving 241:19
exactly 44:13 203:20 219:19 219:20
example 13:7 35:3 51:24,25 62:6 76:25 77:8 257:17
examples 59:17 104:9 105:6 132:24 133:8 138:25 207:9
excellent 23:3 86:7 178:4,12 206:9
excelling 18:11
exception 151:21
exceptional 152:10

excited 37:20 106:18 140:4
excitement 155:11
exclusion 7:2
excruciatingly 13:7
excuse 154:18
exempt 184:9
exempted 3:15
exemptions 3:20
exist 173:20
existence 178:5
existing 94:24 96:14 173:18
exists 17:20
expand 25:17 52:2,5,25 53:2 94:21 96:10 101:18 207:8
expanded 52:12
expanding 21:25 23:23 72:21 206:20 207:2
expansion 51:22 52:14,20 94:21 154:16 209:11
expansions 53:23 96:20
expectation 131:19,22 134:17
expectations 71:16 134:15 245:11 252:6,13
expenditures 30:9 31:11 33:14 46:22 47:5
expense 203:24 203:24
expenses 14:19 53:3 145:21 200:20
experience 18:22 48:15,19 79:9 134:20,23 140:7 140:13,15 158:22 215:10 215:11,15 216:11
experienced 68:16 215:25 216:7
experiences 22:4 126:12 134:21 140:11 154:23 177:8
experiencing 215:5
expertise 214:12
expiration 191:6
explain 248:23
explanation 88:16 231:5
explicit 39:25
explore 140:24
expose 126:8 135:20
express 150:7
expressed 37:10 261:14
extent 66:15
extra 110:20 197:22 256:5
extracurricular 21:2,6 28:14 58:5,8 90:24 125:15 133:19 251:25
extraordinary 12:2,15,16
extreme 103:22 228:10
extremely 83:10 235:20
eye 21:12 38:7 155:9
eyesores 94:18

F

face 15:4 120:20
faced 87:4,5 109:11
faces 19:15
facilitate 150:23
facilitating 262:20
facilities 13:8 23:14 24:18 25:25 63:2 94:16 96:14 102:19 133:20 134:8,11 236:8
facility 32:10
facing 255:3
fact 52:25 53:7 60:9 65:22 99:21 108:25 121:24 135:20 141:5 142:5 154:8 161:12 167:24 180:15 182:16 184:6 187:2 188:24 190:18 194:13 209:5 211:6 212:15 226:4 228:14 252:6,11 255:15
fading 47:24
failing 181:23
fair 145:17
fairly 30:13
fall 22:24 24:12 24:15 27:11 40:19 84:25 236:19 247:13
families 26:6 27:8 27:20 171:25 180:19 191:25 209:8 211:20 247:2
family 71:14 226:25 238:4
family-centered 23:5
far 107:16 129:12 144:19 174:3 178:13 190:15 204:15 236:22
farthest 147:22 150:20
fashion 239:10 252:10
faster 210:19
fault 82:16 168:16
favor 164:7
favoritism 229:21
feasibility 67:3
Feather 11:14
federal 30:16 160:20 164:20 176:18 179:22 180:7 189:24 190:3,10,11,22 190:24 191:17 192:16,23 209:15 222:3,5 223:4 226:11,13 235:5,13,14,17 236:3 245:24 246:2,10
feds 190:14
feedback 65:16 94:13
feel 53:18 91:2 113:23 118:11 118:14,17 125:9 227:2 230:18
feeling 116:24,25
fell 163:24
fellow 11:12 77:24
felt 176:12
fewer 20:18 21:10
fight 162:9
fighting 161:19
figure 82:18,20 82:23 126:22 146:16 218:7,21
Figured 156:13
fill 27:23 53:6,8 53:14
filled 75:5 251:8
fills 36:10
finalizing 25:5
finally 85:13
finance 5:20 11:15 133:11 242:6,7,8
financed 14:18
financial 8:15 13:19 14:14,16 14:17 15:5,19 17:2,4,15,22 19:15 22:20 29:6 81:12 86:24,25 87:2,6 105:3,4 159:12 159:13 160:3 162:8 163:8 189:22 195:22 232:13 241:15
financially 28:19 174:19 225:18
financing 32:16
financings 163:4
find 83:19 126:24 137:24 149:13 164:10 178:10 192:9 214:2 249:6
finding 89:21 144:12 155:24
fine 214:15 244:6 244:8 252:17
finish 93:5 140:8 140:9,11 161:3
Finland 173:24 175:3 176:23,24 177:11 180:14
first 9:5 12:8 24:13 36:23 72:17 82:15 87:9 95:3 105:8 109:18 111:9 121:22 132:13 133:2,3 164:4 175:3 182:19 184:22 190:4 191:7 193:19,21 206:19 207:16 213:25 223:18 233:10,12 248:7
firsthand 70:21

first-round 155:6
fiscal 4:14 5:6 6:9 6:12,16 7:23 8:16,18 13:2,24 14:3,9,20 26:14 27:21 30:10,11 30:12 31:2,3,16 32:13,15 47:5 96:22 107:23,24 163:11 190:2 242:25 250:16
fiscally 16:15
fist 164:14
fit 233:18
five 6:6 8:14 14:15 53:4 104:24 105:23 107:21 108:5 174:8 181:9 208:14 256:3
five-minute 172:16
five-person 229:22
five-year 20:5 104:2 109:6
fixed 241:14
flat 108:10
flawlessly 128:4,4
flexibility 81:24 85:14 137:19,20 139:14,17 140:25 141:11 180:8
flexible 141:4,8
flexibly 22:8
flip 169:23
focus 24:16 151:21
focused 22:25 151:17
folks 2:5 44:21,21 44:22,22 46:10 66:25 83:19 163:19 166:14 172:21 194:18 207:24 242:7 248:3 251:20
follow 99:10,13 129:5 239:6 249:16 254:10
following 53:10 53:18 107:10,15 108:12
food 35:24 97:24 219:17,18,23 220:3,4,8,11,17 220:20 221:8 222:10,13 223:15,15,22,23 224:3,10,12,20 224:20,25 225:3 225:9,13,14 226:14,23 227:14,17 228:12,15 232:25 233:7
foods 228:21
force 91:19 95:16 135:15,16,19 237:15 261:2
forced 75:19,19
forecasted 112:6
forecasting 253:16,16
foregoing 264:7 264:19
foreign 77:4
forever 209:2
forgiveness 165:7
forgot 164:22
forgotten 161:16
form 16:5 161:20
formal 42:16 46:7 46:14 49:20 58:22 62:10
format 42:25 45:12 102:12,24
formed 229:9,15 237:15
former 11:20
forming 262:7
forms 156:21
formula 42:3 53:12 189:14 215:8 217:13,13
forth 108:16 109:8 200:13
forum 156:25
forward 10:4,14 18:19 53:9 79:2 81:14 94:4 104:7 116:7 122:14 124:25 125:11 126:7,13 128:24 129:10 132:6 157:10 172:4,7 188:11 191:16 198:3,11 212:22 228:23 234:4 239:8 260:4,5 261:3,8
fosters 28:3
found 13:20 38:22 74:8 82:14 192:7 193:9
foundation 12:4
foundational 252:8
foundations 50:11
four 74:8 124:13 129:13 256:3
frame 249:23
framed 119:10
frankly 144:7 186:2 194:9 210:19
Free 50:25
Freedman 207:12
freeze 4:2
frequent 24:20
fresh 223:21 226:14 228:12 228:20
fresher 225:14
Freshmen 67:12
freshness 223:15
Friday 55:23 56:2 56:22 62:15 237:25
friend 156:12
friendship 37:24
front 76:3 125:22 198:21,21 216:13
frozen 257:11
frustrated 127:14 173:8 195:16
frustrating 120:15 178:11
frustration 109:15 150:8 195:14
FTE 250:7,18
FTEs 250:16 256:3
fulfill 212:13
full 58:9 88:4 184:20 249:19
fullest 66:15
fully 28:6 258:22 264:5
full-service 223:16,20
full-time 26:15 259:21
functions 27:4
fund 30:17 35:8 35:10,16 181:19 197:4,12 198:5 219:23,23,24 220:2 221:21,24 222:2 223:3
fundamental 181:22
funded 198:18 222:2 258:6,22
funding 19:20,23 21:17 24:3 29:4 29:9 34:2,3,4,4 35:4,5,13,14,15 41:19,23 42:11 42:24 49:3,4 58:24 59:3 65:6 65:15 86:19 102:11 105:25 118:2 124:11 146:17 151:16 189:14,14 190:7 191:21 192:25 197:23 198:8 218:13 230:25 243:22 246:5,12 248:15 256:4 257:9
funds 19:25 20:8 27:23 43:25 65:22 115:2 121:25 141:2 190:6,17 191:10 200:14 230:16 230:18 236:3 254:11 257:10
furlough 26:20
further 2:22 4:21 5:13 7:8 8:6 14:24 32:2 46:3 122:4 127:2 144:16 185:5
future 12:18 18:14 21:13 24:25 40:24 92:6 101:22 137:19 155:17 201:5 231:12,14 232:16 239:24
FY11 34:15
FY12 243:9 250:15
FY14 52:21 53:11 96:18 97:19

G

G 128:17
gaining 135:23
game 157:13 188:12
gangs 69:18
gap 27:24 33:13 36:10 53:6,8,13 79:24 87:2,2,6 195:13 197:12 216:19 231:9
gaps 218:14

Gas 161:15
gather 171:24 199:20
general 115:17 117:4 118:14 146:10 148:2 165:5 173:9 219:24 221:21 222:11,12 223:3
generally 162:12
generate 90:13 105:20 106:25 107:5
generated 104:13 105:17
generating 102:22
generational 69:17
generators 104:8
gentleman 244:7 244:9
gentlemen 11:2 103:17 110:8 196:10
geographic 69:8 69:16
George 128:16 159:14
Germantown 70:6 74:4 257:18,19
Germany 173:23
getting 46:5 49:16 51:17 59:25 61:5 84:12 101:20 104:18 142:25 160:10 167:15 185:16 194:22 195:10 199:3 204:18 210:11 259:23 261:17
gifted 133:16
give 22:10,12 27:7 41:10 59:21 82:18,20,22 88:15 91:22 101:23 104:8 109:7 110:20,23 117:25 123:21 132:23 141:10 148:14 160:22 213:16,24 214:13 229:14 236:24 239:16 242:23 254:17
givebacks 207:23
given 20:4 40:5 46:2 50:12 73:21 76:23 86:24 88:16 99:21 142:5 184:16 186:4 190:10 232:10 236:25 251:24
gives 30:7 155:19
giving 9:19 35:18 78:8 83:3 140:24 250:9
glad 70:2 74:25 75:4 91:8 122:25 135:4 205:20 237:5
global 174:9
go 34:23 48:20 55:13 60:9 62:4 65:6 78:10 79:12,22 89:5 90:22 99:14 114:11 117:5,8 117:24,24 121:5 121:12,22 123:3 128:22 131:9,23 137:11 138:6,14 138:16 142:4 150:8 152:4 162:5 169:23 171:4,16 172:17 179:2 187:7,11 189:13 191:12 192:2 197:6,23 198:10,14,17,17 198:24 200:23 201:15 211:10 219:16 225:20 229:15 234:9 242:14 244:13 244:16 249:9 251:19 254:14 258:16
goal 31:13
goes 33:10 61:13 154:7 190:3 193:21 196:24 198:3 223:5
going 2:4 23:10 30:4 33:5 38:18 41:19 42:23 44:15,22 45:2,5 46:4 49:24 57:16 62:12,17 65:5 67:14 68:5 69:2 70:7 71:5 74:15 76:16 79:2 81:13,19 83:14 87:8 88:9 102:25 107:4,13 108:20 109:16 110:20,23,24 112:25 113:14 113:24 114:16 115:19 117:14 119:12 121:15 122:12,16 123:3 129:5,24 131:23 132:14 133:12 135:9,12,14,16 135:19 136:3 138:8 139:16 145:2,3 148:16 153:14,14 154:17 155:15 156:17 157:3 158:2 160:12 161:9,14 162:4 162:6,9 164:17 165:2 169:17,20 170:8,21 171:4 171:16 172:15 172:21,22 173:14 177:17 177:19 180:12 187:8 188:13 189:19 192:22 199:6 206:20 207:6,24 208:4 209:9 218:17,20 227:16,21 231:7 231:10,11,18 235:21 236:18 236:18 237:25 239:12 240:3,7 245:6 251:4,13 251:17,19 252:3 253:7,10 254:24 255:8 259:10,22 261:19 262:5
good 2:2,4,8 9:5 9:22 10:25 11:3 11:4 19:5 37:18 55:21,22 74:4 74:25 76:6,6 80:22 84:21 85:23,24 87:25 88:2 92:5 93:14 93:15 103:16,18 105:15 110:8,9 115:9 119:25 120:2 155:4 156:11 162:23 167:22 174:14 177:20 183:9,11 184:6,15 185:17 196:10 207:13 215:14 231:2 236:10 238:6,14 261:13 262:24
Goode 1:11 55:18 55:19 57:2,8,14 58:21 59:2,23 60:4,14,21 61:16 62:7 64:2 64:12 75:2 76:13 94:2 167:6,7 168:13 168:18 169:4,11 169:13,22 171:3 171:10,14 172:3 172:11 190:4 194:20 199:25 216:21 251:15
goodness 124:9
good-performing 80:13
gotten 42:16 43:2 43:3,11,14 77:18 149:23 230:6
governance 180:6 230:12
governing 48:6
government 79:9 159:11 160:21 162:21 164:20 222:3,5 235:14 244:18,21
government's 159:16
Governor 130:10 146:12,20,24 147:4,10 148:4 149:4 150:16 229:19 240:13 240:21 245:12
Governor's 111:10,17 112:12 113:22 118:4,5 142:8 142:12 146:14 147:22 148:24 150:20 241:5
grade 81:4 82:12 82:12 177:15 181:12 186:12
grade-level 20:20
graduate 215:12
graduated 127:19
graduates 175:10 261:18
graduating 152:13
graduation 23:9 152:9,15 153:8 153:21

grant 23:25 24:3 30:22 34:13 191:7,8 207:8 246:5 250:8,12 258:7
grants 191:2 250:2
grateful 17:3
great 13:17 23:19 68:7 86:3 147:25 190:20
greater 24:6 242:4
greatly 29:3 231:21
greatness 17:24
Green 184:21 248:7
Greenberger 95:4
GREENLEE 1:12
grim 17:22 20:12
ground 13:4 120:20
group 95:10 132:18 221:7
groups 18:7 25:8 65:4 115:5 144:4 208:20 216:6 227:10
grow 121:2
growing 127:25
grown 151:25
growth 40:16 63:11,12,15,18 108:7 111:24 176:25
guarantee 19:21 85:3,4 194:12
guess 61:3 110:11 116:16 188:7 194:18 206:14 206:24 212:24 224:11 227:18 231:16 239:9 244:23
guidance 20:24 58:3
guidelines 179:22 226:13
guns 74:8
guys 262:20

