

COUNCIL OF THE CITY OF PHILADELPHIA
JOINT COMMITTEES ON CHILDREN AND
YOUTH AND EDUCATION

Room 400, City Hall
Philadelphia, Pennsylvania
Monday, April 11, 2016
10:25 a.m.

PRESENT:

COUNCILWOMAN HELEN GYM, CO-CHAIR
COUNCILWOMAN JANNIE L. BLACKWELL, CO-CHAIR
COUNCILMAN KENYATTA JOHNSON
COUNCILMAN DAVID OH
COUNCILWOMAN MARIA D. QUINONES-SANCHEZ
COUNCILMAN MARK SQUILLA

RESOLUTION 160049 - Resolution authorizing the
Committee on Children and Youth and the
Committee on Education to conduct hearings
concerning the impact of five years of reduced
state funding on safety, essential services
and academic outcomes in Philadelphia schools,
and on vulnerable student populations.

- - -

1
2 COUNCILWOMAN GYM: Good
3 morning, everybody. This hearing is now
4 called to order. This is a public
5 hearing of the joint City Council
6 Committee on Children and Youth and
7 Education. Thank you, everybody, for
8 being in attendance here today.

9 I recognize the presence of a
10 quorum of Committee members. Members of
11 the Committee in attendance are our
12 wonderful Co-Chair, Chair of the
13 Committee on Education, Councilwoman
14 Jannie Blackwell. To my left, Councilman
15 Kenyatta Johnson, and to my right,
16 Councilman David Oh and Councilwoman
17 Maria Quinones-Sanchez.

18 I'd like to offer any opening
19 remarks to my colleague Councilwoman
20 Blackwell.

21 COUNCILWOMAN BLACKWELL: Good
22 morning, all. We are grateful for
23 everyone who is here for the Committee
24 hearing, to certainly all our colleagues.
25 This is really an important issue, and as

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 all of you know, there are so many issues
3 that are being discussed in the papers.
4 They had one on Mitchell School this
5 weekend, which is in my district, and we
6 have so many people who are trying to do
7 good things. I hope that as we talk
8 about this, somebody can explain the
9 difference between these turnaround
10 schools and community schools, because
11 both want to improve schools, and we
12 could use more information on that.

13 And we want to thank Chairwoman
14 Gym for all that she is doing. This is
15 our second hearing on this issue, and
16 it's very, very important that we have
17 these discussions and that we get our
18 direction charted. We still aren't sure
19 and we're already mid April where we're
20 going and what we can hope to see in
21 September.

22 So, again, thank you all.

23 COUNCILWOMAN GYM: Thank you
24 very much, Madam Chair.

25 The Clerk will now read the

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 title of the resolution.

3 THE CLERK: Resolution 160049,
4 authorizing the Committee on Children and
5 Youth and the Committee on Education to
6 conduct hearings concerning the impact of
7 five years of reduced state funding on
8 safety, essential services and academic
9 outcomes in Philadelphia schools, and on
10 vulnerable student populations.

11 COUNCILWOMAN GYM: The Clerk
12 will please call the first panel to
13 testify.

14 THE CLERK: We'll have SRC
15 Commissioner Marge Neff, Cheryl Logan,
16 Uri Monson, and Fran Burns. Thank you.

17 (Witnesses approached witness
18 table.)

19 COUNCILWOMAN GYM: Good
20 morning, everybody. Thank you all for
21 being here. Could you individually state
22 your name and title for the record.

23 CHAIRWOMAN NEFF: Marjorie
24 Neff, Chair of the School Reform
25 Commission.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 MR. MONSON: Uri Monson, Chief
3 Financial Officer for the School
4 District.

5 MS. LOGAN: Cheryl Logan, Chief
6 of Academic Supports for the School
7 District.

8 MS. BURNS: Good morning. Fran
9 Burns, Chief Operating Officer.

10 COUNCILWOMAN GYM: Thank you
11 very much for being here. I appreciate
12 it.

13 So as everybody knows, this
14 hearing was recessed on February 18th
15 after my colleagues expressed interest in
16 gaining more clarity about the state of
17 services within our schools and making
18 sure that we expanded as well District
19 representation at the hearing.

20 This hearing is part of a
21 larger initiative to gain insights into
22 the impact of five years of budget cuts
23 have had on education in the Philadelphia
24 School District and how we can look ahead
25 in terms of spending priorities that

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 match community needs and student needs.

3 If it helps, I thought it made
4 sense to update you on our process and
5 findings so far as we transition into the
6 next five years to help frame a few
7 things for us. So we have a brief
8 PowerPoint that we're moving through.

9 And my colleagues have the
10 PowerPoints in their packets as well as
11 the maps that we're using.

12 So the process was -- we've
13 gone through a process in which we've had
14 several hearings hosted by the Children
15 and Youth and Committees on Education.
16 We've had neighborhood education town
17 halls at South Philadelphia High School,
18 Sayre High School, and Edison High School
19 that have been attended by hundreds of
20 Philadelphians, and others have submitted
21 hundreds of community priority forms as
22 well.

23 We've also made sure that we
24 asked for significant data requests from
25 the School District to examine current

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 staffing and access to key services.

3 And I think among the things
4 that Philadelphians and especially those
5 who are experiencing or live the policies
6 that we create in our schools have spoken
7 about the most has been the issue of
8 basic human rights to be recognized, and
9 that is a right that is believed to
10 belong justifiably to every person.

11 We've had the situation where
12 parents and students in Philadelphia,
13 educators have felt deeply wronged by
14 what these budget cuts have done on a
15 daily basis to them. It impacts deeply
16 not only their academic learning, but
17 their personal well-being and the sense
18 of safety even as soon as they walk into
19 the school building in the mornings.

20 And that given a magic wand to
21 talk about additional funds within the
22 District, many of them are speaking about
23 basic essential resources that's
24 significantly lacking in schools that
25 have a tremendous impact on their sense

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 of safety and well-being in our schools,
3 and that's in part why I've spoken about
4 this issue of not just being what we're
5 held to in terms of just basic
6 constitutional standards, but actual
7 human rights beliefs in schools, and
8 we'll you go through that in a
9 significant way.

10 So I wanted to share with the
11 public one of our first maps that I think
12 is one of the most important things,
13 which is what is happening in terms of
14 teaching and learning conditions within
15 our schools. We've discussed the
16 significant impact of teacher vacancies.
17 It's important to understand that teacher
18 vacancies are a set of numbers. They
19 started out with around 200, went
20 anywhere from 150 to 180 currently today,
21 but they impact an estimated 9,600
22 students over the course of an individual
23 school day.

24 The vacancies also impact the
25 fact that there are 2,000 students in 64

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 split grade classes in just K to 3 alone,
3 which is tremendously significant when we
4 are talking about a literacy initiative
5 that asks us to put every 8-year-old on
6 grade level.

7 Split grade classrooms are
8 those that are forced on schools and
9 teachers. They don't have pedagogical
10 basis. They are primarily used in order
11 to save money or because there's a lack
12 of teachers to be able to fill out a
13 whole classroom. There seems to be
14 little prep training or extra support for
15 teachers who are in split grade
16 classrooms.

17 And, additionally, we've been
18 trying to talk about the issue of
19 overcrowding in schools and what it feels
20 like. It could be 300 high school
21 classes over contractual limits. The
22 Philadelphia Federation of Teachers has
23 talked about nearly 600 classrooms over
24 the limits that we are seeing significant
25 rises in terms of recognition. I believe

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that many of us were a little shocked in
3 City Council to hear that the School
4 District was starting to count
5 overcrowding as being at 39 students in a
6 classroom. We do not think that that was
7 something that was commonly agreed upon,
8 recognized or publicly presented to
9 anybody, and that in fact recognizing
10 that the contractual limit of 30 students
11 in K to 3 and 33 in 4 to 12 are exactly
12 that, they are the contractual maximum of
13 students that we want to see, and
14 anything over that is starting to feel
15 crowded. And that is something that many
16 young people spoke to, what it felt like
17 to be in deeply overcrowded classrooms,
18 to not have enough books, to not have
19 enough seating space, to never feel like
20 a teacher could have enough time with you
21 to answer your questions, and to feel the
22 few minutes that you have in a high
23 school biology class in a classroom of 50
24 or gym class of 77, feeling like it just
25 doesn't feel like school anymore. It

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 feels incredibly oppressive and stressful
3 for a lot of young people.

4 The legend in the map that you
5 see there is just alone the split grade
6 classrooms in grades K to 3. And, again,
7 we really want to support children's
8 teaching and learning. We want our
9 educators to become fulfilled
10 professionals. Under Paul Vallas'
11 administration and through the early
12 parts of the Ackerman administration, we
13 had a commitment to end split grades
14 because they were not pedagogically sound
15 practice. Unless that there are
16 pedagogically sound reasons for doing
17 split grades, we wanted to make sure that
18 those were avoided at all costs,
19 particularly for those younger grades,
20 and also encouraging some reflection on
21 the School District about the sudden
22 reemergence and significant rise of 64
23 split grades, 30 students per grade, is
24 as many as 1,900, 2,000 students who are
25 impacted by this.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Our next slide talks a little
3 bit about the Source4Teachers contract
4 and again about teacher vacancies and
5 about the lack of substitutes in schools.

6 So there are many reasons why a
7 teacher may not be present in a school
8 building for the fact that we have
9 10,000, 8,000 or so employees. There's a
10 significant impact. And I know that the
11 District was very serious about trying to
12 address teacher vacancies, but this year
13 the two-year \$34 million contract awarded
14 to Source4Teachers to improve the fill
15 rate for substitutes had a devastating
16 impact on schools all across the City.
17 On average, by January, according to
18 District numbers, only an average of 35
19 to 45 percent fill rate, even though the
20 Source4Teachers contract guaranteed 70
21 percent. What that means is that we saw
22 thousands of instructional minutes that
23 are lost due to the lack of substitutes
24 in schools.

25 We talked about the safety of

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 students who felt deeply jeopardized when
3 they show up in a classroom and there
4 isn't a teacher in the classroom or on
5 duty because they're running from one
6 place to another. I talked to and we
7 spoke with principals all over the City
8 who talked about what it felt like to
9 have significant teacher vacancies,
10 substitutes who don't show up, and staff
11 who have to work from morning to the end
12 of the day without a single break,
13 filling up their prep periods, running
14 from classroom to classroom in large high
15 schools, desperately trying to fill in
16 these spots.

17 We wasted countless critical
18 prep periods in schools. I think that
19 many people don't understand how
20 important it is to have prep time and
21 some time to prepare for your next
22 classes when you're an educator,
23 especially when 50 percent of our
24 teachers are new in our school or
25 relatively new, have less than five years

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 experience. We want them to have the
3 ability to settle down and prepare for
4 their next class, but that can't happen
5 when we've got a contract that is so
6 deeply impacting the ability of teachers
7 to just manage their basic day.

8 The legend that we saw -- that
9 you have before you and the map that is
10 there and is in my colleagues' PowerPoint
11 shows that -- the dots in green are the
12 only ones in which the substitute fill
13 rate is at 80 percent or exceeds the
14 Source4Teachers promise, and that
15 everything below that is significantly
16 below 80 percent, dropping to some
17 schools which have never seen a
18 substitute come in, 10 percent in others.
19 But the majority of schools have seen a
20 dramatic impact on their ability to
21 manage the basic operations of the school
22 day.

23 The next finding is about
24 counselors in our schools. Today, we've
25 got 17,000 children in 31 schools that

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 attend schools without a full-time
3 counselor in them. We talk a lot about
4 the needs of our young people. We talk a
5 lot about the needs of young people who
6 live in poverty, young people who
7 experience trauma every day, and what it
8 means to go to a school where there isn't
9 somebody to talk to, that there isn't a
10 designated personnel beyond your teacher,
11 who may or may not be there or may or may
12 not have an overcrowded classroom, but
13 that the counselor has long been seen as
14 an individual within the school that was
15 supposed to respond to the personal
16 holistic needs of young people. They
17 coordinate care. They're responsible for
18 our homeless youth. They have a
19 significant number of legal
20 responsibilities as well, including
21 placement of children, identification,
22 support services for an IEP process.

23 But the shocking loss of
24 counselors in schools has had a very
25 devastating individual impact on

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 students, as you can see in this one
3 quote from a student at Edison High
4 School, who said, "We have a lot to worry
5 about at home and at school. I struggle
6 towards the end of the month. It's hard
7 for me to get my work done and deal with
8 everything at home. I come to school and
9 it's hard to get help. The teachers are
10 doing their best, but I'm tired. And
11 we're all so tired." And that's a
12 student who is talking about that.

13 "When we don't have enough
14 educators, you feel like you can't get
15 anywhere." And that's another student
16 who came to one of our town halls.

17 The PFT contract guaranteed one
18 counselor for every school. When the
19 District moved away from the contract, it
20 didn't improve the situation for our
21 young people and on a critical issue that
22 we speak about consistently that the
23 School District has held briefings for
24 City Council about making us promises
25 about trauma-informed care, about support

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 services, about improving connections
3 with our City departments, and it's hard
4 to understand how that happens with so
5 many schools without a full-time
6 counselor.

7 Wilson Elementary School has
8 1,100 kids. Edison High School has 1,250
9 students. They may have a counselor, but
10 it's certainly not at the levels that we
11 need to be seeing and at levels that are
12 having tremendous personal consequences
13 for our young people.

14 The other area that we're
15 looking at is this issue of school
16 nurses. We have talked significantly
17 about what it means to go to school
18 without a full-time nurse. Again, many
19 of us know and talk about young people
20 who live in poverty. We know that young
21 people have such little access to
22 healthcare initiatives that they
23 frequently don't have an ability to get
24 the fullest amount of nutrition, that
25 they may not be able to get their

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 eyesight checked, they may not get dental
3 access, and that the school nurse is a
4 front-line individual. Not only is that
5 individual responsible for proactive
6 identification, but they also dispense
7 medication. They help with children with
8 shocking and vulnerable situations that
9 are happening in their lives. Students
10 come to school with feeding tubes.
11 Students come to school with epileptic
12 fits. Students come to school with
13 asthma attacks and the need for insulin
14 shots to handle their diabetes. And the
15 absence of a school nurse means that
16 somebody else has to pick it up or that
17 parents have to do it themselves or that
18 parents don't feel safe. And if there's
19 one area where we heard from parents
20 consistently and significantly was that
21 the lack of a full-time nurse in school
22 made them feel like they could not send
23 their child to school without feeling
24 that their child would be cared for and
25 safe.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 We have 64,000 students in 131
3 schools that do not have access to a
4 full-time nurse, and that the
5 consequences have ranged from students
6 who may miss school and actually can go
7 into the DHS truancy system as a result.
8 We certainly had anecdotal testimony
9 towards that. And on a regular basis,
10 parents who have been called out of work
11 to pick up sick children. 911 has been
12 called.

13 These are serious situations
14 that are having financial impact on our
15 city. It's not just about how much it
16 costs to put them in the classroom or in
17 our school buildings. It has tremendous
18 ripple effects as well.

19 We've had a lot of discussion
20 about facilities in schools. We know
21 that this is a huge area, and in fact,
22 Ms. Burns, I know you've been here
23 frequently. We should probably get you a
24 side room here at some point. But we
25 want to recognize the importance of

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 facilities and facilities investments and
3 upgrades in our buildings, many of which
4 average between 50 to 70 years of age.

5 Water fountains was one that
6 was a significant priority for a lot of
7 young people, that this was repeated in
8 multiple schools, in high schools across
9 the City. We had a great conversation
10 actually with Ms. Burns and through the
11 water lead hearings, but we would
12 continue to urge the School District to
13 take a look at this issue of water access
14 and hydration in our school buildings as
15 being something that young people have
16 frequently mentioned as feeling -- as
17 making them feel like they are not
18 valued, when that's not readily and
19 clearly available to them.

20 We've requested data for the
21 location and operational status of all
22 drinking water sources in our schools.
23 We've requested information about
24 expanded testing of all water in
25 Philadelphia public schools. We have a

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 commitment from the District to create a
3 new inventory and to potentially retest
4 representative water sources, but hope
5 that we can also continue with that
6 conversation knowing what's moving.

7 And then as we talk about what
8 we found, I also want to take a moment to
9 take a look forward at what the District
10 has planned as it looks at its future.

11 So the District has moved forward with a
12 Five Year Plan for additional spending.
13 We should correct this because it's not a
14 surplus, it's called a fund balance.

15 Those are also important to retain and
16 uphold. But the District does have an
17 \$88 million fund balance as of FY15.

18 We'll, I'm sure, hear updates about where
19 FY16 is headed. There's a slight
20 increase from the state for this year,
21 and that as we look forward, that this
22 budget is an important opportunity for
23 any spending plan to reflect both
24 community priorities for our schools as
25 well as the restoration of essential

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 services and to make sure that they line
3 up with the District priorities.

4 So the District has elaborated
5 on a number of its priorities for
6 spending, including literacy initiatives,
7 an instructional materials refresh,
8 turnaround schools, literacy coaches.

9 It's looked at college and career
10 readiness and labor and the workforce.

11 The college and career readiness has
12 mentioned tech refresh, high school labs,
13 AP courses, and gifted ed and summer
14 enrichment as well.

15 But as we take a look at some
16 of the District priorities, one of the
17 questions that we're going to want to
18 make sure that we ask is how they match
19 up with what the community priorities
20 have talked about, whether these are
21 systemwide improvements that will touch
22 every child at every school, which many
23 schools and individuals feel does not
24 currently happen, does it make sense in
25 terms of how we're addressing actual

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 students' needs.

3 I know that there's a lot of
4 interest around the summer enrichment and
5 AP courses, but there's also a real need,
6 from a lot of teachers' perspectives, to
7 deal with strengthening our current
8 curriculum, making sure that we're
9 fulfilling our curriculum on every level,
10 if there is any plan for remediation and
11 smaller class sizes to help support young
12 people, and how other types of things
13 around CTE and diversifying our outcomes
14 and understandings so young people can
15 improve.

16 And District priorities for the
17 future have mentioned additional things
18 such as the Summer Institute Program, in
19 the future the elimination of split grade
20 classrooms, reading specialists. But one
21 of the things that we tried to highlight
22 here is that those may not necessarily be
23 additional investments; that if we're
24 talking about a district that is on track
25 to having every child on grade level by K

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 to 8, to put so many thousands of
3 students into split grade classrooms, to
4 not have them be on level, to lack
5 supports for those teachers, that we need
6 to really think about whether those
7 should be additional investments for
8 later or how they're being prioritized
9 for now.