H

half 20:18 32:3 60:16
Hall 1:6
hallway 71:18
hammer 153:15
hampered 78:25
hand 54:11 135:19
handed 75:20 223:11
happen 92:22 97:17 121:14,15 121:19 126:4 193:22 194:2 204:12
happened 69:18 161:16 243:8
happening 162:3 162:4 174:6 236:11 257:22
happens 48:11 83:22 144:14 193:25 225:16
happy 36:19 55:14 73:20 111:8 149:17 150:22
hard 51:17 57:7 57:12 74:16 199:15 244:10 249:7
harder 246:11,14
Harrisburg 65:15 65:19 66:2,4,12 121:17 143:9 144:13 146:8 162:5 198:14
harsh 20:21
Harvard 153:14
hate 209:5
head 147:8 161:9 161:9 192:10 205:7 220:13 247:4
headed 99:19 235:3
health 72:18,19 144:22,23 208:3 252:15,18 262:10
healthcare 26:20
hear 9:9 45:5 46:11 66:21 69:11 118:19 120:13,16 174:4 185:16 203:15 213:10 249:24
heard 65:13,16 77:8 111:13 118:21 135:8 146:23 199:9 213:8 232:8
hearing 2:9 10:5 10:18 11:7 110:19,22 160:6 178:25 184:23 184:24 199:9
hearings 55:9 108:21 127:15
heat 15:2 116:25
heavily 181:14
heavy 67:7,9 103:23 117:11 166:19
help 21:11 25:10 29:5 50:14 71:5 71:9 74:3 90:23 114:24,25 115:2 138:21 165:6 184:11 187:11 197:12 198:8,10 199:6 215:2 237:17 241:9,12
helped 71:9 163:21 164:21
helpful 205:21
helping 30:17 73:9 128:12 164:18 243:20
HENON 1:12
Hey 245:19
he'll 238:20
hid 74:13
high 23:6 35:3 54:9 74:10,11 81:4 87:11 91:24 99:6 136:23 137:11 137:12 140:6,9 140:11 152:24 153:2 154:25 156:20 162:14 177:13,19 233:21 239:21 240:4 245:11 263:15
higher 50:19 97:15 173:25 174:22 185:10
highly 207:8
high-performing 15:7,12,15 23:24 25:21 152:21 195:21 206:21,23 207:4
high-quality 12:23 16:14 22:2 28:10 76:16
High/Bok 239:23
Hill 207:12
hindering 21:20
historic 69:13,23
historically 113:4
history 45:21 149:8
hit 13:4 145:23
Hite 11:3 12:11 12:15,22 13:3 15:18 18:23 19:5,8 27:2 29:11,20 33:3 36:9,25 37:5,15 38:19 40:11 41:8 42:18 43:18 50:16 52:17,23 55:22 55:23 56:24 57:7 58:11,25 59:7 60:3,11,20 61:12,18 62:21 62:24 63:17,23 64:11 65:18 67:20 70:2,9 75:23 76:11 78:18 79:6,16 79:21 83:2 84:2 84:11,20 85:15 88:17 89:18 92:17 93:7,15 95:2,17,22 96:17 98:5,14 102:9 108:18 122:15 124:5,8 127:12 129:10 129:17 132:9,12 137:6 138:23 153:20 154:2 156:25 158:8,9 168:3,8,17,21 169:8,12,15 170:11 171:7,11 171:19 172:10 174:20 179:18 182:24 186:13 187:19,24 188:9 188:18,24 190:16 192:5 193:5 194:3 195:24 198:13 199:14 206:19 207:3 208:11 210:14 212:11 214:17 215:17 216:10 217:7 219:7 221:9,12 222:21,23 223:12 225:6,23 226:2,12 234:24 235:7,9 237:3,7 237:13 238:7,13

239:9 241:4 246:8,20 252:5 253:14 255:13 259:24 261:23 262:18
hitting 197:20
hold 34:18 46:8
holding 117:17
hole 27:24 48:23 79:24
home 46:23 127:20 246:4
homestead 7:2
homework 187:25
home-schooled 188:22
homie 227:2
honest 167:23
honesty 148:3
hope 27:13 29:16 92:24 93:5 130:13 253:23 254:4
hopefully 106:25 129:10 197:5 200:4 215:2
hoping 245:2
hospitals 50:11
hotlines 73:13
hotspots 185:6,9 185:11
hour 256:5
hours 211:15 256:20
House 68:9 116:8 130:4
houses 24:21
Houstoun 11:14 11:19 240:16,19 241:3 242:8
huge 104:18 253:13 255:4
human 25:15
humility 13:14

I

idea 29:15 81:14 129:20 133:15 148:4 150:15,17 165:5 178:22 181:6,17
ideals 29:2
identified 48:23
identifying 23:4 73:5
IEPs 214:2 235:19 252:22
illustrated 67:18
imagination 18:3
immediate 13:21
immediately 77:6
impact 12:18 53:17 59:8 61:9 191:3,24 195:5 195:8 243:8 246:24 247:4,11 247:12
impacted 250:3
impacting 218:22
impacts 53:15 247:8 261:16
implement 21:14 71:20 231:18 250:20 256:18
implementation 39:11
implemented 26:19 30:23 179:24
implementing 13:13 31:18,22 32:4 70:11 106:23
important 10:20 26:11 27:22 63:18 73:15 83:10,25 84:3 85:11 87:3 135:4 154:16 169:3 175:2 183:11 206:2,3 218:12 234:16 235:10,20 247:25 248:4 252:2
importantly 9:8 67:10,10 125:22 152:11,11
impose 4:23 5:15 8:8
impossible 28:13 53:25
impressive 139:10
improve 25:16 28:7 86:21 179:9
improved 87:7
improvement 40:10 190:5 191:7 258:2
improvements 3:16 23:22
improving 23:2
inadequate 27:15
inadvertently 151:5
incarceration 218:19
incentive 71:22
incidents 70:24
include 34:13 65:24 71:13 73:8 101:21 250:7 260:6
included 100:3
includes 171:12 205:4 208:12 238:2,8
including 31:6 66:11 118:5
inclusive 6:10
income 3:7,9
incorporating 8:17
increase 15:7 28:10 29:8 40:6 47:14,17 111:18 130:6 250:11,14 250:23 251:5
increased 19:19 32:9
increases 105:24 107:6 112:5
increasing 106:21 195:22
incredible 153:11
Index 24:9
indicated 50:21 70:11 71:2 192:15 194:4 208:21 234:11 261:24
individual 20:7 80:8 81:3 126:2 183:3
individuals 10:16 39:5 45:7 63:7 72:24 95:10 97:14 124:22 128:5 132:17 147:20 175:12 175:17,22 187:11 211:14 238:9 245:13,15 246:12 252:19 254:4 260:23
industrial 3:18
industries 156:24 178:21
influence 142:12
influx 24:17 236:8 256:7
information 38:20 39:17 40:14 45:8 56:2 62:16 76:2 92:12 115:24 116:5 134:2 156:8 157:17 170:19 171:20 190:23 216:12 234:5 239:17
inherited 145:15
initially 31:19 110:24 173:11
initiative 4:11 7:20 23:14 25:11 31:23 44:12
inner 128:10
innovative 18:2
input 94:12
Inquirer 182:16
inquiry 176:12
inquisitiveness 28:4
insane 166:8
inside 62:25 76:3 132:18,24 133:9 133:10,18,22 134:10
insightful 65:2
insisted 74:5
Inspector 237:8
inspire 136:20
inspiring 136:15
installing 15:15
instance 136:21 253:9
Institute 155:5
institutional 78:21
institutions 50:19 51:8 79:12 159:12 160:2 182:22 184:15 185:8,10 218:19
instruction 76:7 76:17 89:7 213:14 256:5
instructional 20:25 31:12 58:4 76:5
instructions 92:2
instructors 90:3 215:8,22
instruments 181:4,6
insulated 229:17
insurmountable 18:12
intact 235:5
integrate 72:7

integrating 224:18
integration 83:13 83:21
integrity 13:6
intent 138:13
interact 91:14
interaction 37:25 91:13 148:13
interest 77:7 104:16 160:7 161:21 184:20 228:11 239:15
interested 9:7 63:11 77:22 81:2 154:19,22 201:14 233:4 248:8,12
interesting 80:6 152:7 186:13,15
interests 21:9 28:17 229:25
interface 109:3
Intergovernme... 8:20,22
internal 25:21 244:3
international 78:24 157:4
interrupt 122:25
intimately 188:16
introduce 72:7
introduced 184:22 233:12 248:6
introducing 73:18
invest 16:18 28:6 29:17
invested 170:4 181:14 225:18
investment 61:10 61:22,22 119:14 126:15 169:25 170:6,9 172:5 231:13,13 245:11
investments 61:6
investment-dri... 22:23
invitation 121:3
invite 55:9
invited 24:21 138:10 228:18
invoice 210:20
involved 138:2 188:16 193:11
involvement 71:14 83:5
irresponsible 53:22
isolated 176:9
issue 10:21 38:7 42:15 52:11 55:10 77:5 86:16 129:3 162:24 173:5,13 175:4 176:17,18 178:16,17 199:6 219:16 230:10 261:10
issues 37:9 38:17 74:2,15 81:10 92:7 102:13 120:14 127:22 151:25 213:19 237:18 240:22 246:11 261:10
issuing 249:4
item 76:4
items 189:21
itinerant 59:15
i.e 10:21 43:4

J

J 1:15
JAMES 1:14
Jannie 1:11 236:14
January 8:24
jeopardize 22:16
job 79:14 86:4,4 91:17,21 140:13 151:13 178:13 201:9 206:9 210:8,8
jobs 22:13 79:10
Johnson 1:13 115:23 116:2,3 127:8,9 130:17 136:12 137:7 151:18,22 156:9 156:10,15 158:10 239:2,4 240:17,20 242:11,20 243:18 244:6,10 244:13,17,25 245:5 246:19
join 22:21 93:19 93:25
joined 11:7,12
joint 72:10,11 105:10
Jones 1:13 64:22 64:23 66:5 67:5 67:21 68:4 70:4 73:16 123:6 129:25 151:3,7 151:15 153:24 154:24 156:13 156:16 157:18 157:22 158:10 214:21,22 215:19 216:24 218:2 219:8 236:10,15
Jr 1:11,13 19:8
judges 232:3
judgment 233:24
June 13:25 14:20 82:4,5
jurisdiction 180:17,18
jurisdictions 174:7 181:10 246:13,16
jury 185:21
J.P 161:9,13

K

K 1:12 233:20
keenly 68:5
keep 46:10 51:14 228:23
keeping 45:21 93:3 170:4 206:10
Kenney 1:14 74:22,23 76:20 78:19 79:8,17 80:5 81:8,21 82:2 83:9 84:8 84:18 85:12,16 151:4,10 159:5 159:6,23 161:2 161:23 162:15 162:18 163:13 164:13 165:11 219:13,14 220:5 220:9,14,19,24 221:4,6,10,14 221:20 222:4,11 222:15,22,24 223:25 225:7 226:9,18 228:4 228:8,24 232:23 234:6
KENYATTA 1:13
kid 77:12 127:25
kids 45:13 67:25 77:4,21 78:3 79:2 82:10 83:14,18 92:20 93:4 122:4 138:13 162:3 212:6 213:17,18 213:24 214:6 218:10 223:6 227:6,7
kind 74:14 75:18 78:23 81:11 83:20 114:7 131:20 138:9,19 138:20 142:9 148:12 153:16 153:16 159:20 184:3 222:10 223:10 224:9 226:24 227:9 249:21 251:4
kindergarten 131:7,9
kindly 160:8
kinds 69:9 126:23 155:18 217:5 227:6
KIPP 51:24
kitchens 223:16 223:21 226:15
knew 109:16
know 33:5 42:4,6 48:18 60:23 61:4,9 62:19 65:4 66:7 74:7 75:4 79:4 81:2 86:3,4,6,15 100:11,18 101:17 103:20 104:15 110:17 110:21 111:2 114:21,23 117:18,22 120:5 120:17,18 121:4 122:10,17 123:5 129:23 148:16 152:19 153:10 159:21 162:16 162:22 165:10 165:19 179:14 184:19 196:14 196:21 201:10 201:13,24,25 203:19 205:6 206:8 208:7 209:24 211:23 212:2,4,21,23 213:20 214:11 220:12,23 221:5 224:5 226:19 228:5,8 231:6,7 232:7,8 236:5 237:8 239:24 242:20 244:3 245:19 251:14

252:2 258:24 262:20
knowing 183:25 235:3
knowledge 70:22 134:24
known 107:14
knows 12:22 99:18 125:24 221:7
Knudsen 105:9
Korea 173:24 177:14 180:15

L

L 1:10 264:14
labor 10:2 20:10 27:18 36:4 49:4 57:20 59:5 60:6 60:18 80:3 112:18 113:19 190:8 191:2 193:10,16 208:15 217:15
lack 21:17 63:11 95:16 144:22
lacks 15:25
Lady 233:10
Lancaster 83:17
land 184:17
landed 175:7
language 99:20 100:3 101:13,22 125:16 176:8 206:25 213:19 235:18 247:7
large 78:22,23 90:8 134:9 157:25 159:25 176:17 184:14 188:20 224:24
largely 105:7
larger 76:4
largest 220:20 221:2,13,19
latitude 139:13
laughable 178:17 179:12
launch 24:11 88:12
launched 25:18
launching 89:11
law 159:14
lawyers 175:23
layer 182:9
laying 114:7
lead 12:5 13:5 99:12 126:3
leaders 10:3 22:6 25:24 76:17
leadership 12:15 18:16 22:24 26:2,23 105:3,4 114:9 117:6 118:6 134:6 163:17 166:11 207:10 234:22
leading 18:5 43:16,19
learn 84:9 140:12 140:20 154:13 154:14,14 176:13 185:24 186:2 213:18
learned 185:23
learner 235:18
learning 16:3 17:7 22:3 28:3 71:3 84:6 88:7 126:10,10 154:9 154:12 186:9 247:6
learns 173:22
leases 101:10
leasing 98:3
leave 177:3
leaving 30:20
led 147:17
leeway 226:10
left 33:24 80:4 192:20
legal 183:25 241:24
legally 248:25
legislation 43:6 246:17 248:6
legislative 44:12
legislator 86:17 142:11
legislators 110:22 115:3 143:15
Legislature 163:18 229:19
Lehigh 152:5 155:4
letter 46:16,20 138:13
letting 78:13
let's 97:21 109:12 137:4 174:8 206:14
level 30:23 34:3 35:17 36:11 42:7 57:10 68:8 82:11 97:15 107:25 137:18 146:16 148:3 180:7,7 187:20 190:10,22 191:21 192:13 192:16,24 194:11,11 209:15 213:11 228:20 233:2 235:17 243:21 245:16,24 259:9 259:19
leveling 254:15
levels 27:5 34:7 35:5,6,14 61:10 172:5 218:23
leverages 251:19
levy 47:6
librarians 20:24 58:3 123:17 124:20
libraries 50:12 123:17
Library 50:25
license 131:15
lifelong 149:8
lift 67:9 166:19
lifting 67:7 103:23 117:11
light 212:15,17 217:4
lights 31:24
likewise 238:18 254:19
limit 28:8 66:17
limitation 6:6 65:5
limitations 241:20
limited 21:17
Lincoln 263:15
line 22:25 40:22 169:24 178:7 189:20 245:6 255:16,16
lines 121:21 123:3 149:16 246:7
liquor 167:13 196:21,23,24
list 58:10,12 76:8 80:9 97:22 224:2
listen 13:15 157:11
listened 94:10
listening 10:18 121:7
listing 58:22 60:7 60:15,22
literacy 133:6 252:14
little 33:18 35:18 101:19 103:20 103:24 108:7 144:21 161:3 162:2,10 166:20 188:6 195:18 224:23 235:2
live 152:9 218:15
lives 21:9
living 177:20
loan 183:4
lobbying 245:18
lobbyist 243:19 244:2,3
local 14:12 24:25 50:10 107:24 146:15 147:21 148:3 164:20 224:19 225:13 226:5,6,23 246:13 247:23 248:2,7,11
locally 48:13 66:23 118:22
located 224:7 240:2
location 139:20
locations 187:9 224:6
long 109:11 140:24 182:18 183:14 185:13
longer 32:19 47:9 62:2 67:2 90:14 96:2 105:12 124:20 143:13 145:21
long-term 28:25 31:15
look 10:4 18:19 35:7 40:25 41:3 41:14 52:7 63:19,19 74:16 84:22 94:4 100:24 108:15 108:23 124:25 128:20,23 129:6 129:7,24 136:5 152:17 154:20 173:12 175:17 179:13 182:17 184:7 185:4,6,8 188:11 208:4,9 208:10 234:2,4 236:18 238:11 239:24 240:6 249:7 254:24
looked 112:10 161:24 174:22