10 And then, of course, we have
11 our FY 2017 concerns that are also
12 looming. So we see just for next year
13 \$121 million being spent in additional
14 charter costs, 23 million for turnaround,
15 which I think my colleague and Co-Chair
16 Councilwoman Blackwell has a lot of
17 questions about how it actually reflects
18 a significant consideration towards
19 improvement of schools, three new
20 renaissance charter conversions, which
21 are being proposed with no clarity about
22 the financial impact on the rest of our
23 District schools, and of course a plan to
24 close three schools annually starting in
25 FY18, with no clear end.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 And then we have our community
3 priorities on the other end of it, what
4 it means to restore essential services
5 back to schools, to serve all children
6 equitably across the system, not for some
7 kids at the expense of others, but to
8 really look at what it means to restore
9 teachers back to our classrooms, to
10 ensure counselors at every single
11 District school, to make a promise that
12 the issue of school nurses, which the
13 District has been great about making the
14 commitment towards, is not dependent on
15 the Governor's budget but is in fact
16 guaranteed for every parent to feel like
17 they can send their child to school
18 safely, that books and supplies are being
19 paid attention to, that we're having a
20 conversation about facilities and water
21 access, that we're talking about what it
22 means to invest in the personnel to
23 ensure climate and safety.

24 And also an area that has
25 gotten shortchanged recently is to ensure

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that we're talking about supports for our
3 special education population and our
4 English language learner population.

5 Those are two high-need populations that
6 frequently go unmentioned around some of
7 our specific needs and priorities, but
8 are significant in terms of their
9 representation within the School
10 District.

11 So 10 percent of our families
12 are -- our student population are English
13 language learners, but of course as
14 anybody in the School District knows,
15 they're highly concentrated in particular
16 schools, and many of the families,
17 Furness, which may have almost 40
18 percent, almost one in two students, who
19 are new immigrants and English language
20 learners feel like they're getting such
21 little academic and support services
22 despite the fact that they're serving
23 such a diverse population.

24 Of course, our neighborhood
25 high schools are serving such

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 significantly high populations of
3 high-need special ed students, and,
4 again, the repeated feeling is is that so
5 many of our neighborhood high school
6 principals feel like they're not getting
7 the supports that they need, that they're
8 not getting the types of investments to
9 deal with their population to ensure that
10 those students are not only felt welcomed
11 and included but also are being groomed
12 to succeed in diverse ways for them as
13 well.

14 And then I do just want to
15 mention for my colleagues and the final
16 comment for my panelists is that we have
17 so many young people in DHS who are
18 involved in the system, one in five, and
19 we have a desperate need to make sure
20 that our City and District services
21 coordinate. Myself and Councilwoman
22 Blackwell will be absolute partners on
23 making sure that happens, but we have to
24 have the personnel in schools to make
25 sure that we have those contacts so that

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 every principal, every school, every
3 child, and every family can be assured
4 that we are doing everything on our end,
5 and if there are gaps, that those are
6 incidental, anecdotal things, but that
7 they are not the fault of any systemic
8 neglect on behalf -- that impact young
9 people.

10 So those were some of the
11 hearings. I did want to update you on
12 what our process has been for the last
13 three months. We've been serious about
14 trying to understand some of these
15 findings, and it's with that spirit that
16 we bring you back to City Council. We
17 welcome you and would welcome our first
18 testimony from SRC Commissioner Marge
19 Neff.

20 Thank you.

21 CHAIRWOMAN NEFF: I don't have
22 prepared testimony. I'm here to answer
23 any questions that you have pertaining to
24 the SRC.

25 COUNCILWOMAN GYM: Is there

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 anybody who has prepared testimony today?

3 (No response.)

4 COUNCILWOMAN GYM: No? Okay.

5 Okay. Would any of my
6 colleagues like to make any additional
7 statements before we begin questions?

8 (No response.)

9 COUNCILWOMAN GYM: So I'll open
10 with Councilman Johnson.

11 COUNCILMAN JOHNSON: Thank you,
12 Madam Chair. Thank you for pulling
13 together Part 2 to this hearing. And
14 obviously I didn't have the opportunity
15 to attend the first one, so just forgive
16 me if some of my questions may be a
17 little redundant for me not having an
18 opportunity to be at the first hearing,
19 but thank all of you for being here.
20 Thank you for your service. It is a very
21 critically important issue as we address
22 what I like to call the school-to-college
23 pipeline for our young people. And I'm a
24 product of the Philadelphia public
25 schools system. Edward Bok High School

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 is the school I graduated from. I went
3 on to the University of Pennsylvania
4 after I got my Master's degree,
5 undergraduate at Mansfield University.
6 So I'm a strong advocate in helping our
7 young people to go on and follow their
8 goals and dreams in spite of their
9 circumstances. And I'm from Point
10 Breeze, South Philadelphia. Probably one
11 of the most, at that particular time,
12 impoverished areas in the City of
13 Philadelphia, but now it's totally
14 changing through development and
15 gentrification.

16 And so I do want to thank all
17 of you for being here, but to the matter
18 at hand, a couple questions. The \$88
19 million surplus -- and when I hear
20 "surplus," that always sounds good. I
21 know the District doesn't have to come in
22 front of Council this year requesting
23 funding, but in the midst of all of the
24 needs and the things that need to be
25 addressed in terms of improving the

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 quality of life for our young people, the
3 quality of education, can you just give
4 me a brief overview of how you were able
5 to come up for the savings with the \$88
6 million surplus. And then, two, what's
7 going to be the priorities as it relates
8 to how that \$88 million is spent? That's
9 the first question.

10 And then I also as a follow-up
11 would like to get an understanding of the
12 substitute contract and how we're going
13 to move forward. I was informed that
14 there's testing that started today for
15 some of our students. I remember the
16 California Achievement Test during that
17 generation of Dr. Constance Clayton, and
18 in order for me to be prepared to take
19 that test, it was the responsibility of
20 me having a strong actually teacher, not
21 a substitute teacher. So this is a very
22 different time that I'm living in that a
23 substitute teacher would actually be
24 educating a young person for a
25 standardized test, but nevertheless,

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that's where we're at.

3 So those are my two key
4 questions that I want to get an
5 understanding of. How did you come up
6 with the \$88 million? Two, what are
7 going to be your priorities as you begin
8 to spend down that \$88 million? And then
9 the second part is the substitute
10 teachers contract.

11 Thank you.

12 MR. MONSON: Thank you,
13 Councilman. Good morning. In terms of
14 the \$88 million fund balance, so that was
15 the year end --

16 COUNCILMAN JOHNSON: Can you
17 state your name.

18 MR. MONSON: I'm sorry. My
19 name is Uri Monson. I'm the Chief
20 Financial Officer for the District.

21 COUNCILMAN JOHNSON: Thank you.

22 MR. MONSON: So the \$88 million
23 year-end fund balance, which was the fund
24 balance at the end of basically June 30
25 of last year, a lot of that was driven by

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 the cigarette tax revenues, which were a
3 little higher than anticipated, the sales
4 tax revenues that came in. The
5 difficulty was in terms of ending and not
6 being able to spend during the year,
7 which is usually a priority, real estate
8 tax collections for the City and the
9 District came in very late that year. At
10 one point they were actually talking
11 about reducing the projected number --
12 the projected dollars that we received,
13 and the cigarette tax was uncertain being
14 a new tax. By the time the dollars came
15 in late in June, it was too late to spend
16 in that year, and then the real problem
17 was, there was no state budget. So
18 although \$88 million is a large number,
19 it represents barely two weeks operating
20 for the District. So when you're not
21 getting any dollars from the state, it
22 was very difficult for us to even
23 consider re-spending the money at that
24 time during this year. We were able to
25 push out more money this year as funding

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 became more certain and we wanted to make
3 investments.

4 In terms of making investments
5 and switching a little bit to the Five
6 Year Plan projection moving forward, so
7 we put out a Five Year Plan -- and I know
8 we shared with Council -- to the SRC the
9 end of March and put it out publicly.

10 We're trying to balance having a
11 sufficient fund balance with making the
12 type of investments.

13 What the Five Year Plan lays
14 out is, we're actually projecting to end
15 this year right now with about a \$134
16 million balance. Again, from
17 perspective, it's less than a month's
18 operating for the District. It's about 5
19 percent of our operating revenues that
20 come in. The recommended level by the
21 Government Finance Office Association by
22 the rating agencies is 10 percent. In
23 New York state, any school that has less
24 than 10 percent is considered fiscally at
25 risk. And if you look at our Five Year

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Plan, you would see that although we have
3 a large fund balance this year, we would
4 actually be negative by Fiscal Year '19.
5 So we're trying to balance out having
6 sufficient funds to carry us so we're not
7 every year having to come begging for
8 money or having to close programs with
9 making new investment.

10 So while carrying \$134 million
11 at the same time -- and actually in the
12 presentation, the investments that are
13 contained in the Five Year Plan total
14 \$440 million of new investments over the
15 five-year period. So maintaining some
16 fund balance while also making investment
17 is exactly the balancing act essentially
18 we're trying to do, recognizing there's
19 needs, so we can't carrying the 10
20 percent, at the same time needing to
21 invest in our schools.

22 I think Source4 --

23 COUNCILMAN JOHNSON: Just a
24 follow-up in terms -- and this is along
25 the lines of funding. So the Governor

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 recently was able to pass his last year's
3 budget, and how much money specifically
4 will the City of Philadelphia School
5 District receive?

6 MR. MONSON: So from the budget
7 that's already become law --

8 COUNCILMAN JOHNSON: Yes; not
9 the one that we're waiting on.

10 MR. MONSON: There's a piece
11 still in dispute, and we actually did
12 receive our February payment a week ago.
13 So about \$155 million. So the money
14 has --

15 COUNCILMAN JOHNSON: 155
16 million?

17 MR. MONSON: Yes. That would
18 have been our normal February payment
19 that we got last Monday.

20 We're expected to get about
21 \$1.4 billion in total state revenues,
22 1.438, which is about \$62 million more
23 than the previous year. That's made up
24 of a number of factors, some new Ready to
25 Learn Grant funds, also includes the

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 normal increase in reimbursements. We've
3 put more into the pension fund. More of
4 that gets reimbursed. So there's some
5 offsetting to the new revenues as well.

6 COUNCILMAN JOHNSON: So as of
7 February, we have received a payment of
8 155 million?

9 MR. MONSON: In April we got
10 the -- we basically get our share of the
11 basic ed funding every other month. So
12 our normal February payment, which we did
13 not receive because of the impasse, we
14 received last week, last Monday. And
15 then our normal April payment we're
16 scheduled to get the end of the month.
17 So we're back on schedule for those
18 funds.

19 COUNCILMAN JOHNSON: Thank you.

20 MS. BURNS: Fran Burns, Chief
21 Operating Officer.

22 To address your question on
23 Source4Teachers, last week ending we were
24 at a 47 percent fill rate using
25 Source4Teachers as the contractor to fill

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 substitute teachers. We currently have a
3 few options that we're looking at very
4 quickly and very seriously in terms of
5 continuing to bring that fill rate up.

6 COUNCILMAN JOHNSON: So let me
7 ask you a question, because -- and I want
8 to thank Councilwoman and Madam Chair Gym
9 and Councilwoman Blackwell, Chair of
10 Education, for providing me with this
11 data, because as I'm looking at
12 substitutes unfulfilled by school in the
13 severe range, I have Motivational High
14 School, Patterson, John Bartram, and
15 Morton. So I have four schools that are
16 in my district. So obviously that's
17 something I'm a little alarmed about,
18 because if the young people are starting
19 their testing this week and we're working
20 with substitutes, and with all due
21 respect to the process -- I'm just going
22 to be honest. I just know the dynamics
23 of having a teacher and the psychology of
24 having a substitute teacher. As a
25 student sometimes when you have a

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 substitute, you just don't feel like it's
3 a priority in terms of learning that day,
4 even though you should, because depending
5 on the substitute teacher's style, it
6 just has an impact on you as a student.

7 And I'm talking about personal experience
8 from going to childhood elementary
9 school, Barrett Junior High School,
10 Edward Bok High School. So spending my
11 whole lifetime -- and not saying I was
12 always the good kid in the class.

13 Depending on the type of substitute
14 teacher -- I'm just being up front --
15 will determine that day if I'm going to
16 be the class clown or somebody that's
17 going to make me sit down, listen, and
18 keep my mouth shut, and that's just the
19 reality of the system.

20 But let me get a little bit
21 more clarity, because I definitely want
22 to make sure that I'm advocating for
23 those constituents that I represent, the
24 voters who sent me here to City Council.

25 So I would like to get a

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 personal report -- and if I can follow up
3 with you, Fran -- specifically on those
4 schools that are in the 2nd Councilmanic
5 District to find out the status of where
6 we're at in this process. But I also
7 want to delve a little bit into why are
8 we going in this direction again? Is it
9 cheaper to go into the substitute teacher
10 with a private outside contractor than to
11 work in partnership with your current
12 PFT? Like why are we using a substitute
13 outside company to fill the classrooms?
14 I'm just asking a basic question, because
15 I remember the report that they weren't
16 actually doing what they were supposed to
17 be doing as an outside contracting
18 company as opposed to --

19 CHAIRWOMAN NEFF: They're not
20 meeting their contractual obligations,
21 you are correct.

22 COUNCILMAN JOHNSON: Yes.
23 That's my point.

24 CHAIRWOMAN NEFF: The
25 benchmarks, yes.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 In hindsight, I mean, the
3 intention was it wasn't about savings, it
4 was about higher fill rate, and the
5 contract has been a big fail. I'm not
6 going to mince words about that.

7 COUNCILMAN JOHNSON: And I'm
8 just trying to understand. So when you
9 say a higher fill rate --

10 CHAIRWOMAN NEFF: So the
11 District was concerned --

12 COUNCILMAN JOHNSON: --
13 compared to -- who would be filling if we
14 didn't have this outside contract, who
15 would be filling the classroom as
16 substitute teachers?

17 CHAIRWOMAN NEFF: So under the
18 old system, when the District we handling
19 its substitute services itself, the fill
20 rate was averaging 60 percent, and the
21 District proposed using an outside
22 contractor, who guaranteed a much higher
23 fill rate and --

24 COUNCILMAN JOHNSON: Higher
25 than 60 percent?

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 CHAIRWOMAN NEFF: Yes. Yes.

3 As you can see from the data the
4 Councilwoman has provided and we have had
5 as well, that has definitely not happened
6 this year with that vendor.

7 COUNCILMAN JOHNSON: Tell me
8 more about this company. So you have a
9 private vendor that provides substitute
10 teachers inside Philadelphia public
11 schools. So how do they go about vetting
12 the actual substitute teachers that
13 they're going to be placing?

14 CHAIRWOMAN NEFF: I'm going to
15 let Fran give you specifics on that.

16 MS. BURNS: Certainly.

17 The teachers come in for -- the
18 potential candidates come in for an
19 interview, a face-to-face interview, and
20 it's through that interview, through
21 background clearances, through the resume
22 that they bring, as well as an on-site
23 training session that the candidates are
24 vetted.

25 COUNCILMAN JOHNSON: Okay. All

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 right. So what's their reasoning why
3 they couldn't meet their obligation, and
4 are we terminating the contract and
5 starting from scratch and moving forward?

6 MS. BURNS: In a public
7 context, I'm very careful since we're
8 currently in a contract with them about
9 how I represent where we are today. So,
10 therefore, I can say that we are
11 seriously considering very quickly a
12 multitude of options so that we are
13 better positioned with a greater
14 assurance going into next school year, as
15 well as working -- obviously we haven't
16 written this school year off. We are
17 meeting with them daily about --

18 COUNCILMAN JOHNSON: What's
19 their reason as why they couldn't meet
20 their obligation? Are you allowed to --

21 MS. BURNS: Okay. So
22 certainly --

23 COUNCILMAN JOHNSON: If we're
24 using public dollars, then you can
25 publicly talk about why the contract

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 isn't being fulfilled.

3 MS. BURNS: There has been --
4 it's a multitude of things back and
5 forth. One was a very quick
6 implementation at the beginning of the
7 year. So they would say that we
8 implemented late to get a strong start to
9 the beginning of the school year. I have
10 heard from them that they have -- that
11 they believe there's a shortage of supply
12 in substitute teachers in the region. I
13 have heard the difficulty of the time on
14 when teachers give notice of being absent
15 for the day as a potential problem on
16 their staffing. I've heard that they
17 may -- and we actually have addressed
18 this over the course of the year, but
19 initially heard some feedback around the
20 pay rates that we were offering.

21 So those are some of the
22 conversations from the vendor.

23 COUNCILMAN JOHNSON: And I'm
24 going to wrap up on this and my other
25 colleagues can ask some questions. So

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 with this specific contract -- and,
3 again, I'm just trying to get an
4 understanding, because at least for me
5 any time we talk about, again, that
6 pre-K-to-college pipeline, public
7 education, when we come across instances
8 like this, it should be like an alarm,
9 like a sense of urgency, like either
10 they're going to get with it, and then we
11 cancel the contract, we deal with the
12 litigation and we figure out how to fix
13 it, because -- and that's why I'm always
14 when I approach these hearings, you know,
15 mindful of my approach, because I
16 recognize that -- like a lot of these
17 young people only get one shot. And half
18 of us in here are professionals. Some of
19 our kids go to public schools. To be
20 quite frank with you, some of our kids
21 don't, right? And so it has to be that
22 level of urgency as if it was yours,
23 because you don't get a second chance.
24 And that's when -- when we don't get it
25 right, but we keep doing budgets year

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 after year and then we sit in these
3 hearings, we talk about 155 million
4 coming from the District and \$88 million
5 surpluses, and then the reality is for me
6 like how do we just change the culture in
7 terms of achievement and getting it right
8 across the board. Because if we don't
9 get it right, then on the other end,
10 that's when we got jails, institutions,
11 and death. And I'm not saying it from a
12 sound bite standpoint, because we're all
13 professionals, but when I hear -- and I
14 heard about this -- I heard on the news
15 about this contract a while ago. It
16 wasn't recently. Like it was a while ago
17 I saw it on the news, and I'm like, okay,
18 obviously if it's on the news, they're
19 going to fix it. And then here it is --
20 that had to be like a couple months ago.
21 And so it's like, okay, if this company
22 comes in, eat the cost. I mean, I'm
23 quite sure you got insurance for
24 lawsuits.

25 If they're not willing -- if

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 you said we're doing the 60 percent
3 placement rate on our own and they come
4 in and they're behind, then to me it's a
5 no-brainer. Like we're not going back to
6 the table to try to fix it when y'all
7 already getting paid. Let's move
8 forward.