174:23 176:2
looking 24:15 26:2 30:24 63:20 96:24 113:9 115:2 126:7 163:9 164:10 170:6 176:4 217:8 245:14 248:9,12 250:3,25 253:3 253:18,19 262:16
looks 95:5 230:25 239:15 253:17
loop 206:10
Lorene 11:21
lose 58:23 165:22
losing 57:24 58:14 123:9 191:2
loss 124:12 202:17 204:2,4 205:4
lost 124:12,15 165:22,23 191:17 197:13 197:16
lot 38:20 66:12 71:21 73:2,23 80:4 84:6 120:5 126:25 131:20 137:2,13 140:22 143:10 153:12 155:20 171:19 171:20 177:4 179:25 184:24 187:25 188:15 188:16 194:24 194:25 199:9 208:22 210:16 210:21 211:15 211:16 212:3 238:8 241:9,12 242:6 246:14 261:17
lots 227:6
love 125:15
loves 125:25
low 3:7,9 177:18
lower 20:15 34:6 219:5 249:10
lowest 243:4 248:10,11
lowest-perform... 170:23
low-performing 15:16 23:12
Lump 32:21 44:6 46:5,16,21 47:3 48:8 49:21 65:25
lunches 233:9
lunchroom 71:18

M

machinist 156:16
Madam 36:18 157:16 158:5 159:8 232:22 239:5 257:5
made-at-the-sc... 223:22
magic 121:14
magnet 180:22
magnitude 143:8 143:11
main 24:16 256:6
maintain 14:25 16:7 27:18 122:22
maintaining 23:6 259:9
major 21:16
majority 75:6 118:7
makeup 186:16
making 56:14 77:22 130:18 136:24,25 137:5 147:16,17 169:25 201:15 207:6 211:2 224:11 230:9 251:21 262:8
man 128:7
management 31:22 64:7 133:24
managers 15:16
managing 58:16
mandate 217:22
mandated 33:25 80:2 88:23 235:11
mandates 35:11 235:13,14,15,16 235:17
mandatory 131:14,15,17
manner 48:13 67:4 69:3 86:24 87:7
Mansfield 127:20
Mansion 37:18
manufacturers 177:24
manufacturing 91:20 158:15
map 69:7 185:5,7
Maramont 221:18
Marathon 128:7
March 32:20 46:19 49:22
Maria 1:16 201:11
MARK 1:17
marked 40:9
marketplace 67:14
massive 28:22
Master 13:8 23:15 24:18 25:25 63:2 236:9
Mastery 138:10
match 251:4
matched 130:9
matching 245:10
mater 154:25
material 75:13,18 76:22 77:19 78:16 84:15
materialize 20:2
materials 31:11 56:10 76:5 77:2
math 20:20 38:11 78:12 87:12,14 91:16 133:6 152:22,23 154:13 252:14
MATHCOUNTS 140:17
Matt 107:19
matter 20:12 161:12 190:18 226:4 252:6 264:7
matters 17:17 241:11
Matthew 15:19
maximum 35:9 215:14 217:14 217:25
maximums 133:17
Mayor 8:19,24 46:17 47:3,12 49:2 95:4 115:11 117:8 129:14,14 161:13 163:15
Mayor's 112:4,10
ma'am 93:7 95:17 262:18
McGraw-Hill 75:14
mean 42:18 44:6 44:16 53:2 77:12 81:5,23 82:3 83:15,18 92:3 95:21 98:6 109:6 120:18 125:17 136:24 143:14 144:4 145:6 146:13 147:23 161:5,11 163:23 176:21 184:17 190:11 190:12 192:3 199:11,25 200:18 201:8 206:22,23 208:3 211:8,14 212:9 221:22 227:3 233:7 236:13 241:21 242:17 243:8 251:22 252:2 254:10 255:7,14
meaning 215:17 215:20 254:15 259:10
meaningful 37:13
means 48:9,25 76:18 95:19 248:11 255:9 264:21
meant 75:4 233:15
measure 168:2,10 169:14 171:6,6 171:7
measured 141:12 172:9 176:20
measurement 61:9 168:14 170:2,10 171:17 172:8
measures 12:2 13:22 24:8 31:17 106:2 141:10 159:16 169:16 172:2
measuring 97:2 168:6,8,19 169:6,9
mechanism 176:13
mechanisms 168:10 237:20
media 73:11 124:19 133:19 152:7
medication 123:21,22

meet 31:4 32:16 34:7 37:12 105:4 142:7 187:15 226:12 233:9 235:12 240:21 242:6 252:13,21
meeting 52:10 62:9 64:17 97:8 114:11 123:20 141:6 163:19 166:14 228:18
meetings 13:12 71:15 72:10,11 116:9 242:10
member 45:3 51:8 125:23 142:23
members 11:6 19:7 42:9 43:13 44:19 62:23 67:7 93:19 95:7 102:25 121:5 136:7 146:4,6 146:10 150:17 205:24 217:17 237:9 246:9 263:6
memorization 135:11
Mennonites 83:16
mental 72:18 262:10
mention 50:7 92:17 173:10
mentioned 51:7 68:13,22 73:3,4 111:3 123:2 129:4 132:19 183:23 190:5 194:20 206:19 242:5
menus 223:14
merchants 225:17
merged 240:3
merging 129:25
mess 164:19
met 55:23 233:16 236:13 237:9,24 259:24,25
method 230:4
methods 18:3
metrics 169:20
mic 98:23
MICHELE 264:14
microphone 220:6
middle 81:4 99:6 128:17 140:5
mid-year 19:24
mile 69:16
millage 202:2,5 202:10,12,22 204:9,10
million 13:24 14:2,9,18 19:16 20:21 23:25 27:16,17 30:15 30:19,20,21,24 30:25 31:8,8,10 31:12,21,25 32:3,9,11,16,23 32:24 33:13,16 33:18,19,22 36:4 48:24 49:10 53:3,6,13 57:17,19,20,23 58:18 59:3,3 60:5,8,16,22,23 60:24,25,25 62:16 65:19 67:15 88:12 94:4,7 106:16 108:5 110:18,20 111:4,12,15,22 113:10,14 114:23 122:19 124:15,15,17 145:15 159:19 162:7 164:7,9 166:22 167:11 170:3,5,7,12 171:4,15,15 172:5,6,6,6 182:14 184:10 189:16 190:2,13 193:2,16 194:15 197:11 199:2,3 200:2,3,3,6,8,18 200:19,22 201:20,22 203:10,16,17,17 216:19 219:25 220:25 232:5,6 243:9,11,12 248:15,17 250:17,20 255:20 258:19 258:24 259:16 259:18
mind 43:15 82:13 131:20 132:2 148:15
mini 78:4
minimum 208:2
minority 118:7
minute 165:4
mirrored 202:22
mirroring 203:6
missing 109:20 187:3 249:20
mission 12:23 16:14 233:25
mistake 136:22 137:4
mix 121:18 215:21
mob 166:7
mode 186:9 244:16
model 78:11 141:14 174:16 177:21 178:4 179:21 256:10 256:14
modeling 180:9
models 102:21 178:4,24 179:3 179:10,21 230:22 231:19
moment 219:17
Monday 1:7 263:13
money 19:23 20:2 56:21,23,23,25 57:6,22 59:19 59:25 60:9 61:20 62:12 75:17 80:19 81:17,18 82:18 82:20,22 83:3 84:16 104:13,20 105:17,20 109:17 110:13 111:5 113:23 117:15 124:14 130:3,19 131:21 131:25 148:5 160:20 162:5,19 165:25 167:24 167:25 168:7,20 169:7 178:14,15 181:20,21 190:13 191:8 193:15 196:24 197:2 198:4,18 199:23 201:19 211:17 223:4,5 224:17 227:19 229:12,14 231:2 231:2 231:2 232:10 235:24 249:23 255:10
monies 191:12 246:15 247:9 251:20
monitor 25:10 97:5
monitoring 73:11 186:7 225:4 226:22
month 83:17 241:7
months 11:24 37:4 95:20,20 95:23 144:8 145:13,14
moon 128:8
Morgan 161:13
Morgans 161:9
morning 2:3,4,8 9:5,22 10:22 11:2,3,4,7 19:5 55:21,22,25 74:25 85:23 91:18 93:14,15 177:24 213:13
mortgage 159:17
motor 155:12
move 41:6 53:9 83:25 94:23,25 104:14 128:24 129:10 157:10 158:25 166:7 195:18 198:11 201:4
movement 233:8
moves 198:2
moving 70:17 98:3 104:7 116:7 122:3,13 124:25 125:11 126:13 132:5 150:15 154:19 186:6 194:25 195:19 228:23 232:16 239:8 261:3,8
much-needed 18:9
multicultural 250:24
multiple 51:2 98:15 99:3 132:21 179:6 187:10
multiplier 227:18
multi-language 250:23
municipal 146:15
MURPHY 264:14
music 20:24 58:3 59:15 85:4 123:8 133:7

181:4,5 251:25 252:17
musical 181:3,6

N

name 11:9 19:7 117:18 210:4
nation 86:13
national 78:23 179:20,21 180:18 213:11
nationally 180:3
nations 86:14
natural 134:19,22
nature 215:2
navigate 21:11 209:3,19
Navy 157:6
near 52:4
nearly 12:21 30:25
necessarily 37:7 64:13
necessary 14:5,21 14:25 20:13 28:22 80:10,15 149:15 197:25
need 22:11 42:6 45:10 47:11 60:21 62:10 64:14,16 67:2 68:2 75:9 82:4,6 82:11 109:4 116:16,17,25 117:13,21 121:8 121:9,10 122:21 125:22,25 130:3 130:19 136:18 140:21 158:14 158:17 183:19 183:21 195:15 198:20 199:23 200:3,7 206:15 210:12 212:20 214:3 216:22 218:6,21 231:5 234:15 245:18
needed 125:9 210:18 229:14 241:8,12
neediest 191:22
needle 195:19
needs 23:16 25:23 28:16 48:9 56:3 73:23 79:3 80:22 81:16 83:21 125:20 139:25 183:19 183:20 184:5,13 212:13 234:7 241:19 247:5 252:22 262:14
needy 191:4 192:17 246:25 247:2
negative 71:24
negativity 118:19
negotiated 14:11 45:23
negotiations 193:22
neighborhood 25:7 37:12 69:19 197:14 224:19 225:12 225:14 227:2,3 227:4,15
neighborhoods 69:14,17 79:3 130:2 191:23 197:13 224:21 227:9
net 7:13 90:13 124:12
neutral 108:11
never 54:18 55:4 148:7,9 178:7
new 3:5 11:25 12:4 13:20 14:11 15:14 20:10 21:14 24:22 26:9 27:17 31:24 32:4 39:11 43:5 72:7 76:7 84:5 104:13 105:13 105:17 106:2,19 107:6 129:14,14 129:15,15,19 130:24,25,25 135:6 155:2 168:7,20,22 169:7 170:5,17 182:18,25 188:13 230:7 234:21 251:9
news 74:5 93:22 115:10 120:18 183:9
NFL 155:3
nice 166:23
night 227:24
ninth 181:12 186:11
non-District-op... 33:20
non-District-ow... 101:3
non-fictional 135:16
non-mandated 235:23
non-profit 182:21 184:25
non-profits 18:6
non-representa... 208:16
non-represented 26:19
non-traditional 103:8 136:14 182:18
normal 163:14
norms 71:16
Northeast 77:14 216:2
note 10:15 27:22 102:6 152:7 238:18
noted 151:25
notes 101:18 264:6
notion 58:14 66:19 71:7 134:13 135:11 190:24 210:25 246:23
notwithstanding 109:2
number 15:7,8 28:10 33:10 45:22,24 70:14 75:16 78:20 79:5 90:8 94:2 101:10,10,11 110:19 111:9,13 114:14 125:23 157:25 160:4 163:6 168:23 177:13 186:23 188:20 202:17 203:20 205:4,6 207:5 208:5,12 209:23 215:23 226:20 234:10 236:5 241:10,10 242:23 246:21 249:10 253:22 253:23 254:6 257:10 259:11 260:2 261:14
numbers 88:19 107:6 113:11 128:21 132:16 195:4,5 243:6 250:7,9,19,25 251:3 253:4,6 253:18,20 254:2 254:3
number/budget 83:24
numerous 179:8
nurse 123:22 133:16
nurses 35:23 124:18
nursing 35:12
nutritious 228:12 228:15 233:6

O

Obama 233:10
objections 264:4
obligated 34:3
obligations 32:17 35:10
observations 186:14,16
obstacle 21:16
obtain 72:3
obviously 30:16 32:6 37:23 99:11 105:25 162:14,25 163:7 227:4 239:20 245:4,12,23 250:19 251:22 254:11
occasions 147:4
occupancy 7:8 104:17 108:17 167:12
ocean 164:24
October 159:15
odds 18:12
offer 28:14 133:5 133:12 188:25 247:4 252:14
offered 13:13 146:6 152:14
offering 252:16
offerings 21:19
office 14:10 26:13 27:4 31:9,20 97:4 112:13 113:22 118:4 120:12 142:8,12 147:23 150:21 182:25 183:2 238:3,7 241:5 249:15
officer 15:19 105:9 236:13
officers 35:13
offices 249:19

officially 65:14 88:21
officials 13:11 137:8
offset 32:9 217:20 262:17
Oglesby 244:4
Oh 1:15 85:20,21 89:4,14,18 91:5 121:23 149:22 172:24,25 173:5 174:21 177:10 180:11 229:5,6 232:2
okay 29:25 41:17 44:21,21 59:2 61:18 97:20 99:17 100:16 101:5 113:7 126:18 132:2 146:3 159:7 169:22 187:17 188:5 212:15,17 232:14 235:8 249:11 251:12 257:20
old 155:7
once 88:24 198:19 206:14 241:7 250:19 254:22 255:14
ones 36:6 87:25 156:2,4
one-third 113:6
one-time 200:21
ongoing 114:14
onset 234:2
open 24:21 69:3 84:25 121:3 151:20 199:15
opening 50:21 69:6 84:25
operate 22:7 51:16 88:3 130:2 170:25 210:10
operating 6:15 14:19 19:17 34:10,12,14,16 34:20 47:2 194:14 238:11 240:24 243:14 243:15 249:14 250:8,10
operational 163:2
operations 242:16
opinion 54:22,24 55:3 178:3 199:18
opinions 146:11 146:20
opportunities 15:6 22:2 25:20 85:7 88:7 122:14 140:23 154:21 158:4 206:12
opportunity 10:19 11:8 15:11 18:21 19:11 22:18,20 44:25 68:15 104:19 108:15 146:7 152:4 155:25
opposed 78:7 80:23 81:18 86:25 92:24
opposition 233:16
Oprah 78:4
opt 186:9
optimistic 38:13 40:6
option 32:18 90:12 153:19 156:5 186:22 189:2 199:13 200:9 260:17,19
options 28:15 91:3 125:15 126:9 140:23 155:19,19
orchestras 21:5 58:8
order 43:25 51:2 96:3 122:21 125:8 143:7,10 158:14 187:16 187:21 197:4 226:17 229:13 237:17 260:12
ordinance 2:19 3:4,12,22 4:9 5:3,19 6:8,12,15 6:18 7:4,12,17 8:23 73:18
organizations 18:7 125:3 142:16 182:12 228:19
original 61:14 108:5 169:23
ought 166:10
outcome 218:12
outcomes 23:2 169:19 171:8,13 171:13,21,22 173:18 174:3 179:11 230:21
outlet 222:17
outline 249:21
outlined 19:14
outperform 178:20
outrageous 120:17
outside 102:23 219:24 221:15 221:21 223:2 248:3
out-of-school 72:21
out-of-the-box 136:14 138:18
overall 49:2 86:9 160:17 232:15 242:16
Overbrook 68:18 74:7 154:25
overcapacity 215:24 216:7,16 218:5,22
overcrowding 216:3 217:21 218:8
overenrolled 217:3
oversight 86:17 86:18 143:23 202:20 250:12
overview 30:7
over-enrollment 216:4
owe 4:3
owed 196:23
owned 100:20 101:10
owners 226:7
owner's 6:5
owner-occupied 6:4
O'Brien 1:14 213:5,6 234:18 237:15,23
o'clock 44:24
O'NEILL 1:15