9 And so, again, I'm not coming
10 down here for the sound bites. I'm just
11 coming down here on a real passionate
12 issue, because at the end of the day,
13 it's the young people who are impacting.
14 And I know how this process works. I've
15 been around for a little bit. They're
16 adults and professionals. That's always
17 there. If we had a law we could put all
18 the professional kids inside the public
19 schools, including elected officials, I
20 think it would be a different level of
21 urgency on how we're addressing this
22 issue. That's just my personal opinion,
23 because we can't be addressing substitute
24 teachers and the lack of placement and
25 there's two, three months down the line

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 when the issue became a major issue
3 publicly.

4 And so I just wanted to state
5 that for the record, and I'll save my
6 other questions for the next round.

7 COUNCILWOMAN GYM: Thank you so
8 much, Councilman.

9 The Chair recognizes
10 Councilwoman Quinones-Sanchez.

11 COUNCILWOMAN SANCHEZ: Thank
12 you, Madam Chair.

13 Let me say that I really
14 appreciate the work that the Committee on
15 Children and Youth did and the community
16 sessions that we had. Every once in a
17 while -- and I said this to Fran the
18 other day -- it's like the new normal is
19 we don't have, we don't have, we don't
20 have. But for the folks who participated
21 in those sessions -- and I didn't get a
22 chance to participate in Sayre, but in
23 South Philly and Edison, I was pleased at
24 how many people still believe we can get
25 this right, you know, young people really

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 just asking for that opportunity that
3 Councilman Johnson was talking about.

4 So, you know, I want to thank
5 all of you, in particular Principal Neff,
6 for taking on this thankless job
7 sometimes. It's a lot of hard work, but
8 there are people that believe, that
9 believe we can fix the system, that
10 believe we have the authority and the
11 power to fix the system and to make
12 things better. And so I want to deal
13 with what we can control, not necessarily
14 what goes on in the state.

15 So in that context, I'm going
16 to take advantage -- this is Uri's first
17 time over here -- and start asking some
18 financial questions. So I'll leave the
19 other folks alone. This is finance.

20 How are we monitoring the
21 actual levels of expenditure in the
22 classroom? One of the challenges that we
23 always talk about is, we're always going
24 to have a limited number of funding.
25 What percentage of our money is going

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 into the actual classroom, and how does
3 that compare to before this financial
4 crisis?

5 MR. MONSON: I'll sort of do it
6 in reverse, but if you look at our share
7 of the budget that is actually spent on
8 administrative -- so that's not going
9 into the school buildings, put it that
10 way -- we're at about 4 percent of total
11 budget spend goes into administrative
12 costs. That's if not the lowest, among
13 the lowest among any urban district. As
14 much as there have been cuts at the
15 school level, the Central Administration
16 cuts have actually been higher on a
17 percentage basis. We're very lean, and
18 in some ways, it actually comes back to
19 reflect on the schools.

20 For example, one of our big
21 issues and obviously all the talking
22 about the substitutes and one of the big
23 drivers of that is our high vacancy rate,
24 and it plays into everything we've
25 already discussed here, and I can even go

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 back to the issue of the surplus. The
3 large surplus we're looking at this year
4 is being driven in large part by the huge
5 number of --

6 COUNCILWOMAN SANCHEZ: Can we
7 not call it a surplus. It's a fund
8 balance.

9 MR. MONSON: So the -- well,
10 there's an operating surplus for the
11 year, which is estimated now about \$63
12 million, and we'll end the year with a
13 fund balance of 134 million. But what I
14 would like to talk about is, there are
15 good savings and bad savings within a
16 year. So if fuel costs are low, that's
17 good savings. If we have new
18 efficiencies, that's good savings. There
19 is not a person in that building -- I can
20 say this with all seven weeks of being in
21 that building, but there's not a person
22 across the system who thinks the
23 vacancies are good or wants those
24 vacancies or wants those savings from
25 that. The high vacancies plays into the

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 substitute issue, certainly increases the
3 burden for there. It increases all the
4 issues that were mentioned throughout.

5 It's one of the reasons that among those
6 \$440 million of investments, we're
7 putting a lot of money into supplemental
8 hiring this year. We've been very public
9 about our goal for 800 teachers, to have
10 every position filled going into the year
11 and, to some extent, overfill to prepare
12 for the normal kind of attrition that may
13 happen. And we've committed dollars to
14 it in this plan, where we're assuming
15 much less what we would normally get from
16 vacancy savings. But we have those
17 savings this year. We had the vacancies,
18 and that leads -- those bad savings lead
19 to that operating surplus. So how we
20 roll that in, how we play it through
21 flows through for all those dollars.

22 COUNCILWOMAN SANCHEZ: So in
23 light of the fact that we're never going
24 to have an ideal situation and since
25 you've done performance-based management

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 before, financial management, how are we
3 moving towards a student-weighted
4 formula?

5 MR. MONSON: Internal to the
6 District? So it's an interesting
7 question, and a combination of factors.
8 There are some -- primarily the school
9 budgets are based on enrollment. So
10 there is already a pupil-based formula,
11 with obviously certain special ed and
12 certain other special needs within the
13 various systems as the baseline. And
14 then there's also a certain amount of
15 money per student.

16 Ultimately everything is a
17 projected enrollment-based funding for
18 the individual schools, and we actually
19 just completed on Friday the school
20 budgeting process with each principal in
21 the school. And actually I can't speak
22 to previous years. I've been told by
23 many people involved this was the best
24 process they had. We were a much more
25 customer-friendly approach, which is

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 something that's very important to me.

3 But rather than kind of forcing

4 principals on their own, bringing

5 everybody to the table in the District so

6 they could have all the people they need,

7 whether it's grants, budget, special ed,

8 their own assistant superintendents at

9 the table with them, helping them work

10 through their school budgets.

11 COUNCILWOMAN SANCHEZ: So how
12 close are we -- let me ask the Chairwoman
13 here. How close are we to moving to a
14 student-weighted formula?

15 CHAIRWOMAN NEFF: That would
16 really definitely be a District question,
17 but having been --

18 COUNCILWOMAN SANCHEZ: Is there
19 a commitment from the SRC to get there?
20 Everybody talks about it, but is there a
21 commitment to say this is a priority
22 given the surpluses or fund balances to
23 get there?

24 CHAIRWOMAN NEFF: I think I
25 need some clarity from you on when you

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 refer to a student-weighted formula. Are
3 you talking about similar to -- during
4 the Ackerman Administration, we had a
5 pilot of that where dollars -- that the
6 formula is based on different
7 characteristics of the student and the
8 dollars follow the student from school to
9 school. I think what Mr. Monson was
10 referring to is that in fact to some
11 degree at this point, the School District
12 budgets do that, because special
13 education funds follow the student, ELL
14 funds follow the student. There's a
15 basic weighted formula.

16 Unfortunately in the District
17 since gifted education fell by the axe
18 when there was -- we don't have gifted
19 education in that, and then the Title I
20 funds based on poverty and percentage of
21 students.

22 My reluctance in saying that
23 there's a commitment to the
24 student-weighted funding I think would in
25 part be around my experiences with Title

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 I. And Title I used to be restricted in
3 terms of -- I mean, yes, we have
4 percentages and, yes, it's based on the
5 percentage of students in poverty. In
6 the past, about 20 years ago, 25 years
7 ago, it actually was the students were
8 identified in the school, the funds were
9 only allowed to be spent on those
10 students and until we moved to the
11 school-wide model.

12 So I have a little concern that
13 we not have a formula that in any way
14 impacts how services are delivered in
15 schools. I think one of the good things
16 that happened is when we went -- the
17 Title I funds went to a school-wide model
18 so that Johnny who didn't meet the
19 criteria for Title I sitting next to Mary
20 who did, you could service both those
21 kids with a program.

22 COUNCILWOMAN SANCHEZ: No, no.
23 And I agree with you there, but I also
24 believe that because we're never going to
25 be in an ideal financial situation, there

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 has to be a commitment to say there are
3 certain schools in certain communities
4 with certain needs and, therefore, we
5 need some additional resources there. In
6 lieu of us saying we're committed to
7 that, it's not going to happen. And so
8 as we begin to identify what are going to
9 be the priorities around restoration of
10 services we've seen lost, what is going
11 to be our policy around the additional --
12 the state has moved to that when they do
13 their kind of formula around grant, their
14 state grant, whatever stuff that they
15 come up with. There needs to be a
16 commitment here locally that that's going
17 to be part of the equation as we decide
18 the kinds of investments that we're going
19 to put in schools. And so in lieu of
20 that, then we're left to who is the best
21 principal who is an advocate for their
22 building and those types of things as
23 opposed to there's a commitment in some
24 communities because of the educational
25 disparity achievement.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 CHAIRWOMAN NEFF: Maybe

3 Mr. Monson or somebody else on the panel
4 wants to speak to that, but in the way
5 the funds are distributed in school
6 budgets, there's a baseline that everyone
7 gets, it's a per pupil, and then the
8 categorical funds address poverty,
9 special education, ELL. So are in fact
10 based on that. And then the District,
11 through the Action Plan 3.0, has made a
12 commitment to pushing some services
13 directly to high-need schools based on
14 their need. You know, that doesn't make
15 for -- it makes for equity, but not equal
16 distribution of funds across the system.

17 COUNCILWOMAN SANCHEZ: That's
18 going to be a question we're going to
19 continue to kind of press on. So I
20 encourage folks to talk about that and be
21 able to articulate that in a very kind of
22 transparent way.

23 While I have you, and then I'll
24 go back to Uri real quick. In light of
25 the fund balance and stuff, what is the

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 SRC's commitment to getting all our
3 contracts completed so we can kind of
4 move forward, both from the PFT and I
5 believe SEIU is up again.

6 CHAIRWOMAN NEFF: We have three
7 contracts up this year.

8 COUNCILWOMAN SANCHEZ: So what
9 are we doing in preparation for that, and
10 is that something that we're going to see
11 some progress when the School District
12 comes to Council?

13 CHAIRWOMAN NEFF: Well, I know
14 the District is working actively to, now
15 that we've identified funds that are
16 available for all of those contracts, to
17 bring -- I would be more than happy to
18 vote on any contracts that the District
19 negotiates that honor our workforce in
20 terms of the sacrifices that they've made
21 over the past three years with our
22 limited funds, but also leave us fiscally
23 sound. And I think we're in a position
24 now to be able to do that.

25 COUNCILWOMAN SANCHEZ: So

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 there's a commitment to try to get this
3 done --

4 CHAIRWOMAN NEFF: Absolutely.

5 COUNCILWOMAN SANCHEZ: -- by
6 the end of the year? Okay.

7 And then I don't want to
8 monopolize. I'll go into my second
9 round.

10 As we prepare for the budget
11 discussion and, again, going back to the
12 student formula, I'm really interested in
13 the School District demonstrating to us
14 financially what are the non-student
15 expenses that we are incurring and what
16 are the legal outside firms? What are we
17 doing that's -- that doesn't meet our
18 goals to educate children? What are
19 those expenses and what are we doing to
20 control those moving forward, since I'm
21 assuming we're going to stop all the
22 litigation outside of firing Teacher
23 Source.

24 CHAIRWOMAN NEFF: I'll just
25 speak about the litigation. We are very

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 concerned, the District and the SRC,
3 about the amount of money being spent in
4 litigation, and so we hired a consultant
5 to work with the District, look at the
6 expenditures in the Legal Department and
7 make significant recommendations on how
8 to reduce those costs.

9 I have to say for my background
10 as a principal and also as a special
11 education teacher, some of these cuts
12 that we've made in Central Administration
13 do end up having impact, significant
14 impact, at the school level, and I think
15 special education is a perfect example of
16 that. When we are not able to ensure
17 that our programs at the school level are
18 meeting kids' needs and that we're
19 meeting the law in regard to programming
20 for those children, we then find
21 ourselves in litigation over those
22 issues.

23 So I think that the District is
24 going to be, with the recommendations
25 from the consultant, not just looking at

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 how do we internally in the Legal
3 Department reduce those costs, but also
4 what are the proactive things that we
5 need to do in order not to find ourselves
6 in those positions, and looking at the
7 cost of outside counsel versus using
8 inside counsel.

9 COUNCILWOMAN SANCHEZ: Yeah.

10 And I'll end with this. I mentioned it
11 to Fran Burns last week when she was here
12 to testify for Council. I'm very
13 interested in hearing what procurement
14 policies you have around Philly first and
15 ensuring that the School District's two
16 point whatever billion dollar budget is
17 helping in the local economy. So there
18 has not been a policy in the past, and
19 we're really interested as we work
20 internally with our own policies in
21 ensuring that moving forward the District
22 looks at that. I know we're always quick
23 to save money, but saving money and
24 paying contractors who don't have workers
25 in the City, who are not paying wage tax,

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 no incentive for people moving into the
3 City, we all have to leverage that.

4 And I'll wait for the next
5 round. Thank you.

6 Thank you, Madam Chair.

7 COUNCILWOMAN GYM: Thank you
8 very much.

9 Just a point of clarification.
10 Mr. Monson, could you share with us the
11 expenses in the Legal Department over the
12 last five years.

13 MR. MONSON: So going back to
14 2010, Legal Department expenses were just
15 over 3 million, 3.1 million in '11, 5.3
16 million in '12, 5 million in '13, 6.9
17 million in '14, 8.5 million in '15, and
18 an estimated 6.8 million for this year,
19 end of this year.

20 COUNCILWOMAN GYM: So that
21 would be a 250 percent increase?

22 MR. MONSON: That's a little
23 over 100 percent increase, because it
24 doubled, the rate of increase.

25 COUNCILWOMAN GYM: Double,

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 right.

3 MR. MONSON: Right. That's a
4 100 percent increase, more than doubled
5 over that period.

6 COUNCILWOMAN GYM: And is there
7 clarity about how that's divided up
8 between judgments and outside counsel?

9 MR. MONSON: We're actually
10 working on that as we speak. We were
11 looking at the numbers over the weekend,
12 which is why I have that e-mail, and it's
13 one of the issues -- we're in the process
14 now of going through all the Central
15 budgets over the next month, Central --
16 all the budgets that fall within the
17 Central Administration. That's one of
18 the ones we want to look at in detail.

19 COUNCILWOMAN GYM: Do you have
20 a projection for FY16?

21 MR. MONSON: For the current
22 year, that was the six point --

23 COUNCILWOMAN GYM: 6.8 million?

24 MR. MONSON: Yeah.

25 COUNCILWOMAN GYM: All right.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Thank you.

3 The Chair recognizes Councilman

4 Oh.

5 COUNCILMAN OH: Okay. Thank
6 you very much, Chairwoman.

7 So my questions are for Uri
8 Monson. First, I'm glad to see you're
9 there, as you are so very respected and
10 competent.

11 MR. MONSON: Thank you.

12 COUNCILMAN OH: Along with
13 everyone at the table, I might say. But
14 I do have some questions for you.

15 So you clarified that there is
16 a surplus, but unfortunately the surplus
17 is a result of not spending money that
18 should have been spent to further
19 education. And then there's a fund
20 balance as well. Is there a plan or
21 process that you're aware of to try to
22 get a positive surplus; in other words,
23 as you said, to have a surplus based on
24 efficiencies and good performance?

25 MR. MONSON: I think it's

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 always the goal to strive to be more
3 efficient and effective in delivery of
4 service, whether you're public sector or
5 private sector. Some things you take
6 advantage of, low fuel costs obviously.
7 You never would project the kind of oil
8 prices we've had, but we have them, so
9 we're trying to repurpose those savings
10 where we can.

11 I think wherever we can find
12 efficiencies and effectiveness, it's
13 actually one of my goals coming in.
14 Every place I've ever been always has
15 that office of OMB, but tends to be more
16 focused on the budget and not the
17 management, and one of my goals really is
18 to be able to use that office as I get
19 beyond the seven weeks and have a chance
20 to get more involved to really be able to
21 do more management initiatives. I think
22 there's a real focus on being proactive
23 and not reactive. I think Dr. Neff
24 addressed that a little bit in one area.
25 I've been working very closely already

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 with our risk manager. We really need to
3 be proactive in everything we're doing.
4 It is sometimes a little harder work and
5 harder work up front, but it is much more
6 effective. It saves money in the long
7 term. It's a better result. And I think
8 it should be an approach we can take
9 across the entire District.

10 COUNCILMAN OH: So as you are
11 beginning your seven weeks, is that a
12 process that you are starting now? In
13 other words, you did not come in to
14 receive a one-year plan, a five-year
15 plan, and a 20-year plan around
16 efficiency and better performance?

17 MR. MONSON: Correct. That's
18 going to be -- I don't think personally
19 for myself I know enough, and I think
20 there's always opportunities to look. I
21 would never put a number on what those
22 savings could be. What I can indicate is
23 that the more we can identify savings
24 across the system, the more we can put
25 back into the schools. We did that this

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 year in March when we kind of announced
3 the first level of some these
4 investments, whether they were the
5 instructional materials and some very
6 specific investments, refresh of high
7 school classrooms, things like that. We
8 also pushed out \$7.9 million directly to
9 the schools on a \$60 per student, so that
10 the schools, at least for the rest of
11 this year, rather than keeping that money
12 in for a fund balance, there were
13 opportunities for one-time costs, be it
14 materials, be it overtime, professional
15 development, whatever those opportunities
16 were. The principals could determine how
17 best to use that money, but we got that
18 money out as quickly as we could once we
19 could identify it, even in the face at
20 that time of not having a state budget.

21 So we are -- the goal is to
22 fundamentally identify funds if we can
23 reinvest and get it out to the schools as
24 quickly and efficiently as possible.

25 COUNCILMAN OH: Okay. You

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 know, it's a concern to me, because at
3 one point in time you were at the PICA
4 Board, which was all about five-year
5 planning, and you oversaw the problems of
6 the City in not having long-term
7 planning. And this was only five years,
8 not 20 years. This was five years. So
9 what I'm getting from this is that there
10 is no established and has not been in the
11 School District of Philadelphia an
12 established plan around creating greater
13 efficiencies and, for example, improving
14 technology and addressing the lack of
15 resources by replacing or providing iPads
16 or more computers or things like that.

17 MR. MONSON: I don't think
18 that's completely fair to say. Obviously
19 I wasn't there, but first of all,
20 obviously when you're in the middle of
21 retrenchment and having hundreds of
22 millions of dollars in cuts and laying
23 off thousands of teachers and in-school
24 workers and central admin, it's hard to
25 turn around and identify the resources to

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 put in to IT, to put in technology, to
3 put across the board, and when you're
4 fundamentally just trying to have the
5 bare bones staff to get done the things
6 you need to do to fill vacancies, to get
7 teachers in front, to get resources out
8 to the principals, unfortunately those
9 types of efforts for efficiency, because
10 they do take work and they do take
11 commitment, can't be the first priority.
12 They really can't.