P

PA 263:16
package 211:7
packet 135:22
page 114:17 132:7
paid 210:16 212:2
paper 210:3
par 194:6 208:19
paradigm 181:23
parameter 252:3
parent 23:5 121:10,13 137:10 212:7
parental 71:13
parents 9:7 13:10 18:17 22:10 24:20 114:12 121:15 136:24 137:5,22 186:9 186:24,24 188:20 198:23 240:4
parents/teacher 115:5
parent/family 18:7
parity 17:9 112:18,19
parking 248:16 248:19,25 249:4
Parks 50:24 72:14 238:5
parochial 23:18
part 40:21 53:19 62:22 71:14 84:20 95:8 96:5 100:17 101:20 110:11,16 111:7 116:6 119:17 128:11 129:22 130:18 131:18 133:12 134:8,14 134:19,22 141:7 146:7 149:15,20 154:16 163:10 172:2 175:18 178:25 180:3 184:10 204:24 207:18 208:23 208:24 210:6 211:12 212:21 225:21 227:20 232:14 235:24 242:10 253:14 253:25 255:19 258:24 259:20 262:9
participant 4:2
participate 72:24 90:24 138:7 154:3,5 187:16
participated 138:3 142:22 193:24
participating 90:7,9 186:17
participation 72:10 88:8

particular 37:21 38:7,22 40:7 42:15 49:13 103:22 116:10 138:17 147:9 224:4 254:25
particularly 10:16 11:24 17:15 36:25 70:24 94:8 104:16 155:12 155:21 156:2 190:6 192:16 215:25 234:14 253:4 262:3
parties 9:8 115:19
partner 51:13,15 125:2
partnering 50:13 226:5
partners 18:6 23:17 50:11 53:21 72:12 209:15
partnership 14:11 17:6 23:22 25:6 156:23 185:17
partnerships 50:17,18 157:5 157:8 183:3 262:7
parts 194:25
part-time 259:20
pass 19:22 21:7
passed 248:5
pastor 79:13
path 20:4 27:20 229:11
pathway 151:24
pay 14:19 26:21 63:9 67:17 68:2 88:25 112:3 166:5,6,22 167:15 197:24 197:25 198:4 200:20 209:24 210:2,3,4,5 218:15,17,18,20 223:5 225:20
payers 161:7
paying 82:13 90:14 166:7
payment 2:23 5:25 164:9 165:10 201:4
payments 33:17 33:19 111:24 112:6 160:24 165:12 235:25
PBIS 71:25
PDE 241:5,9
PE 133:7 252:15 252:19
Pedro 11:9 19:14 240:11
pencils 210:3
Penn 127:21
Pennsylvania 1:6 8:20 16:10,21 39:9,10 86:12 87:11,20 142:16 142:20
Pennsylvania's 87:24
pension 111:24,25 112:2,3
people 9:9 10:3 23:4 37:19,19 55:7,15 67:19 73:22 74:11 75:8 93:4 98:11 98:13 101:18 104:18 117:14 121:8 122:13 125:10,25 128:13 130:13 132:8 134:16 135:7 136:16,21 137:25 138:9 146:11,19 148:4 152:8 155:12,16 155:20,22 161:10 162:7 163:17 167:14 177:19 178:19 179:15 180:13 180:19 184:12 186:8,11 194:21 194:21 197:20 197:24 198:4 206:5 208:22 223:8 224:8,25 225:8,10 227:10 227:12 231:12 233:19 234:15 236:19 248:25 259:21,22
people's 138:21
Pepper 128:17
percent 5:6 26:18 34:15,20 53:10 53:11 56:16,16 56:17 57:3,3,4,5 57:5 62:9,18 64:17 86:11 87:12,13,14,15 108:8 152:23,25 153:2,3,4,5,23 154:2,4 159:19 161:20 162:13 162:22 166:6 177:17,17 182:12 184:16 191:20,20 196:22 232:24 243:3,15 249:13 253:10 255:4 261:22
percentage 38:9 56:14 106:21 255:22
percentages 34:12
perfect 73:23 167:19
perform 174:15 177:15
performance 13:2 24:9 39:8 56:5 87:17 97:5 106:5 168:5,9 168:11,19 169:5 169:9,10 171:18 172:7,8
performed 86:10
performing 86:9 97:12,14 174:9 174:22 252:18
period 4:9 7:17 40:12,14,17 41:11,15 96:3 118:23 152:8 199:20
person 42:22 79:13 131:6 138:5 147:9 148:12,24 244:4 244:19
personal 37:11 131:3
personnel 16:11 19:20 33:2 35:19 36:16
perspective 41:13 42:21 84:24 120:25 217:11
perspectives 132:22
per-pupil 89:2 260:3 261:15
per-student 259:2
petition 54:7
PFT 10:2 17:8
phase 128:13
phased-in 223:17
phasing 4:9 7:17
Philadelphia 1:2 1:6 2:20,25,25 3:5,13,23 4:12 4:13,16,19,22 4:24 5:4,5,8,12 5:15,17,20,22 6:2,3,19 7:5,13 7:22,23,25 8:5,8 8:9,14,16 10:13 11:11 12:24 16:9,18 17:20 18:18,21 19:10 21:16 22:7 23:21 24:12 25:14 26:10 40:20 41:24 42:5,12 44:3 45:14 68:16 71:10 87:18,21 88:21 114:16 116:7 118:8,20 119:7,11 127:17 127:18 137:9 139:7 144:13 147:11,14 148:6 156:24 157:3 160:16 173:10 173:22 176:16 178:12,17 179:12 180:14 180:16 181:24 183:14 196:20 206:3 218:4 224:9,13 229:9 229:20,25 230:13 239:23 240:23 263:16
Philadelphian 149:8
Philadelphians 28:2
Philly 70:5 77:13 77:13 199:5 240:4
pick 77:19 153:15 155:6 165:4 222:19
picking 138:17 198:25
picture 41:10 101:7
pie 82:9
piece 84:3 98:2 109:21 141:3 144:11 165:3 175:25 188:19 234:19,23 235:4
pieces 112:17

171:23
pillars 12:25
pipeline 158:3
pivotal 29:11
place 96:25 164:4 187:7 208:24,25 213:10 237:20
placed 25:9
places 70:7 90:22 144:18 173:23 187:10 192:2 251:6
plague 28:12
plan 8:15 13:9 14:16 23:15 24:19 26:2 63:2 69:25 70:12,13 71:12,13 94:5 94:12,16 97:10 104:24 105:23 107:22 108:6 129:15,22,24 151:18 153:18 188:12,12,13 195:10,23 200:13 208:14 209:2 212:22 231:8 232:13,15 236:9 239:12 260:4 261:8
planned 33:16 63:6
planning 33:4 104:2 217:4 260:5
plans 23:20 24:2 25:3,6 71:22 72:15 73:20 133:23 172:4 217:7,9 236:21 257:11
plants 224:11
plate 150:18
plausible 100:2
play 109:17 137:23 145:19
please 2:6,15 10:14 45:6,14 46:10,11 98:18 124:7 142:19 172:17
pleased 12:8
pleasure 37:3
pledge 108:10
pocket 209:25
pockets 164:3
point 42:14,22 45:9 46:5 67:23 76:6,12,12 84:3 84:12,19 92:11 114:3 115:23 116:4 121:8 123:24 132:25 138:10 145:16 154:8 156:7 157:17 165:3 176:15 192:11 192:12 198:7 200:10 204:17 231:16 236:17
points 25:9 113:25 175:2 237:21
police 25:7 35:13 35:23 50:24 72:13 73:9 97:24 236:11 238:4
policies 248:8
policy 103:25 104:21 108:24 108:25 109:5,12
political 229:18
politics 109:3
poor 180:19 195:12
poorest 191:22 192:17
poorly 86:10,10
poor-performing 15:9
population 96:16 261:22
populations 139:23
portion 2:23 5:25 203:13 236:2 240:6,8
position 54:16,19 54:21 159:20
positions 26:15 152:14 191:14 191:14,15 251:7 251:9
positive 12:18 71:8,21 234:12
positively 40:16 214:9
possibilities 37:20
possibility 92:19 102:16,18,19 191:5
possible 17:25 100:2 200:12,15 207:23 228:13
possibly 92:22 225:10
postponed 255:6
post-graduate 215:13 219:4
potential 20:9 202:4
power 47:9 156:25
PowerPoint 80:17 149:19,23 150:7
PowerPoints 241:16
practical 86:23 230:23
practice 84:9,11 139:20 213:12 213:21,24
practices 71:25 84:6 163:23
predictability 104:3,23 105:25
predicted 67:13
preface 86:2
prep 75:15,18 76:6,22 77:2,9 78:13,15 83:24 84:3,15 131:14 133:18 135:22 137:11 214:6
prepackaged 223:10
preparation 75:13 76:25 134:10 223:19 226:16
prepare 239:17
prepared 29:23 64:13,14 147:19 149:19 223:23
preparing 75:21 92:5 136:6
present 1:9 15:20 18:24 58:22
presentation 12:9 29:22 30:5 149:20
presentations 78:2 250:10
presented 30:5 45:24
presents 20:21 22:20
preserve 22:14
President 1:10 2:2 9:3,12 10:9 10:25 11:5 19:2 29:20,24 30:3 36:18,21 37:6 37:16 38:21 40:4 41:5,16 42:20 44:10,20 45:4,17 46:8,17 47:13,16,19,23 48:3 49:5,12,23 50:5 55:14,17 55:20 56:4 64:3 64:18,19,24 68:6 73:17 74:17,19,24 85:17,22 92:10 92:12,13 93:8 93:13 102:3 103:9,13,14 108:20 109:24 110:2,7 115:11 115:22,25 116:5 116:13 119:19 119:24 127:5,10 141:15 142:18 143:4,22 144:3 145:4,11 146:2 148:23 149:3,18 149:24 150:4,9 150:13,24 151:8 151:12 167:3,8 172:12,13,20 173:2,3 180:11 182:2,7 189:6,7 189:12 190:4 193:11 196:4,9 196:13 201:20 205:13,18 212:25 213:2,7 214:18,23 219:9 219:10,15 221:16 229:2,7 238:20
President's 189:19
press 148:11
pressure 113:25 114:3 117:20,25 201:17
pressures 229:18
presumes 70:13
pretty 53:16 58:12 105:5 112:13 200:9 228:21 235:4
prevention 73:3 134:5
previous 38:25 58:20
pre-dated 113:12
pre-homework 186:5
pre-packaging 224:12
primarily 148:2

239:13
primary 6:5 39:6 128:19
principal 12:20 35:11,22 78:14 79:11 80:8 81:9 82:3,22 83:15 85:13 123:19 168:4 210:16
principally 182:22
principals 16:23 18:4 20:11,23 22:12 24:2,19 25:18 28:7 34:4 53:24 58:2,16 59:13,13,20,24 60:10 62:19 63:6 64:4,8,9 70:21 75:3,6 77:18 83:4 84:14 86:8 117:7 120:11 133:14 136:8,17 138:20 139:13 140:25 167:21 168:9,24 170:18 171:9 192:2 199:10 208:19 217:18 251:16 251:23 252:9,23
principal's 80:11
principal-driven 180:25
prior 4:7 40:6,8 46:25 156:17
prioritize 170:8 252:9,24
prioritized 252:10
priority 59:9 251:17
Prison 128:3
Pritchett 11:16,20
private 12:14
proactive 73:10
probably 102:14 117:12 138:24 143:16 144:16 144:18 145:18 147:21 165:22 165:23 178:6 195:2 218:11 241:6
problem 82:14 119:11,12 173:6 173:14,16,17 175:18 193:17 194:23 196:2 211:5,9 217:18 247:3
problematic 247:10
problems 89:25 139:6,7 176:11 210:24
problem-based 85:9
problem-solve 85:8
problem-solving 134:25 139:11
proceed 257:14 257:14
proceedings 264:4
process 13:9 39:20 40:7 45:19 48:7,16 63:5 69:25 80:7 83:7 95:5 96:25 99:14 128:3,25 129:7 131:4 132:20 142:2,13 142:14 146:7 147:24 152:18 154:10 160:10 176:14 179:8 186:21 210:20 225:11 227:21 253:17 254:10 254:15 261:18
processes 40:2 170:17
processing 213:19
procurement 99:11 247:24
produce 65:9 215:13
producing 107:5
product 65:9 127:18 218:14
productive 228:22
profession 175:21
professional 25:22 72:16
professionals 178:19 207:25 234:10
proficiency 213:15
proficient 38:10
Profits 7:14
program 4:2,7 6:8 19:25 21:19 76:7 88:10 139:9 140:5 153:22 157:24 159:10,10 175:11 177:5 180:25 185:13 187:4 207:12 224:5,24 240:6 252:8
programming 21:3 58:6 183:20,22
programs 22:2 23:24 54:10 61:23 72:22,23 72:25 78:16 93:3 139:2 152:3 154:13 158:4 181:2 187:2,3 206:21 207:4,9 260:10 262:4
progress 17:11 56:11,15 61:7 62:10 63:10 66:25 122:22 128:2 131:3 132:25 187:13
prohibits 246:18
projected 20:5 27:18 159:18 205:3 208:14 219:18 254:12 254:17 255:10
projecting 32:8 106:16 107:24 108:9
projection 89:22 107:10 248:16 248:19,21
projections 19:24 34:18 107:12,13 108:23 208:8
project-based 126:10
promise 253:8 255:3,7,15,22 256:2,7
proper 215:12,21
properly 92:2 131:10
properties 3:18 6:4 94:17 95:3,6 95:12,25 96:4 182:13 184:16
property 4:6,18 5:10 7:19 8:3 74:9 167:12 182:15 184:11
prophecy 67:16
proposal 43:3 108:16 189:15
proposals 43:5
propose 36:8
proposed 8:17 19:17 24:4 30:8 33:3,6,11 34:18 35:5,19 36:17 52:8,15 106:2 108:13 111:10 111:17 112:5 168:22 242:25
proposing 31:14 31:20,25 106:25 107:16 243:12
prospect 21:18
protocols 38:24 39:3,12,22 41:7 41:9 97:8
proven 174:12,13 174:17 230:21 231:18
provenly 231:19
provide 5:9 18:9 18:16 21:20 25:19 27:25 28:20 35:24 43:25 51:3 60:7 60:15 61:19 86:19 90:2 99:4 101:7 123:12 124:2 125:8,14 135:17 136:10 158:20,22 176:21 182:10 211:7 212:9 219:20 220:8,11 223:21 224:20 226:7 231:7,11 231:15 235:22 243:6 259:19 262:11,12
provided 16:6 29:4 47:8 48:11 48:13 86:17 88:9,14 124:11 124:17 133:13 194:7 216:22 236:17 237:4 262:6
provider 75:14 220:20 221:13 221:19 261:6
providers 259:18 259:25 260:2 262:9,13,16
provides 40:21 60:5 77:3 99:5 219:19 260:6

providing 2:22 3:8,25 4:17,24 5:24 8:2,12 16:13 22:3 62:6 124:3 158:24 206:4 212:18 224:3 225:14 227:16 228:11 230:4 231:19 234:5 260:23
provisions 3:7,24 99:8 260:22
proximity 74:15
prudent 48:25
prudently 14:5
PSP 24:3 207:8
PSSA 38:8
PSSAs 87:12 177:12
psychologists 213:25
public 2:9 10:19 11:13 12:14,22 13:14 18:18 29:2 44:25 65:10 68:12 120:6,6,7,10 121:4 128:9 130:11 149:9 152:18 153:9 161:25 169:20 170:19 195:9 197:15 236:13 236:15 243:23 245:10 264:15
publicly 11:17 44:5 146:23 148:17,19
pull 102:25 220:6
pulling 227:11 237:24
pupil 253:15,16 256:13,22 259:8
purchase 35:21 36:3 59:21 159:11 222:10 251:16
purchasing 247:23
purely 229:23
purpose 18:5 62:5
purposely 146:21
purposes 47:10 95:13
pursuant 8:21
pursue 174:16
purveyor 225:13
purveyors 224:20 226:23 227:15
put 20:3 51:18 61:20 72:15 78:16 93:18 96:24 105:13 108:16 109:8 117:20 130:14 130:23 132:17 137:17 148:5 161:17 163:20 163:21 164:3 184:18 192:19 200:13 201:3,16 201:18 202:25 203:6,13,16 234:7,16 240:9 242:24 243:2,14 245:23
puts 203:11
putting 181:7 203:9 255:5
p.m 263:14,19

Q

qualify 24:3
qualitatively 118:17
quality 20:16 86:22 122:5 206:4 222:25 227:17 228:12 260:24
quandary 160:4
quantifies 182:20
quantify 183:6
quest 182:17
question 47:20 50:6 54:5,14 55:5 56:20 57:12 67:3 70:10 75:24 86:20 87:9 96:6 100:12 101:19 112:25 116:16 122:11,17 123:4 124:24 131:23 132:10,13 134:12 135:5 145:5,6,17 182:19 185:18 186:15 194:18 196:16 201:11 216:20 220:22 226:13 257:6
questioning 42:8 65:2 169:24 178:7 245:7
questions 18:24 34:23 36:20 38:2,4 41:18 45:6,8 50:8 55:16,24 56:5 56:21 57:15 61:15 65:3 66:6 76:9 94:3 120:4 121:21 141:24 206:18 214:25 238:19 239:7 251:2 263:5
quick 141:18 196:16 211:24 214:24 257:6
quickly 95:11,19 95:23
Quinones-Sanc... 1:16 247:17
quite 12:2 37:2 41:22 56:17 139:9 183:12 186:2 194:9 210:19
quo 170:4
quote 215:5
quotes 14:3
quote/unquote 141:25

R

rabbi 79:13
Race 246:5
raise 67:6 76:21 162:5 197:3 249:25
raised 56:4 93:17 173:10 230:10
raises 230:10
raising 197:17 249:23
rallies 138:4
rally 138:12,15
Ramos 11:4,9 12:13 19:4,14 37:23 45:17 46:14 47:15,18 47:21,25 48:5 49:11,14 54:18 54:23 55:2 66:9 81:22 85:24 100:9,17 101:17 103:12 104:25 105:21 106:18 107:18 111:6,16 111:23 112:22 113:3,11,16 114:2,13 115:9 115:16 118:3,12 127:13 141:18 142:15,20 143:6 143:25 144:5 145:8,13 148:22 148:25 149:7,22 150:3,6,11,22 164:25 167:2 200:6,17 201:25 202:9,19 203:3 203:23 204:2,6 204:22,25 221:18,23 227:23 228:6,17 231:23 240:11 240:15,19 241:2 242:17,22 243:24 244:8,12 244:15,20 245:2
rampant 229:20
ramping 262:22
range 256:11
rank 176:22
rare 146:15
rate 4:5,17,25 5:6 5:10,16 6:22,24 7:9 8:3 89:2,2 108:7 153:8,21 160:7 177:19 202:2,5,10,12
rates 7:15 23:9 152:10 161:21
ratio 128:25
reach 201:23
reaching 103:10 117:2
read 2:16 41:12 47:22,25 78:2,6 78:8 83:18 92:2 134:19 135:15 136:3
readiness 133:24
reading 20:20 38:11 76:25 77:3,5,7,19,21 77:22,23,25 78:6,7,12 87:13 87:16 91:15 125:24 143:9 152:25 154:14 187:20
ready 134:11 160:10
real 2:21,24 3:6,9 3:13,14 4:11,16 4:18,23 5:3,9,10 5:16,23,25 6:20 6:22,25 7:18,21 7:25 8:3,8 28:18 79:9 107:10 108:8 109:9,10 116:4 141:18

165:6,7 166:14 193:23,25 195:4 195:5,5 197:9 201:10 212:23 253:18,19 254:2
realistic 86:23
realistically 226:21
reality 15:21 17:16,23 20:12 20:15 69:22 93:23 109:11 112:14 114:3,5 146:25 208:9
realization 119:6
realize 32:12 194:12
really 33:13 37:14 37:18,20 42:13 45:10,19 46:4 67:25 78:25 79:4 80:25 84:21 85:14 95:5,7 97:10 112:17 113:24 121:6 124:3 128:22 135:4,19 142:24 143:6 144:6 154:15 169:2 175:17,20 176:2,5,24 180:5 189:22 195:11,20 201:16 206:15 210:7,10 212:20 223:8,13 224:2 235:10 245:22 246:19 253:17 256:6 260:8,13 261:3 262:21
Realty 7:8
reason 38:15 44:23 67:5 76:21 78:9 89:19 90:18 127:22 143:23
reasons 94:25 250:14
reauthorization 246:22
rec 74:6
recall 202:2
receipts 47:4
receive 24:17 57:22 58:23 90:22 175:22,23
received 56:2 160:19
receiving 23:23 25:4 26:3 59:9 59:11 63:4 70:12,14 72:4,9 129:3 199:4 223:19,24 236:22
recess 172:19 263:12
reckon 93:23
recognition 66:13 66:16 69:22 118:21
recognize 9:13 38:3 69:20 81:11 91:8 130:3,20 156:22 172:24 223:2 224:22
recognizes 55:18 64:21 71:22 74:21 85:19 93:10 103:15 110:4 116:2 119:21 127:7 151:2 167:5 175:20 182:4 189:9 196:6 205:15 213:4 214:20 219:12 229:4
recognizing 57:24 69:13 236:9
recommend 96:20 162:21 209:10
recommendatio... 13:16 207:7
recommended 52:18
recommending 52:19
recommitting 24:10
reconvene 172:22 263:14
record 37:2 39:2 61:4 64:3,4 93:18 192:19 213:22 234:8,17 239:8,22 240:12 242:13 245:9
Recovery 105:9
recreation 50:25 72:14 74:9 238:5
recurring 27:17
reduce 33:14 34:6 34:10
reduced 14:9,11 21:18 26:14 33:23 256:16 258:25 259:8,11
reducing 3:14,19 31:9,11 232:9 249:15
reduction 4:4 30:24,25 31:4,8 31:21 32:3 53:10,12 163:11 243:9,12 250:17 250:20 259:16
reductions 30:13 30:22 31:7 104:18 250:4 251:14
reenforcement 71:21
referenced 134:2 141:19 217:8
refi 159:20
refining 24:8
reflect 13:15 20:11 34:12 214:9
reflection 39:8
reflects 15:23 107:19
reform 11:10 17:10 19:13 30:6 32:21 96:9 99:16,18 179:5 181:22 233:18 233:23 240:13 245:13
reforms 25:16
refundings 163:9
refuse 168:15
regard 75:10 92:16
regarding 2:10 56:5,11 129:19 129:25 240:22 240:22
regardless 76:14 85:5 92:6 139:22
region 18:14 166:12
regular 71:15 72:11 87:17 89:6,7,8,16 91:12 115:17 152:20,24 153:2 153:5,9,25 183:21,22 206:7 241:18
regularly 105:5 112:13 118:3 183:9
reimbursement 30:15 33:9
reinstituted 30:19
reinvent 152:18
Reinvestment 191:9
reissued 244:23
reiterate 198:7
reiterated 151:17
reject 29:14,15
related 17:17 56:23,23,24 57:6
relates 109:22 127:16 128:15 129:2 130:8 195:12 225:12 262:25
relating 142:2
relations 244:18 244:22
relationship 66:3 68:7,20 147:25 234:12
relative 75:3 77:10 160:6
relatively 108:10
released 20:6
relevant 155:18
relief 159:9 160:23 165:7,14 165:14,15
religious 79:12
remaining 237:2 249:21
remember 130:13
removed 147:22 150:20 217:21
renaissance 15:14 23:13
Rendell 130:4
rendered 96:9
renovating 162:24
reopen 155:15
reopening 155:10
repair 158:15
Repeat 98:22
replaced 190:17
report 73:12 152:19 153:7
reported 13:19 66:22
reporter 264:23
reports 77:25 183:10
represent 51:7

199:18 245:20
representatives 10:12
representing 183:5 243:21
represents 191:20 199:19
reproduction 264:20
Reps 115:4
repurpose 95:12 97:13
reputation 166:24
request 16:21 41:22 42:16,24 43:3,22,24 44:5 44:7,11 47:6 49:20,21 65:15 65:17,25 102:10 102:12 116:6 117:24 146:14 168:6 171:14 189:17 232:5
requested 20:11 45:11 55:8 60:17 65:14,19 86:19 110:18 160:8
requesting 16:8 29:5 42:11 47:14,17 57:18 65:22 193:3
requests 17:8 20:10 35:20 132:17 146:5
require 73:19 119:12 135:9 136:3 160:9 222:8
required 46:18,22 75:19 91:15 121:18 220:18 235:12
requirement 226:11
requirements 82:10 220:17 222:9
requires 49:3 222:5,6
research 186:3 187:25
reservations 212:24
reshaping 25:24
residence 6:5
residential 3:17
residents 37:13
resolution 1:20 2:13,17 8:11,12 72:2 233:13
resolve 15:22 149:13 176:11 211:4 237:17
resources 21:17 23:15 24:10 25:15 29:17 51:20 81:23 89:8 117:21 121:16,18 124:23 125:5,8 139:15 200:11 251:22 254:18 254:21 255:5,7 255:25
respect 8:18 13:17 37:8 38:17 41:18 45:6 100:19 101:3 102:13 118:24 141:25 142:14 147:2 175:23 241:15
respective 83:5,6
respectively 6:20
respond 45:7 57:8 57:13
responded 17:13 118:13
response 45:19 61:2,3 66:10 148:15,15 180:13 216:14 263:7
responses 66:22 129:23
responsibility 43:21 49:18,19 147:18
responsible 20:13 43:16 49:8,16 65:21,24 93:24 96:20 98:9 99:20 117:17 128:6 168:12 211:21 248:10 248:11 252:20
rest 12:24 38:5 57:15 192:23
restaurant 226:6
restaurants 226:24
restorative 71:25
restore 59:11 247:13
restored 59:20 190:18 216:22 255:17
restrictions 184:2 224:16
restructuring 234:20
result 4:4 39:21 87:11 165:18 187:25
resulting 19:24
results 38:8 91:9
retail 222:17 227:14
retailers 226:6
retirement 33:9
retrofit 31:23
return 14:17
returns 90:11
revenue 16:22 20:8,10 30:13 31:5 32:23 33:4 33:7 34:7,17 35:6,20 36:4,15 43:11 44:8 62:4 65:23 90:14 100:12 102:20 102:23 103:5 104:4,8 107:2,7 107:21,22 108:11 109:13 109:22 122:19 204:3,5,9 205:4 205:5 209:13,14 209:16 231:24 232:3 242:2 250:2 255:15,18
revenues 27:17 30:9 31:2 43:4,8 46:21 48:18 107:16 211:11 252:12
revenue-genera... 145:24
reverse 159:24
reversed 38:12
review 73:25 105:5 232:24
reviewed 38:20
reviewing 13:12
revise 13:16
Revised 8:14
revising 6:25 7:14 204:7
revisit 96:22
Reynolds 1:16 195:19 232:20
RFP 99:14 244:5 244:20,21
riding 42:14
right 10:5 32:7 36:2,8 38:6 41:17 49:24 50:2 61:24 78:18 79:16 84:5 85:15 86:5 89:4,9 91:18 96:17 103:7 116:15 118:24 124:4,5 126:24 128:19 137:6 138:11 144:13 167:23 168:17 169:15 170:11 179:19 188:9 189:4 193:5 195:24 200:18 203:25 204:5,16 205:8 207:20 209:23 210:12 210:14,22 211:14 212:11 225:23 234:24 236:4 243:11 256:12,21 263:11
rightsizing 14:5
rigorous 126:8
ring 256:24 263:2
risk 202:10,13 204:8,11,14
riverfront 157:7
road 143:3
robotics 140:19
robust-looking 36:6
role 137:23 245:25
rolls 136:23 146:13
room 1:6 136:13 184:3
rose 30:10
round 92:9 126:20 204:19 254:20
routes 25:10 32:6 73:5,7
routine 91:12
routing 32:4
RPR-Notary 264:15
rubber-hits-the... 79:10
ruin 162:8
Rule 46:23
rules 71:16 99:11
rumor 65:13 110:21
run 87:20,22

88:20 123:20 136:16 161:14 199:11
rung 97:21 101:6 188:11 196:3 228:9
running 13:4 77:11 127:17 227:11
runs 76:8
Ryan 263:15

S

sacrifice 15:23 29:13 31:14 36:14 66:20 119:13 208:23 209:17,22 211:19,20,22 212:2
sacrifices 53:20 211:12
safe 12:23 16:13 17:7 25:5 26:5 68:23 69:3,12 70:19 73:8 125:13 238:2
safeness 70:20
safety 25:3 68:13 69:25 70:12,23 71:2,7 72:10,11 133:22,23,23,25 151:18 169:19 171:22 195:9 217:10 236:13 236:16,21 237:18,19 252:20
salaries 173:25 175:16 210:7
salary 173:25
salute 236:12
sample 34:22,25 35:3
Sanchez 102:6 103:15,16,19 105:16 107:3 108:2,14,19 115:20 129:18 189:10,11 191:19 192:18 193:6 194:17 195:25 238:22 238:23 247:19 248:22 249:6,11 250:21 251:12 253:2 254:23 255:21 256:9,15 256:19,23 258:14,15,23 259:6,13,17 261:9 262:15,19
SAT 213:9
satisfaction 171:23
Saturday 37:17 256:19
save 32:8 162:25
savings 16:11 19:20 20:10 27:18 31:25 32:12 33:2 35:19 36:5,16 90:13 193:17
saw 30:12 39:12 39:24 197:17 204:14 233:18
saying 42:24 48:8 49:7 77:14 82:8 82:9 86:3 115:21 149:5,25 155:14 165:12 165:12 166:18 199:2 203:23 204:21 245:19
says 46:24 167:18 195:19
scale 224:24
scenario 21:7 200:12
scenarios 20:22
scheduled 72:11 257:8
schedules 250:6
Scholars 140:17
school 2:25 4:13 4:20,22 5:5,12 5:14 6:3,21,24 7:5,22 8:5,7 10:12,21 11:10 11:11,23 12:3 12:10,19 13:20 14:15,17 15:10 16:19 17:3,8,18 17:19 19:9,13 19:14 20:7 21:15,24 23:13 23:21 24:5,9,13 25:2,4,24 26:3 26:10,17 28:9 28:15,22 29:8 30:6,12,14 32:7 32:20 34:22 35:3,13,16,21 35:23 36:3,6 37:21 40:19 42:19 43:22 44:2 47:10 51:13,14,22,25 52:7,20 53:23 53:25 54:7,9,15 54:16 57:10 63:25 69:2,5,6 69:14 70:6 71:6 71:11 72:18 73:4,6,19,22 74:10,11 75:21 76:15 78:5 79:11 80:10,12 80:12,13,22 81:3,4,4,5,15 82:6 83:14 84:21,24 86:8 86:21 87:21,23 88:10,25 89:10 89:11 90:17 91:24 93:5 94:9 96:9 97:24 98:4 98:7,10 99:6,15 99:18,23,25 100:5,6,19 101:9 103:2 109:10 110:15 112:3 120:10 121:4 123:22 125:16 126:2,3 126:6,17 127:17 127:18 128:16 128:17,18 130:24 131:6,12 132:7 133:2,5 133:23 134:5 136:22 137:8,11 137:12 138:7 140:6,9,11 141:20 142:4,6 142:16,21 143:20 144:15 145:10 147:11 148:5 154:25 156:20 157:9 159:25 160:7,15 161:18 165:24 166:13 167:20 169:21 173:7,22 174:9 178:12,13 180:22,24 181:19 182:9 183:16 185:12 186:20 189:23 190:5 191:7 195:7 196:24 197:15,16,23 198:16,19,22 199:11,18 201:16 202:11 202:18 203:11 203:18 209:9 217:4,19 224:18 227:3,4 229:9 230:2,13,17 233:8,17,22,23 234:13 236:7 237:19 239:19 239:21 240:7,13 240:23 245:13 246:23 253:5 254:16,16,22 255:8 257:13,25 261:6 263:15
schools 12:23 14:22 15:13,17 17:25 20:17,22 22:15 23:3,12 23:18,19,23 24:7,17,20,22 24:23 27:8,13 28:11,12 33:20 35:7 50:15 51:5 51:11,11,15,23 52:11,13,13,24 53:15,17 56:14 59:10,11,16 61:24,25 62:9 62:18 63:3,4,20 68:25 70:12,15 70:16,18,24,25 71:4 72:4,8,9 76:23 83:11,22 83:23 84:17 86:7,12 87:10 87:11,14,17,24 88:2,20,22,24 89:5,16,24 92:20 94:14,21 94:23,24 96:10 96:11 97:2,7,11 97:12 100:8 120:6,7,8,24 121:6,9,10,12 123:13,15 124:18,20 125:4 125:6,13,14 126:25 128:18 128:22 129:3 130:2,23 131:10 132:16,18 134:4 136:5 137:2 138:4 139:24 141:5,11 143:2 151:20,20 152:21,21,22,24 152:24,25 153:2 153:3,5,6,8,9,25 162:25 165:17