13 So my focus for me, as I look
14 at it, is we have this opportunity and
15 where we can -- so, for example, where we
16 have this one-time investment, refreshing
17 all the high school classrooms from a
18 technology perspective, refreshing all
19 the high school labs is that type of
20 investment we can do with one-time funds,
21 which has a profound effect on those
22 classrooms going forward in a different
23 year, an academic efficiency, if you
24 will.

25 On the central admin, it's kind

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 of combining looking at efficiency,
3 making the work process better,
4 recognizing you're working with a bare
5 bones staff, and it takes time and
6 effort, and that's one of the things I'd
7 like to do, is actually if finance can
8 have a stronger management team, is sort
9 of to be an internal consultant across
10 the District so that rather than
11 contracting with outside folks, having
12 these folks kind of go in, be able to
13 provide that time, work with different
14 departments across the District and look
15 for those types of efficiencies. Not
16 only look for them but actually work to
17 develop them. I think they're all
18 possible.

19 I wouldn't question what others
20 have done over the past few years, having
21 not been there. I'm sure that wherever
22 there were identified efficiencies, they
23 would do them, but it does take a strong
24 commitment of resources to actually go in
25 and do it, and, again, at a time of

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 retrenchment, it's very, very difficult
3 to commit to that as opposed to getting
4 the limited resources you have into the
5 schools.

6 COUNCILMAN OH: Yeah. I know
7 that it is very hard and I know that
8 you've only been here seven weeks, and
9 I'm not really just talking about
10 recently, I'm talking about Vallas,
11 Ackerman, Knudsen. We've been through
12 numerous SRCs, different administrators,
13 different superintendents. And I'm not
14 necessarily saying it's their fault
15 either. I'm just saying there hasn't
16 been a plan in place, and it is a time of
17 retrenchment, but the thing that concerns
18 me is that if there isn't a plan, then
19 you look for opportunities that pop up,
20 and the only opportunity that I see on
21 the horizon, which is not necessarily a
22 bad opportunity but is an unplanned
23 opportunity, is charter schools. In
24 other words, if there's no plan, then the
25 only thing that pops up, from what I can

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 see -- and I could be wrong -- is that
3 the solution of positive results and
4 greater efficiencies, including filling
5 vacancies and basically having non-union
6 workers, is charter schools. And charter
7 schools seem to have proliferated in
8 Philadelphia. Some of them are great and
9 some of them seem to be not so good, but
10 now we have like 80-some charter schools,
11 and the courts decided that they're
12 uncapped, which is why I'm asking you
13 these questions, because this is going to
14 now go into your bailiwick, which is
15 financial planning. Like how without a
16 financial -- without a plan of greater
17 efficiencies long term -- in other words,
18 I know you inherited it. You just walked
19 in here, seven weeks, and now because on
20 the City side, on our side -- listen, we
21 got a lot of problems too, and our
22 problems affect you. And so we got this,
23 as you know better than me, we got a
24 sunset on the PICA wage tax, and that
25 means our city is not going to have money

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 unless something happens, \$350 million
3 anticipated per year after 2023, and
4 there's this bifurcation of real estate
5 taxes on the horizon, but someone is
6 proposing capping our most expensive real
7 estate at 15 percent, and then putting 15
8 percent on top of businesses that have
9 already been already raised through AVI.
10 And so with all these on the horizon that
11 you've now got to plan for, which you
12 didn't have to plan for ten years ago,
13 but, I mean, this is coming up pretty
14 quickly.

15 MS. BURNS: Councilman Oh, if I
16 may also support my colleague in
17 answering this question, because it is
18 seven weeks.

19 COUNCILMAN OH: Thank you. I'm
20 sorry. Thank you.

21 MS. BURNS: Acknowledging that.

22 So I wanted to speak to a
23 couple things that I hear within. One is
24 really some acknowledgment around
25 efficiencies and planning. So I want to

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 speak to that, as well as speak to the
3 way that while we have functional offices
4 working on different plans that will come
5 together under Action Plan 3.0.

6 So we think about Action Plan
7 3.0 and the goals that are established in
8 Action Plan 3.0 as our visionary and
9 umbrella of.

10 Speaking specifically, our
11 Chief Information Officer has a very
12 detailed plan of not only technology
13 investment, but also projects and
14 programs across the District.

15 So, for instance, in addition
16 to what Uri cited as an investment at the
17 high school level, the first sign of some
18 additional Title I funding at the end of
19 the prior fiscal year, we gave computers
20 and laptops to every teacher in K to 5
21 classrooms and now, with the fund
22 balance, are also extending to grades 6
23 to 12.

24 We have fully funded in our
25 capital program a new student information

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 system and are moving from some like very
3 outdated technology into a system that
4 should -- is aimed to actually support at
5 the school level.

6 We have invested -- and,
7 Cheryl, you can probably speak a little
8 bit to this -- in Naviance, which is a
9 program that's available to students and
10 families in thinking about the cradle to
11 career, cradle to college, really the
12 college and academic progress throughout.

13 The other investments that
14 we've made -- and we've spoken to this in
15 Council last week -- we have a facility
16 condition assessment that we have
17 architects and engineers, a third-party
18 company, Parsons Group, that did a
19 basically full-blown system analysis of
20 every single one of our buildings, and
21 this week staff internally, because we've
22 had a lot of requests for the results of
23 that, we are meeting to really decipher
24 through a school-by-school assessment to
25 really bring that up to an executive

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 level so that that work actually is
3 informing and meant to inform our capital
4 improvement program. And specifically
5 we'll do that and will be shared with
6 City Council.

7 And then the other kind of, I
8 think, the larger in terms of planning
9 that I think is really important to hear
10 from is the comprehensive planning that's
11 being done.

12 MS. LOGAN: Cheryl Logan,
13 Academic Supports.

14 So I want to talk a little bit
15 about the academic investments, the first
16 one around our early literacy initiative,
17 which is integral to as part of the
18 Superintendent's Action Plan. We've made
19 significant investments in that. We have
20 a Summer Institute that started last year
21 where we had 50 schools participating.
22 Schools applied. There was priority
23 given to the schools that had the most
24 challenges. As a result of that
25 participation, which was in collaboration

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 with our philanthropic community, we had
3 31 schools received children's literacy
4 initiative specialists, 18 received early
5 literacy specialists that work directly
6 with students, the 31 coach teachers. We
7 were able to secure an investment to have
8 those continue for a second year.

9 Initially the commitment was for one
10 year, but supporting the research, which
11 says that teachers in a certain building,
12 certain school, need the support for a
13 minimum of two years, we extended that
14 investment.

15 In addition, in mathematics we
16 are moving forward with -- which was
17 highlighted in the Councilwoman's
18 presentation earlier, was the extension
19 of opportunity institutes for teacher
20 development, where teachers will again
21 from 50 schools, plus all of our high
22 schools, will have an opportunity to
23 participate in a one-week institute with
24 ongoing training throughout the year.
25 Schools that participate will receive --

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 the students will benefit from extra
3 time, because each school that
4 participates will receive additional
5 funds to have after-school programming in
6 mathematics that's fun to encourage
7 students to come.

8 In our high schools, we've made
9 significant commitments in our
10 comprehensive high schools, our 20
11 comprehensive high schools for the
12 upcoming school year. All will receive
13 some additional funding that will -- in
14 terms of administrative support. Four of
15 those high schools will be part of a
16 pilot where they will see significant
17 supports to include administrative
18 funding, development for teachers, time
19 for students to come in the summer. As a
20 matter of fact, all of our comprehensive
21 high schools will have a summer bridge
22 program for their ninth grade students
23 this summer, and the plan is to continue
24 that moving forward, with ninth grade
25 being the most critical transition year

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 in a student's K-12 career.

3 COUNCILMAN OH: Okay. Well,
4 thank you very much. It sounds like a
5 great plan. I got to be a little
6 concerned, because there have been great
7 plans throughout the time that wonderful
8 people have been in charge of our
9 schools, and I'm not -- listen, that's
10 wonderful and I'm all for it and I
11 certainly hope we can get that done, but
12 despite these great programs and plans,
13 historically Philadelphia has had just a
14 tremendous amount of inequity between
15 different schools, just has been always
16 that way, which I don't say it should be
17 that way, but historically underfunded,
18 under-provided-for schools, that as we
19 talk about some schools with iPads and 3D
20 printers, we have other schools with no
21 drinking water -- well, not no drinking
22 water, just real bad drinking water if
23 you can get it from a fountain or two,
24 and really a lack of fundamental
25 resources while other schools have

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 wonderfully rich resources like
3 orchestras and fencing teams and travel
4 and all kind of things. And that's not
5 our School District versus another school
6 district. That's just within our School
7 District. And it isn't a recent
8 phenomenon. It's just that certain
9 neighborhoods have had poor resources, no
10 resources, a lack of attention, and it's
11 just been historic.

12 So how would in this process --
13 and I'm really looking at Uri Monson,
14 because all these plans need gas, they
15 need fuel to go, they need money. And
16 not to put you on the spot, Uri. If you
17 can't answer the question, or somebody
18 else could answer it.

19 How will you basically provide
20 enough resources for these consistently
21 just ignored or left-to-rot schools with
22 bad bathrooms and smelly staircases and
23 just all that stuff that we've all seen
24 to get them up to a certain level,
25 without sacrificing the good quality

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 schools that are already doing well, and
3 wouldn't that take a significant
4 commitment from the state to put more
5 than the amount of money that we're
6 looking? Like wouldn't we need more
7 money from the state to fulfill its
8 responsibility to the School District?