170:21,23,24 171:8 174:14 178:3 181:3,3,5 181:16 185:3,20 185:22 186:3,18 188:3,17 189:2 190:21 191:22 197:4,13,19 198:5,24 199:13 199:15,17 208:2 215:4,6,9,11,15 215:16,24 216:16,23,25 217:16,24 218:5 218:9,12,25 223:20 224:13 224:21 225:10 225:19,20 226:4 227:5 228:21 232:10,13 233:14,19 235:22 236:22 238:3 239:13 251:13 252:7 253:3,21 254:3 254:7,25 257:7 257:10,23
school-based 20:25 31:7 58:4 60:10 61:21 62:5,13,17 64:6 78:11 79:23 133:25 139:15 171:5,16 191:15 191:21 192:25
school-by-school 35:2
school-wide 71:15
science 133:6 207:10 252:15
score 177:12
scores 56:19 213:9
Scott 68:17
screen 34:24
scripted 41:18
seams 96:12
searching 173:7
seat 207:5
seats 15:8,9,13 154:17,18 206:23 207:2
second 46:9 96:5 110:12 131:24 134:12 175:14 185:19 204:18 247:7
Secondary 246:23
Secondly 93:25
secretaries 59:14
section 2:19 7:6 46:23 133:15,21
sections 216:2
sector 159:13 184:25
secure 18:13 94:6
Security 33:9
see 33:15 35:8 36:5 38:14 40:18,22 49:25 52:14 57:9 77:12 85:24 102:12 104:3,19 125:16 139:16 140:3 155:23 157:5,7 170:20 173:19 178:18 187:23 188:7 208:6 231:12 239:11 248:2,8 250:14 251:5 253:9
seeing 81:2 181:22 191:6 239:15
seek 15:6 17:9
seeking 21:14 25:16 52:24 113:16
seemingly 18:11
seen 83:11 87:23 88:2 106:15 109:9 127:25 192:6 195:3,7,9
SEIU 14:12 193:24 194:6 208:17
select 59:13 63:7
self-fulfilling 67:16
self-sustaining 220:2
selling 161:14
Senate 68:9 116:9 118:7
Senators 115:4
send 128:7
sending 27:13 63:4
sends 99:24
senior 3:23 26:22 118:5
sense 42:13 45:11 141:24 185:3
sent 54:7 244:15
separate 56:18
SEPTA 99:4
September 82:4,5 95:20 108:6 238:12
sequestration 190:11,25 191:5 246:24,25 247:3
Sergeant-of-Ar... 54:11
series 41:2 50:16 255:24
serious 39:15 64:5 67:12 166:14 178:15
seriously 179:15 197:6 212:20
servants 11:14
serve 17:14 18:13 27:11 184:11 212:5,6,7,7 220:3 259:10 262:14
served 12:20 222:18
serves 11:14
service 11:22 12:22 33:15 98:6,20,25 99:4 149:9 159:18 160:24 161:7 162:13 163:6 200:23 219:17 219:18,20,23 220:20 221:8 223:10 224:3 225:3 227:17 232:25 235:24 244:22 259:10 260:24
services 14:8 15:24 16:5,7 18:9 21:21,23 22:9 27:19 31:10 32:2 35:24 36:11 51:4 72:3,19 90:5 97:24 124:18 125:9 129:2 133:12,16 182:21 185:13 228:6 234:15 235:19 259:19 261:4,11,21,25 262:6,11,13,23
servicing 67:24 67:25
serving 18:13 170:14 185:12 223:6,9 225:16
session 223:13
set 7:9 24:17 71:15 81:10 169:12,16 176:6 180:2 194:8 201:22 202:3,5 202:16,17 252:3
sets 77:6 134:24
setting 202:9,11 204:9
severely 27:3
shame 162:2 164:5,18 166:4
shameful 213:23
shape 161:19
share 29:8 124:22 125:4
shared 15:22 29:13 31:14 36:14 53:20 66:20 83:7 119:13,13 190:23 208:23 209:17 211:25 261:25 262:6
shares 234:13
sheet 182:16
She'll 9:16
shift 97:21
shifting 49:18
ship 118:24
shipping 224:13
shop 155:7,8,13
shops 155:7
short 12:16 29:22 66:5,7 118:23
shortfall 19:16,19 20:21 27:24 30:21 62:3 122:2,19 123:11 194:16 207:15
shortly 103:10
short-term 32:18
shot 82:16
shout-out 213:16 214:13
show 40:15 41:9 91:25 149:12 150:7 254:22
showed 130:7 150:2
showing 23:7 26:12
shows 38:8
shrinking 21:19
shut 138:4
side 25:15 106:14 106:20 109:13 116:8,9 144:17 169:23 202:3,6

202:18,21,23 203:7,11,17,18 203:24 204:10 204:13 205:2 243:14
sign 138:14
signed 159:14
significant 31:7 38:9 53:17 77:20 79:24 124:14 130:6 146:17
significantly 87:16 89:12,15 259:2
signs 23:8 197:17
silos 238:11
similar 60:15 73:25 116:11 119:3 144:23 194:8
Simms 11:16,20
simple 56:20 145:6
simply 16:5 57:20 86:25
sincerely 183:12
single 125:23 126:2,17
sir 60:20 173:4
sit 149:9 185:8 206:14
sits 219:23 221:11 221:15,21 223:2
situation 13:20,23 28:24 29:7 52:16 74:8 96:22 112:11,14 119:2 144:9 147:9 161:18 163:20,21 193:10 241:16
situations 39:19 119:3
six 6:9 95:20,23 111:19
size 26:17 133:17 217:14 224:7
sizes 217:25
skill 134:24
skills 84:13 91:23 158:13,16 176:6
sky 82:9
SLA 207:10
slammed 164:14
slated 94:15
slides 242:24
slight 250:14
slipped 56:6,7
slots 195:21 259:21,21
slower 111:23 112:5
small 158:15 180:16
Smith 82:3 128:17
snapshot 254:13
social 22:9 33:8 73:11 78:13 133:7 212:8
society 137:24 218:16
sodas 233:14,19
soliciting 13:12
soloing 142:10
solution 31:14 36:13,14 144:13 149:14 173:19 175:19
solutions 128:12 144:24 173:6 174:4 176:11 230:20
solve 66:17 90:2 139:6 176:11
solved 173:17
somebody 77:8 146:23
somewhat 38:12 38:13 66:10 127:14
sorry 66:8 98:24 122:25 215:10 239:2 256:24,24
sort 46:3 49:17 51:3 66:20 81:23 106:11 115:12 143:20 144:10,14,22 149:12 165:9 176:19 193:20 194:22 199:24 201:3 228:20 241:11 242:6 252:16 254:20 256:6
sorts 88:6 229:20
sought 152:16 207:9
sound 71:3
source 42:25
sources 43:11 102:20 103:6
South 77:13 173:24 177:14 180:15 239:23 240:3
southeastern 166:12
space 15:3 89:20 226:16
sparks 153:16
speak 43:12 69:12 98:16,18 130:20 142:19 227:19
speaking 12:7 146:9 222:12
speaks 134:15,17
special 3:6,24 34:4 35:11,22 133:15 214:5 223:13 227:21 234:19,23 247:5 261:11,20
specialist 133:19
specialists 124:19
specific 25:23 44:11 87:8 107:20 116:10 118:20 128:15 246:15 257:17 257:25 258:3
specifically 57:4 132:15 243:22
speech 161:4
spend 20:2 78:20 120:5,24 162:6 211:15,16 222:5 222:7,9 224:16
spending 14:8 31:10 34:7,13 34:19 81:17,18 227:20 229:12 243:2
spends 75:12
spent 19:23 34:15 75:17 241:24
spirit 16:17
spoken 22:17 234:18
Sports 21:4 58:6
spring 72:5
Squilla 1:17 110:5 110:6,10 111:14 111:21 112:20 112:24 113:7,13 113:20 114:10 114:21 115:14 116:15,22 118:10 119:15 196:7,8,15 199:21 200:7 201:7 202:7,14 202:24 203:8,14 203:25 204:16 204:23 205:8,12 239:19
SRC 9:25 11:25 13:20 17:14 31:5 44:5 46:6,7 52:19 54:15,18 54:23 55:2 104:5,22 108:22 108:25 110:24 117:5 127:12 138:20 143:12 147:8,13 149:2 149:6 198:13,22 205:24 223:13 229:8,15,15 230:12,18 241:21
SRC's 16:12
stability 14:14,18 17:2
stabilize 12:3 16:6
staff 19:24 21:19 25:21 27:7 72:17 78:14 80:11 85:13 95:8 105:2 109:3 118:5 120:12 125:23 127:13 136:7,8 217:17,24 242:6 254:5
staffing 14:10 27:5
staffs 83:6
staff-to-staff 105:8
stages 70:18
stairwells 71:19
stake 157:13
stakeholder 227:14
stakeholders 18:17 72:14 184:24
stand 263:12
standard 71:2 99:11 180:2
standardized 75:22
standards 23:6 141:6,9,13 162:21
standpoint 245:8
Stanski 15:20 29:23 30:2 88:18 89:9 98:16,19,24 99:10 105:22 106:5,13 107:9

108:4 162:11,16 162:20 203:5,12 203:19 204:4 205:3,11 219:22 220:7,12,16,21 221:2,5,25 222:8,14 242:19 242:24 243:7 248:18,24 249:8 250:5 251:10 254:9 255:24 256:12,17,21 257:16,19,24 258:6,9,21 259:4,7,15
stark 15:20
start 2:5 13:24 65:5 80:20 93:17 109:12 146:15 152:17 172:21 192:10 206:16 211:4 235:16 247:4
started 45:20 77:9 121:23 176:3 256:10,13
starting 145:23
starts 254:22
state 19:20 22:21 29:8 30:19,22 30:23 31:2 32:24 36:15 39:13,23,24 42:4 43:6,23 44:9 48:12,20 49:4 53:12 55:3 57:19 59:4 60:6 60:18 68:8 87:15 88:22,25 105:5 110:16,18 110:20,22 111:10 112:3 113:9,17,24 115:3,4,4 117:3 117:8,23,25 130:4 141:20 142:2,5 146:24 163:18 164:20 166:13 171:21 179:23,23,24,24 180:7 181:20 189:20 192:13 193:19 194:11 198:8,16 209:13 213:22 218:18 229:13 232:6,9 243:21 245:24
stated 57:17 62:25 95:13 96:7 159:11 165:3 186:6
statement 32:22 44:7 46:6,17,21 47:4,11 48:8 49:22 50:21 56:7 61:14 65:25 91:7 101:12 178:8 179:17 211:25
statements 130:19 239:8,22
states 48:7 175:24
statewide 56:8 142:15
state's 30:18 111:3
stationed 187:9
statistical 152:20
statistics 69:9
status 101:8 170:4 240:25 257:7
statute 80:3 235:15
stay 54:10 137:16 138:2 235:4 242:9
staying 231:10
steadily 30:10
stemming 14:24
stenographer 172:16
stenographic 264:6
step 150:18 155:14 230:19
steps 31:6 241:20
stevedores 157:7
stim 258:2
stimulus 30:16
stipulates 100:4
stop 123:19
stops 146:25
stories 120:16
story 77:8 233:11
straight 129:17
straightforwar... 93:21
strategic 183:2 185:17 188:14 231:8 232:15
strategically 25:9 183:15 216:25
strategies 73:10 106:24 162:12
strategy 49:9 106:19,23 107:7 139:20 145:18 161:24 163:11 231:8
Strawberry 37:18
streamline 104:11
streams 103:5
street 74:9,10,13
Streets 157:25
strengthen 24:7 159:13
stressed 181:21
strictly 34:14 250:10
strip 122:20
strong 239:15
stronger 120:25
strongly 108:22
struck 56:10
structurally 210:24
structure 51:3 97:4 103:4 170:13,14 176:3 180:6 230:12
structured 141:7
structures 22:5 169:2 175:15 177:5 218:13
struggle 128:8 181:17
struggling 28:12
student 16:13 23:2,16 28:15 41:10 68:18 71:23 76:8 87:19,22 89:3 89:13 90:10,25 96:15 125:23 133:16 134:6,6 134:7 152:13 168:4 169:18 171:13,21 174:2 178:14 187:13 253:16 255:11 255:23 259:4,23
students 13:10 15:11 16:4,19 16:24 17:7 18:4 18:10,10 20:19 21:21 24:14,18 25:13 27:8,12 27:19 28:21 29:16 38:10,24 39:4,16 51:14 61:23 63:13,18 63:23 68:25 72:7,8 73:12 77:24 85:4,6 86:23 89:23 90:2,6,9,15 91:14 99:6 122:21 125:14 126:8,12,16 128:21 129:8 130:7 134:11,18 135:10,13,15,17 135:20,23,25 136:10 139:5,9 139:25 140:6,12 140:15,20 151:19 153:22 154:3,4,6,9,11 154:13,18,22 158:13,24 168:14,15 170:15 171:24 176:4,5,7,10,25 176:25 177:8 181:11 186:17 186:25 187:15 187:20 188:21 211:19 212:19 216:4 217:9 218:4,23 223:23 233:22 235:19 236:8 240:5 247:5,6 252:21 253:20,22,24 254:2,3,7,21 259:11 260:18 260:19 262:3
student-to-teac... 128:25
studies 78:13 133:7
stuff 78:21 81:18 84:10 133:11 161:11 163:25 164:2,3 184:6 251:19 258:16
subject 229:17
submit 47:3 61:3 73:20
submitted 8:19 47:11 56:9 199:16
submitting 73:24
subprime 159:17 164:2
subsequent 112:8 112:9
subsidy 30:18 111:18
substantially 20:15
substantive 147:5
success 12:6 23:8 26:12 151:24
successes 17:23

successful 83:12 122:21 135:13 174:13,17 175:10 179:4 186:19 214:4 231:19
suck 167:21
sudden 232:5
suffering 165:18
sufficient 135:13
suggest 44:14 108:22 247:21
suggested 180:10
suggesting 95:23 149:17
suggestions 13:13 146:5
suitable 16:3
Sum 32:21 44:7 46:6,16,21 47:4 48:8 49:22 65:25
summary 101:12 228:2
summer 21:3 58:6 72:6
superintendent 9:25 12:5,7,11 12:21 15:18 19:9 85:23 114:6 119:10 163:16 168:5 213:13 229:11
Superintendent's 45:18
superior 22:3 181:10
supervising 249:22
supervision 264:22
supplies 31:12 130:25 209:25 210:11,17 211:17 212:3
support 16:5,9 18:15 22:15 24:17 48:10,11 48:12,24 49:2 117:14 120:25 129:2,12 133:16 136:8 175:15 230:9,24 233:13 235:6 245:9 255:16 256:4 262:22,23
supported 131:11 236:2
supporting 23:22
supportive 129:16 157:9
supports 21:22,23 192:3
supposed 42:14 105:19 201:8 229:16,16
sure 39:18 43:13 49:6 51:19,20 54:6,12 55:16 70:2 81:19 84:2 88:17 122:13 132:6 145:5 159:7,7 172:10 197:25 198:12 204:19 206:22 206:24 208:4 209:21 211:2 220:7 233:8 237:7,7 238:20 239:11 240:8 257:24
surprise 138:25
surveys 186:23
sustain 261:17
sustainability 13:2 31:16 139:4 207:11
sustainable 12:5 16:16 28:19 261:7
swap 165:20 166:2,21
swaps 160:7
Swiss 178:24
Switzerland 173:23 177:16 178:24
Sylvia 11:16
synthesized 227:25
system 21:25 23:3 24:5 26:17 32:5 65:10 128:3 137:3,3 138:2 138:22 168:22 174:14 175:6,6 175:8 177:23,25 179:14 180:20 181:19 198:19 230:2
systems 40:2 105:14 173:21

T

table 10:24 115:20 164:15 184:18
take 9:6 12:2 18:24 26:21 34:18 40:18 67:19,22 74:16 92:8,25 100:12 111:4 125:20 142:13 151:21 162:18 172:15 174:8 177:12 179:15 189:18 197:6 214:2
taken 54:19,21 55:5 95:24 160:13 264:6
talent 11:22
talented 75:8
talents 21:9 84:13
talk 66:3 69:24 70:6 98:23 102:10 103:20 103:24 119:16 120:11,11,12 123:11,13 127:2 132:14,15 133:5 136:17,17 146:10 152:5 161:4 162:11 165:8 176:18,19 177:22 184:24 203:4 206:15 207:14 213:11 223:14 249:14 257:7 260:2
talked 59:8 67:12 71:20 72:5 81:9 95:9 96:18 102:21 105:23 129:21 147:3 148:8 151:16 156:25 168:24 170:16 177:6 189:16 195:20 196:18 249:13
talking 71:24 84:21,23 109:20 109:21 115:6,14 118:4 125:19 131:18 150:14 155:13,14 163:15 191:23 207:16 208:6 241:6 247:22 260:21
talks 97:22 176:24
target 170:21 246:15
targeted 25:22 70:16
TARP 159:10,24 166:16
task 91:19 95:15 161:25 237:15 261:2
tax 2:21 3:7,9,24 4:2,5,17,17,20 4:23,25 5:10,10 5:12,15,15 6:21 6:22,23,24,25 7:5,8,9,10,14,14 8:2,3,5,8 44:12 47:14,17 102:23 184:9 196:19,21 196:23,24,25 223:5
taxed 184:17
taxes 2:24 3:14,15 4:4,12,17 5:3,9 5:21,23 6:2,21 7:21 8:2 43:4 47:6,10 167:11 167:12 182:15 184:11 197:8,9 197:11,17,18 201:10 225:20
taxing 144:20 218:13
taxpayer 160:21 164:19 165:15 165:16
taxpayers 3:8,10 161:8 164:21 223:3
taxpayer's 4:6
teach 83:18 125:24
teacher 12:20 39:2,6 63:25 78:7 133:18 168:4 173:24,25 210:16 212:5
teachers 16:23 18:2,17 20:25 22:12 25:17,23 28:7 34:2 35:9 35:22 38:18,25 58:4 79:15 86:7 91:13 114:12 117:7 120:12 136:7,16,23 138:20 167:20 168:10,23 170:18 171:9,24 175:16,18 181:4 181:5 192:10 194:8 198:23 208:18 209:24 212:13 215:13

219:4
teaching 175:11 175:13,21 215:14
team 22:24 26:23 245:4
teams 21:4 24:23 58:7 133:25
technical 24:11 54:8 152:3 153:3 155:5 177:7 214:25
technological 28:5
technology 85:6 88:6 90:20 125:21 128:16
tell 38:15 77:8 93:2 120:14 121:11 123:18 180:13
telling 51:24 107:4,8
Temple 138:11
ten 181:10 220:15 230:5
tenure 12:17 14:23
term 27:14 105:12 182:18 183:14 185:13 233:12
terms 44:11 49:20 62:11,13 102:15 112:15 122:3 123:7 128:24 133:6 139:10 142:24 147:23 170:7,22 171:18 207:22 208:8 211:25 239:22 242:16 246:3 248:14 251:18 262:22
test 56:19 75:12 76:6,22,24 77:2 77:9 78:15 83:24 84:3,14 135:22 176:20
tested 38:25 39:5
testify 10:20 19:11 194:19
testifying 36:24
testimony 13:18 18:24 29:21 42:8 44:25 46:12 57:25 68:13,22 96:8
testing 38:23 39:11,22 75:15 75:15
tests 40:10 75:22 177:11 213:12 213:16,21,24 214:6
text 135:18 182:10
texts 135:16
thank 2:6 9:4,6,18 9:20 10:7,10,22 11:7,17 12:14 18:15 19:4,10 29:25 30:2 36:22,23 37:5 37:14,15,22,23 45:16 46:13 50:4 55:19 64:18,20,23,25 70:9,9 74:17,20 74:23 75:24 85:18,21 92:10 93:9,12 101:15 101:16,25 102:2 102:4 103:11,12 103:13 109:24 110:3,6 111:7 119:18,20,23 122:15 124:9 127:3,6,9,11 129:17,24 132:9 132:12 141:16 141:17 150:25 151:7 153:20 156:6 157:16,20 158:5,6,7 159:3 159:7 167:2,4,7 172:11,14,18,21 172:23,25 174:20,20 181:25 182:3,6 186:14 189:5,6 189:8,11 196:3 196:5,8 205:12 205:14,17 206:11 212:25 213:3,6 214:16 214:17,19,22 219:8,11,14 228:24,25 229:3 229:6 231:22 232:17,18,21 237:3 238:15,16 238:23 239:4 247:15,16,19 256:25 257:4 258:11,12 263:3 263:17
thanks 85:16 93:7 166:25 237:13
theme 41:24 248:4
theoretical 230:22
thing 38:23 39:7 42:6 51:21 65:21 94:22 97:9 123:9 175:14 179:12 179:14,19 187:14 198:2 200:21 204:20 206:2 212:4,14 226:22 233:3 260:13
things 38:22 48:14 50:7 53:9 58:19 59:22 62:24 65:11 68:5 69:10 70:13 71:6,25 72:22 73:8,14 80:2,14 81:24 83:8 85:2,10 89:20 91:10 102:14 103:25 109:7 123:12,14 123:25 126:4,5 126:11 127:24 128:14 131:21 133:14,14,17 135:3 136:11 137:15 139:15 139:18 140:4,16 140:18,20 148:8 151:9,16 155:10 163:4 169:2 171:25 174:23 175:7 177:6,9 186:23 187:4,6 187:6 194:25 205:19 208:13 210:23 222:19 223:10 224:10 224:14,17 226:25 229:21 234:17 235:10 235:20,21 241:10,13,17,17 241:25 247:9 249:24 250:6 252:10 255:17 260:9
think 40:11 42:22 43:15,19,20 49:15,15,17 53:21 63:14,17 65:20 66:9,12 66:16,19,24 67:2 74:3 75:24 75:25 76:11 78:19,25 80:5 81:16 83:9 85:8 85:10 86:15 87:3 88:8 90:11 92:3,16 96:19 97:15 100:9,11 100:18,19,22 101:2,19 105:12 105:14,24 106:3 106:7,22 107:18 109:14 110:23 113:10 114:13 114:15 115:9,18 118:13,16,18,18 119:5,9,9 120:23 123:5,6 125:4 126:5,20 130:8 137:21 139:12,18 140:22 142:24 143:25 144:6,7 144:11,12 145:17 146:22 148:25 149:14 155:3,18 156:5 165:2,22,23 173:11,16 174:25 180:4 183:14,15 185:14 192:9 194:20,23 196:21 197:21 198:9,19 200:17 200:25 201:11 202:19 203:3 204:7,13 205:21 206:5 211:20 212:19,20 221:9 221:12 224:14 225:16 227:15 228:2 230:8 232:2 241:2 242:7 245:16,21 247:2 248:3 260:16 261:14 262:12
thinkers 92:6
thinking 131:8 132:7,21 135:2 138:19 139:11 159:24 180:5 199:5 260:20
third 39:14 113:4 175:25
Thomas 253:9

255:2
thought 65:23 73:21 131:3,25 175:16 189:2 204:14 235:9
thoughts 84:23
three 12:21 41:4 56:13 65:4 95:20 112:17 124:13 152:14 167:14 175:7 222:19 245:13 245:15
threw 160:3 162:7
throw 165:10
throwing 231:2
thundercats 153:13
time 9:6,13 10:11 11:25 13:6 17:16 26:7 29:12,13 40:17 41:11 45:9 51:17 53:5 72:22 91:6,25 96:3,23 100:10 100:21 105:2 109:11 113:2 118:16,23 120:24 130:14 133:18 152:5 176:18 191:11 199:20 200:25 202:20 206:12 209:4,20 211:16 211:24 231:16 236:25 239:16 241:13 243:4 249:19
timely 239:9
times 12:16 17:15 22:18 23:9 51:7 72:20 84:14 120:5 137:2,13 179:6,8
timidly 173:11
tipping 67:23
tired 129:13
title 2:16 3:4 5:19 190:6 191:3,21 191:25 257:9,25
today 9:10,17,19 10:4 11:12 17:21 19:12 34:24 36:24 136:5 161:17 179:10 197:18 199:20 205:21 213:9 217:8 254:8 263:13
today's 173:14,15
token 40:20 209:7 211:18
told 52:3 59:24 112:2 196:22 200:21
Tom 105:9
tomato 68:24,24
tomorrow 10:20 10:22 17:22 44:24 194:19
tool 171:17
tools 22:13 171:20
top 67:9 79:19 80:24 146:17 174:8 176:22 205:7 220:13 246:5
topic 116:11 227:25
top-of-the-line 88:5
total 30:25 113:17 182:12 197:10
totally 73:20 77:4
tough 103:21
tour 155:2
town 216:2
trace 258:17
track 132:25
tracking 73:13 187:12
tracks 56:12
trade 156:17
trades 240:2
traditional 45:21 102:23 103:5 120:7 186:19 223:9
traditionally 146:13
traffic 192:7
tragic 68:19
trained 64:15
training 72:18,20 134:4 152:3 177:25 181:14
trajectory 22:22
transaction 184:3
transcript 264:8 264:20
transfer 132:18
Transformation 25:19
transition 26:7 68:12 128:20,24 129:7,22 132:14 132:20 239:12
transitioning 96:13 151:19
transitions 65:7
translated 130:8
translates 191:13
transmittal 49:21
transmitted 44:6 46:20
transmitting 46:16 48:8
transparent 94:9
transport 98:11
transportation 32:5 35:25 97:25,25 99:5 99:12 101:9 102:17
transports 98:12
treats 139:23
tremendous 109:7
tremendously 75:7
trend 38:11 40:15 40:22 41:23 109:6
trended 41:2,14
tried 45:25 51:9 51:12 253:21
Tripling 197:18
trouble 143:10
Troubled 159:9
truancy 234:14
trucked 224:10
true 56:8 210:15 223:11 232:12 264:7
truly 205:24
try 10:5 51:13,14 52:9 81:10 93:4 118:23 126:22 139:19 209:19 213:17,20 242:9 260:4
trying 44:13 52:6 53:14 65:12 66:14 89:25 97:3 109:8 141:23 144:8 145:16 174:5 179:2 209:3,14 217:24 233:10 245:21 249:16 260:10,14
tune 206:7
turbulent 23:9
turmoil 38:16
turn 170:25
turnaround 24:2 170:22
Turner 51:25
tutoring 90:23
Twelve 162:13
twice 73:6 83:17
twilight 93:2 262:4
twin 12:25
two 26:14 32:3 128:5 145:19 152:13 158:12 163:10 186:13 186:15 189:20 215:23 222:18 243:7 246:11
two-to-one 112:22
two-year 140:10 152:8
type 40:19 132:4 135:20 137:20 157:8 158:20 175:22 180:9 186:4,22 192:21 220:17 226:7 234:2 246:6
types 40:2 57:10 58:17 76:18 85:9 109:8 126:11 136:10 140:16 154:23 174:23 177:4,5 220:11 223:14 223:15,20,22 226:15
typically 177:13

U

uh-oh 86:5
ultimate 183:16
ultimately 86:20 99:15 173:16 223:4 230:7 231:16
unable 53:6 58:15 123:10 247:13
underfunded 42:2 142:7
undergraduate 215:12
underrepresent... 219:4
understand 41:25 48:4 49:6 76:17 80:19 87:3 88:11 91:6 123:24 141:21 167:17 170:3

223:7 228:9,13 229:8 257:9
understandably 24:16 41:21
understanding 66:23 80:11 98:2 135:24 216:5
understood 66:21
under-enrolled 217:2
unemployment 177:18
unfortunate 68:18
unfortunately 36:7 79:22 216:17 217:12
unheard 26:16
unique 156:2 260:18 261:6
unit 182:19 188:14
unite 116:17,18
united 159:10 198:20,21
universities 18:6 50:10 158:18 182:22 183:10 188:15
university 127:20 138:11 183:18
unknown 107:14
unnoticed 234:10
unpleasant 15:21
unprecedented 15:5 22:19
unrecognized 234:9
update 236:20,25
updating 206:10
upgraded 125:21
upset 167:18
uptick 106:15
Urban 140:16
urgency 14:6
USDA 220:16
use 7:8 40:3 51:19 51:24 61:6 70:20 73:12 74:6 85:9 97:17 104:16 108:16 125:8 132:22 139:3 140:25 167:12 210:6 244:18
uses 24:25
usual 26:8
usually 162:21 227:8 241:7
utilities 32:2
utilizing 139:14 224:19
U&O 196:25
U.S 157:4 173:9 174:3,10 177:22 179:7

V

vacancies 185:12
vacant 63:4 94:18 96:2 158:2
vacuum 214:11
valid 70:23 145:18
valuable 80:6
value 4:5,10 7:20 111:11 182:13 233:6
variable 106:8
variety 220:8,9
various 24:19,23 25:9 30:21 106:23 225:9 227:7 238:19
vast 75:6
vehicle 49:13
vendor 221:3
vendors 99:3,3 220:8,10,10,13 224:3
verify 153:10
versus 42:5 54:16 57:11 63:24 112:15 137:3,12 153:8,25 154:4 176:7 248:3 259:21,22
vested 229:24
vetting 161:14
view 16:2,12 155:16
vig 166:6
violations 249:5
violence 73:2 134:4
Virtual 24:12 32:7
virtually 26:16
vision 18:5 21:15
visit 131:9 178:21
visiting 178:19,19 178:23
vital 134:2
vitally 26:11
vocational 177:22 177:25 178:24
vocationally 174:18
vocationals 177:20
vocational-tech... 239:25
voice 134:6
voices 46:10
volunteer 11:13
volunteering 18:8
vote 55:3,5 130:14 133:2 230:17
voted 230:16
votes 109:4
vo-tech 240:7

W

W 1:11 159:14
wage 7:13 208:2
wages 26:18
wait 188:7
waiting 102:11
waivers 76:24
77:18
walk 29:23 30:4 69:4,4 134:3
walked 155:6
Walter 128:17
want 12:14 21:24 22:4,7,10,11,12 25:10 36:12,23 36:25 37:14,21 38:6 44:16,17 45:12 49:25 51:18,21 54:6 60:23 61:4,6,9 65:3 67:11,23 68:10,12,21,23 70:20 73:16 78:6 83:5 85:2,3 85:5,7,13,14 91:15,16 94:23 94:25 100:4,6 102:6 103:19,24 109:17 114:22 114:24 116:4 120:4 121:7,22 126:12 128:11 128:14 129:11 129:15,20 130:23 134:24 137:15 138:2,14 147:12 153:10 158:3 165:4 167:22 177:24 181:13 183:17 184:4,9,15,23 189:13 192:20 198:9,10,10,12 199:2 204:19 208:25 213:22 214:9,14 219:16 231:24 239:11 242:18 245:23 258:15 262:23
wanted 52:2 79:22 120:22 136:13 137:16 149:4 153:6 156:11,18 176:7 188:19 192:19 193:7 206:16,21 206:24 232:24 239:6 240:9 248:14 249:12
wanting 138:16
wants 27:7
warranted 196:20
Washington 178:22 246:4
wasn't 159:7 202:22 217:22
watch 149:10
watching 106:9
Water 157:24
way 16:15 26:9 37:13,17 45:20 46:7,14 49:17 65:16 66:25 82:17 93:24 111:25 112:16 119:15 125:11 137:16,24 140:2 140:22 146:16 149:10 151:19 152:22 155:24 161:19 165:8 166:5 185:2,14 192:7,9 197:22 198:6 200:10 205:22 211:4 215:7,11,21 216:25 218:25 222:6 224:16 227:16 232:7 233:11 254:10 261:11
ways 79:2 125:2 260:16
week 20:7 23:20 102:9 178:23 244:24,25 247:25
weeks 108:21
welcome 9:23 12:8 173:4
welding 156:19

Wendell 11:16
went 127:21 152:6 155:2,9 222:17 229:10 229:10
West 68:15 70:5 71:10 77:13
we'll 34:24 36:19 53:9 55:9,13 75:25 80:21 82:18,20 103:10 110:10 119:16 162:20 168:8 196:16 216:13 216:14 218:18 228:3 261:7,24
we're 2:4 30:24 31:24 32:4,8 41:25 45:2 47:15,18 49:11 49:14,16 50:9 50:21,25 53:14 63:10 65:21 67:24 71:5,23 73:24 74:15 81:18,19 84:23 87:5 89:20,25 90:14 96:24 97:2,3 102:11 106:15 107:12 108:20 109:19 113:9,14,16,23 114:16,18,18,19 114:22 115:2,6 116:11,25 117:13,16,19 118:3 121:25 122:12 123:3,9 123:10,11 124:3 125:17,18 126:13,14 127:23 132:21 133:11 136:6 139:16 140:4,24 145:16 147:21 147:24 150:17 150:19 154:20 161:5,6,7,8,19 161:20 162:4,6 163:8 164:10,15 164:16,17,25 166:19 167:10 169:17 170:6,8 172:15,21,22 174:5,11 180:21 181:21 185:15 187:8 190:12,16 190:21 191:6,23 192:22 194:4,5 194:7,21 195:4 195:10,11,21,23 197:16 199:3 201:14 205:20 207:2,6,16,22 207:24 208:5,17 209:9,14 211:12 218:17,19 220:18 223:6 227:19 235:21 236:18 238:11 240:24,25 241:5 241:17,20 243:11 245:2 246:20 248:9 250:9,18 251:21 253:18,19 255:5 258:19 259:18 260:11,21 261:17 262:2,5 262:7,8
we've 24:7 36:7,8 38:19 48:22 51:17 65:18 71:20 72:5,15 79:21 80:16 82:17 102:21 103:21 106:8 110:19 119:9,10 122:22 124:15 144:8,8 145:14 145:15 150:19 157:22 168:21 168:22 169:17 186:22 189:16 190:22 195:7,9 197:20 199:16 209:7,11,13 211:18,19 216:17 223:12 237:13 241:7,22 242:23 244:21 248:4 250:11 251:7 252:8 253:21 255:6
wholeheartedly 106:3
wide 155:19
William 1:12 12:11 19:8
Williamson 152:6
willing 49:11,14 114:18,19,19 117:12 147:8 148:20 198:13 233:21
willingness 13:5 13:14 37:10 189:18
Wilson 1:11 52:8
win 165:21
wind 67:14
wire 46:4 48:21
wise 183:16
wish 80:8
wishes 184:13
witness 10:23
Witnesses 10:23
wonderful 75:7
wood 128:22 155:8
word 95:16
words 63:12 73:5 131:12 135:22
work 23:7,21 24:24 25:10 26:12 37:3 44:23 45:25 73:24 82:6 83:8 95:10 100:21,23 110:14 125:3 140:11,13,15 158:25 163:7 165:8 170:20 177:8 183:6,12 187:21 190:18 192:8 198:11,14 211:15 223:17 234:8 236:10 237:25 260:10 261:13
worked 24:7 45:25 104:12 143:7
worker 212:8 244:11
workers 92:5 181:13,15 208:16 220:3
workforce 92:23
working 18:19 24:22 25:16 28:8 68:7 92:21 95:3 102:15 103:2,3 113:22 115:21 117:3,19 117:23 147:25 175:4 182:25 207:25 228:19 234:17 246:20 260:8,12 261:2
works 66:7 128:4 161:15 188:14 254:11
Workshop 139:4 207:11
world 88:3 101:8 139:7 159:2 177:14
world-class 18:22
worse 88:13 230:6 230:6,6
worst 195:2
worthy 175:21
wouldn't 197:3 222:21
writes 99:7
writing 58:22 99:13 135:3
written 60:25 61:2
wrong 88:12 124:7

X

X 183:18

Y

Y 183:18
Yale 153:14
Yard 157:6
yeah 58:11 75:23 79:6 82:2 138:23 144:5 149:11,22 205:11 219:7 221:4 256:21
year 4:14 5:7 6:16 7:23 8:14,18 13:24 14:3,16 14:20,23 15:10 16:6 17:2 26:22 30:11,11,12 31:2,3,18 32:13 32:15 33:17,22 35:7 40:18,21 40:24,25 41:13 41:13 45:19 46:2,3 47:5,7 53:8,11,16,18 57:6,11,11 63:25 67:15 75:12,21 79:21 79:22 82:7,20 89:22 91:21 95:24 96:21 104:10,24 105:17,19,23 107:17,21,22 108:5,13 130:5 164:7 173:15 189:15,25 190:2 192:22 194:7 195:3 200:15,19 200:22 201:8,12 201:13,18 203:15 204:6,20

206:14 208:14 208:14 211:9 219:25 231:9 242:25 243:5,10 247:11,12 248:20 255:10 257:13 258:22 260:21
yearly 56:11,15 61:7 62:10 63:10 131:2
years 4:9 6:6,9 7:17 8:16 19:22 21:12 26:14 29:5 38:12,25 40:7,8,12,15 41:3,4,15 48:21 53:4 56:6,13 58:20 67:8 82:15,17 86:11 96:23 97:18 100:22 103:24 117:9,10 124:10 124:13,16 129:13 160:4 163:10,22 165:21 175:4 200:24,25 230:5 243:25
year's 13:18 19:17 107:21 200:20
yelling 45:3 62:23 164:23,23
yellow 98:19,25
yield 188:8
York 143:9
young 9:8 10:2 28:2 67:19 73:22 74:11 93:4 98:11,13 122:13 125:10 125:25 128:13 131:5 132:8 134:16 136:16 136:21 137:25 138:5,9,21 140:17 153:13 155:12,16,20,22 184:12 186:8,10 206:5 233:19 234:15 236:19
youth 117:16,16

Z

zero 58:23 60:22 170:7 172:5

$

$1 32:8
$1.3 33:24
$1.35 20:5
$10,000 89:3
$100 30:21 194:15 219:25 220:24
$11,078 87:19
$120 65:19 110:18 111:4 114:23
$130 190:2 194:15
$133 193:16
$134 190:12
$15 110:19
$180 32:22 60:24 200:3 232:5
$186 30:20
$2 248:15
$2,400 256:13
$2.5 259:15
$20 201:22
$22 200:22
$23 243:12 250:17 250:20
$280 33:16 159:19 162:6 164:7
$3 166:22
$3,500 87:22
$3.4 33:12
$30 31:12 60:16 60:22 200:2 203:10,15
$300 14:18 30:25 32:16 60:25 67:15 124:15
$304 19:16 20:20 53:6,13 57:17 57:23 58:18 122:19 170:3,5 170:7,12 216:19 243:10 255:20
$400 124:14
$5 31:25
$500 197:10
$528 182:14
$6,500 87:20
$60 48:24 59:3 60:5,8,23 62:16 88:12 94:3 164:9 167:11 171:3,15,15 189:16 193:2 200:2
$63 31:8 243:9
$700 13:23 145:15
$8 23:24
$85,000 91:21
$86 30:23
$90 60:24

0

08 30:11

1

1 5:6 216:4
1st 46:19
1,042 253:12
1,300 191:13
1.3 33:14,25
10 44:23 182:12 184:16
10,000 232:11
10:00 10:21
10:35 1:7
100 33:18 94:7
11 30:11 31:2
110 30:15
12 14:10 30:12 31:3 53:10,11 159:19 161:20 163:12 166:6 233:21
12,000 259:23
12-1303(b) 46:23
120 32:23 57:18 112:15,21 113:8 113:17 118:11 199:2 232:5
120/60 42:3,4
1201 14:13
120338 1:19 2:10 2:18 3:1 4:1 5:1 6:1 7:1 8:1 9:1 10:1 11:1 12:1 13:1 14:1 15:1 16:1 17:1 18:1 19:1 20:1 21:1 22:1 23:1 24:1 25:1 26:1 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:1 50:1 51:1 52:1 53:1 54:1 55:1 56:1 57:1 58:1 59:1 60:1 61:1 62:1 63:1 64:1 65:1 66:1 67:1 68:1 69:1 70:1 71:1 72:1 73:1 74:1 75:1 76:1 77:1 78:1 79:1 80:1 81:1 82:1 83:1 84:1 85:1 86:1 87:1 88:1 89:1 90:1 91:1 92:1 93:1 94:1 95:1 96:1 97:1 98:1 99:1 100:1 101:1 102:1 103:1 104:1 105:1 106:1 107:1 108:1 109:1 110:1 111:1 112:1 113:1 114:1 115:1 116:1 117:1 118:1 119:1 120:1 121:1 122:1 123:1 124:1 125:1 126:1 127:1 128:1 129:1 130:1 131:1 132:1 133:1 134:1 135:1 136:1 137:1 138:1 139:1 140:1 141:1 142:1 143:1 144:1 145:1 146:1 147:1 148:1 149:1 150:1 151:1 152:1 153:1 154:1 155:1 156:1 157:1 158:1 159:1 160:1 161:1 162:1 163:1 164:1 165:1 166:1 167:1 168:1 169:1 170:1 171:1 172:1 173:1 174:1 175:1 176:1 177:1 178:1 179:1 180:1 181:1 182:1 183:1 184:1 185:1 186:1 187:1 188:1 189:1 190:1 191:1 192:1 193:1 194:1 195:1 196:1 197:1 198:1 199:1 200:1 201:1 202:1 203:1 204:1 205:1 206:1 207:1 208:1 209:1 210:1 211:1

212:1 213:1 214:1 215:1 216:1 217:1 218:1 219:1 220:1 221:1 222:1 223:1 224:1 225:1 226:1 227:1 228:1 229:1 230:1 231:1 232:1 233:1 234:1 235:1 236:1 237:1 238:1 239:1 240:1 241:1 242:1 243:1 244:1 245:1 246:1 247:1 248:1 249:1 250:1 251:1 252:1 253:1 254:1 255:1 256:1 257:1 258:1 259:1 260:1 261:1 262:1 263:1
120339 1:19 2:10 3:3
120651 1:19 2:11 3:11
13 56:17 57:3,5 62:8,18 64:16 250:15
130141 1:19 2:11 3:21
130142 1:19 2:11 4:8
130150 1:19 2:11 5:2
130163 1:19 2:11 5:18
130178 1:19 2:12 6:7
130179 1:19 2:12 6:11
130180 1:19 2:12 6:14
130181 1:20 2:12 6:17
130182 1:20 2:12 7:3
130183 1:20 2:13 7:11
130190 1:20 2:14 8:11
130254 1:20 2:13 7:16
133 27:17 32:25 57:19
14 95:20 107:23 107:24 189:15 190:2 203:21 243:2 250:16
140,000 27:11
15 32:13 53:11 110:23,25 111:11,14,21 113:10,14 199:3 203:16,17
1563-A 8:25
16 258:19,24
17 11:24 86:13 144:7 145:13,14
18 92:20 113:10
18th 30:7
180 27:16 36:4 113:5 172:6
19 3:4 5:19 216:6 218:5
19-1300 3:12 4:15 5:8,22 6:18 7:24
19-1307 2:20
19-1500 7:12
19-1800 4:19 5:11 6:19 7:4 8:4
19-1806 7:7
19-2900 3:22
19-2900A 3:6
1945 179:6
1992 8:25

2

2 34:19 108:8 234:3 243:3,15 249:13
2nd 239:14
2,000 15:13
2,200 256:22
2.36 33:7
2.441 33:10
2.5 259:17
2.6 248:17
20 14:2 86:11 108:4 111:12,14 111:22 200:24 200:25 201:19 261:21
200-plus 139:23
2005 56:12
2008 159:15,16 161:16
2010 56:13,16
2011 56:16
2012 13:25 38:8 39:3 56:13,17
2013 1:7 8:18 14:20 201:21 253:11
2013-2014 253:12
2014 4:14 5:7 6:9 6:12,16 7:23 8:16 209:11 219:18
2018 8:17
2019 6:9
21 14:9 31:10 52:23 92:20 216:7 217:3 218:5
22 32:11 86:12
23 225:6,8 226:18
24 14:22 92:21
25 255:3
28th 32:20 46:19 49:22
29 1:7
29th 263:13

3

3 8:25 243:5
3rd 159:15
3:15 263:19
30 13:25 14:20 172:5 177:16 200:24 261:21
300 124:16 200:18 200:19
304 33:22 113:18 200:6,8 208:12
31 14:23
31st 48:17
316 31:8
32BJ 14:12 16:25 17:4,11 112:19 208:17
3201 263:15
35 86:14
36 152:23

4

4 34:15
4/29/13 3:1 4:1 5:1 6:1 7:1 8:1 9:1 10:1 11:1 12:1 13:1 14:1 15:1 16:1 17:1 18:1 19:1 20:1 21:1 22:1 23:1 24:1 25:1 26:1 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:1 50:1 51:1 52:1 53:1 54:1 55:1 56:1 57:1 58:1 59:1 60:1 61:1 62:1 63:1 64:1 65:1 66:1 67:1 68:1 69:1 70:1 71:1 72:1 73:1 74:1 75:1 76:1 77:1 78:1 79:1 80:1 81:1 82:1 83:1 84:1 85:1 86:1 87:1 88:1 89:1 90:1 91:1 92:1 93:1 94:1 95:1 96:1 97:1 98:1 99:1 100:1 101:1 102:1 103:1 104:1 105:1 106:1 107:1 108:1 109:1 110:1 111:1 112:1 113:1 114:1 115:1 116:1 117:1 118:1 119:1 120:1 121:1 122:1 123:1 124:1 125:1 126:1 127:1 128:1 129:1 130:1 131:1 132:1 133:1 134:1 135:1 136:1 137:1 138:1 139:1 140:1 141:1 142:1 143:1 144:1 145:1 146:1 147:1 148:1 149:1 150:1 151:1 152:1 153:1 154:1 155:1 156:1 157:1 158:1 159:1 160:1 161:1 162:1 163:1 164:1 165:1 166:1 167:1 168:1 169:1 170:1 171:1 172:1 173:1 174:1 175:1 176:1 177:1 178:1 179:1 180:1 181:1 182:1

183:1 184:1
185:1 186:1
187:1 188:1
189:1 190:1
191:1 192:1
193:1 194:1
195:1 196:1
197:1 198:1
199:1 200:1
201:1 202:1
203:1 204:1
205:1 206:1
207:1 208:1
209:1 210:1
211:1 212:1
213:1 214:1
215:1 216:1
217:1 218:1
219:1 220:1
221:1 222:1
223:1 224:1
225:1 226:1
227:1 228:1
229:1 230:1
231:1 232:1
233:1 234:1
235:1 236:1
237:1 238:1
239:1 240:1
241:1 242:1
243:1 244:1
245:1 246:1
247:1 248:1
249:1 250:1
251:1 252:1
253:1 254:1
255:1 256:1
257:1 258:1
259:1 260:1
261:1 262:1
263:1
40 70:14 191:20
196:22 253:10
40.1 152:25
400 1:6 26:16
405 249:16,22
42.6 153:2
45.5 87:14
46.3 153:3
47 56:16 57:3,5

5

5 162:22
5,000 154:18
232:11
50 86:13 191:20
50/50 215:18
500 53:2
504 133:15
51 106:16
528 184:10
59 56:15 57:3
59.2 87:15

6

6 67:12
6,000 89:22
154:17
6.6 31:21
6:30 263:14
60 32:24,25 46:24
49:9 57:19 59:3
112:15 113:6,17
172:6 232:6
626 253:12
64 154:4

7

7 162:22
70 177:17
720 33:17
78 87:12
780 249:18
790 249:15

8

8 26:18
8,500 259:22
261:15
800 26:16 216:4
81 87:13
86 30:19 153:4

9

90 111:19 172:6
90.9 153:5
92 153:23 154:2
98 232:23