9 MR. MONSON: So I think there
10 is a multiplicity of issues there.
11 Actually, anything with the School
12 District will have a multiplicity of
13 issues. So part of what you described
14 there is, there are capital issues and
15 there are operating issues. So the
16 capital side -- and I think Fran
17 described quite well that doing this
18 assessment of what the actual capital
19 needs are across the system, identifying
20 what the priorities should be in our
21 capital plan. And the Five Year Plan we
22 have assumes nearly \$600 million worth of
23 capital spend over the five-year period.
24 So we do have a commitment to that, and
25 obviously the priority for that spending

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 will be based on what the reports show
3 for what has the highest need, what we
4 can get the quickest return for in terms
5 of capital investment, which hopefully
6 will deal with a lot of the issues you
7 just mentioned in terms of better
8 environmental. I think that's that goal,
9 and it's obviously something we can
10 address going forward, and part of --
11 when we do a Five Year Plan, it's not
12 this is what exactly we're going to do
13 for the next five years. Every year
14 there's another Five Year Plan because
15 you readjust based on changes in trends
16 and whatever is going on in funding and
17 all those issues. So obviously --

18 COUNCILMAN OH: Could I
19 interrupt you for a second. I mean, I
20 got your answer, and I want you to
21 continue, but are you alarmed by the fact
22 that the City is going to have a sunset
23 on the PICA portion of its wage tax?

24 MR. MONSON: Am I alarmed?
25 Well, not as alarmed as I was when I was

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 at PICA obviously, since then it was
3 partially my job to be alarmed. I think
4 it's an important issue and one that
5 needs -- there are a lot of issues around
6 kind of the end of PICA, not just the
7 sunset of those funds, but the oversight
8 and all those issues that come along with
9 the full payment of the PICA bonds in
10 2023 and 2024, I think is the final
11 payment. But I do think what it does get
12 to is the importance of planning early
13 and recognizing it.

14 So we have ironically a similar
15 issue, in that the cigarette tax goes
16 away for us, and those revenues going
17 away at the end of '19. So we have a
18 \$100 million hole, 50 million a year
19 beginning in 2020. The size may not be
20 as much, but it's obviously closer for
21 us, and with the fiscal issues we have,
22 that's a big hole for us.

23 What I think it does get to and
24 the reason we put out a Five Year Plan at
25 the time we would normally only put out a

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 one-year lump sum is the importance of
3 that long-term planning, recognizing
4 those issues that are out there. So we
5 want to understand and lay out -- to some
6 extent, it's a little harder for us. You
7 control your own revenues, to an extent.
8 We have no control over our revenues,
9 whether it's state from City generated or
10 federal. We have no control over them.
11 So for us, it's a matter of laying out.
12 Given what is right now, we're going to
13 be short \$50 million a year from what we
14 would have been getting before then.
15 Because of the AVI change and the state
16 formulas that flow up off of that, we're
17 going to be short \$62 million a year
18 beginning in '19. So those are
19 significant issues.

20 What combines this and the City
21 issues via the PICA is the need to not
22 just focus on next year and get through
23 next year and survive next year, but to
24 really lay out these issues what the
25 impact of those monies going away,

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 whether it's our cigarette tax money
3 going away, whether it's the PICA tax
4 money that's going away for the City.
5 The earlier you can plan for it, the
6 easier it is. The later you wait for any
7 problem -- we always talk about the
8 pension for the City, for the state, for
9 everyone, and I spent more time dealing
10 with all those pensions than probably I
11 ever wanted to, but when you look at them
12 all, the longer people have waited to
13 deal with it, the bigger the problem
14 gets, and it will be true for the City
15 for the PICA tax, it will be true for the
16 District for the cigarette tax, and none
17 of us should be dealing with it that
18 year. We have plenty of warning.
19 There's no excuse for any of us. We're
20 putting it out what our issues are. I
21 know the City is putting it out and going
22 beyond their Five Year Plan to begin to
23 highlight those PICA tax issues, but
24 those are all serious issues that will
25 impact the long-term fiscal health of the

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 City, of the School District, of any
3 entity.

4 The earlier we can lay them
5 out, the earlier the serious people are
6 going to sit down, look at it and
7 understand what it means, how it can be
8 dealt with, is the key. So I think the
9 more we can put it out, these types of
10 hearings, whatever documents we put out,
11 that's the reality. It is what it is.
12 We need to deal with it. It's not going
13 to go away overnight. It's not a
14 surprise to anybody. We just need to
15 acknowledge it and not take the normal
16 approach, which is wait until next year
17 and we'll deal with it then, but actually
18 begin to deal with it, have those
19 discussions now. And I think that gets
20 to your issue of the long-term planning.

21 These are facts. We laid it
22 out. We were very clear, and this does
23 go to my PICA training. The assumptions
24 we laid out in our Five Year Plan are, I
25 consider, reasonable. That's the PICA

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 definition of reasonable. Twelve years
3 of training of that drills it into you.

4 These are reasonable
5 assumptions. Given these reasonable
6 assumptions, these are the issues the
7 School District faces over the next five
8 years in terms of its funding. We're
9 laying it out because you're one of our
10 key funders, the state is our key funder,
11 federal is a key funder. You need to
12 understand what it is that we're facing
13 and engage in a dialogue.

14 I know there's been a lot of
15 talk about what the ask of the City is.
16 The real ask for us is to sit down and
17 engage in this dialogue about what our
18 long-term funding is and not do it in May
19 and June when we're all focused on
20 getting through the budget cycle for this
21 year, but off year and later in the year.
22 Probably not November maybe for other
23 reasons, but really have a sit-down, have
24 a serious discussion about what it means
25 to fully fund, equitably fund, the

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 District that gets resources that are
3 needed to fund that District and for our
4 funders to understand what it means, the
5 challenges we face with what is now and
6 the challenges we face of what's going to
7 go away, be it the cigarette tax, be it
8 the AVI change. So the more we can have
9 those discussions, sit down around the
10 table with all our funders, the more we
11 can begin to really address the issues we
12 want to address, which is improving the
13 education system in the City.

14 COUNCILWOMAN GYM: Thank you.

15 COUNCILMAN OH: Thank you very
16 much. I've been told we have --

17 CHAIRWOMAN NEFF: Can I --

18 COUNCILMAN OH: Yes. I'm
19 sorry.

20 CHAIRWOMAN NEFF: -- piggyback
21 on that? Because you did say something
22 that I want to respond to, shouldn't we
23 get more money from the state. Anything
24 you can do to help us in that regard. I
25 think our Governor two years in a row now

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 has made a real commitment to education,
3 and the Legislature does not seem to see
4 that need. And, yes, we're not coming to
5 City Council this year asking for money
6 from the City, but as Mr. Monson has
7 pointed out in the Five Year Plan,
8 there's a point at which we will no
9 longer be able to even sustain what we're
10 doing with the funds that we currently
11 are receiving, and that has to be
12 addressed. And also in light of the
13 recent Supreme Court decision, if we have
14 no ability to in any way control charter
15 growth and we have not had the ability to
16 consider the financial impact in
17 approving charters, I don't want to be
18 dire, but we're on a path that takes us
19 some place that we don't want to be.

20 No criticism of the charter
21 community, but we have got to have a
22 system of funding that does not take away
23 from one group of kids to give to another
24 group of kids. We have to fund it all
25 equitably.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN GYM: Thank you.

3 CHAIRWOMAN NEFF: So any help
4 you can give us with the Legislature we
5 would greatly appreciate.

6 COUNCILMAN OH: I'm going to
7 answer that to the extent that I know,
8 and I'm not saying I know, but I have
9 been to the Legislature. I think many of
10 us have been. But this is what I am told
11 and what I believe at this point in time.
12 The School District and the City and our
13 Philadelphia State Delegation need to get
14 on one sheet of music, because you have
15 to have a plan. We are a separate body
16 of government. We have no ability to
17 manage you, but we do and can do a
18 Charter change. However, the folks in
19 Harrisburg will not probably accept that
20 unless the Philadelphia Delegation of
21 State Representatives and State Senators
22 introduce that bill and stand behind it.
23 And even though it's a
24 republican-controlled Legislature, they
25 seem to do what the Philadelphia

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Delegation will agree to do, but I don't
3 know that anybody has agreed to do
4 anything up until now.

5 And so the three of us need to
6 get on one sheet of music and make some
7 agreement on what we're going to do, and
8 then it's up to the Governor and his
9 Secretary of Education to go ahead and
10 further this process so that we have put
11 in place a sustainable process. But we
12 will not in Philadelphia do a funding
13 formula for the state. That has to be a
14 state bill, a state law. And we have a
15 very disjointed process here that people
16 don't even understand.

17 But, yes. Thank you very much
18 for that, and we'll do our best.

19 COUNCILWOMAN GYM: Thank you
20 very much, Councilman Oh.

21 We'd like to recognize and
22 welcome Councilman Mark Squilla to the
23 hearing.

24 So I had a few questions as
25 well. So point of clarification for

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Mr. Monson. I think that the numbers
3 that you gave me based on the e-mail that
4 you sent on Friday, the 3.1 million to
5 the 8 and a half million, was just based
6 on outside counsel; is that right?
7 Because the total number that you sent
8 over to us was -- we were at 11.4 million
9 for total legal expenses --

10 MR. MONSON: Yes.

11 COUNCILWOMAN GYM: -- for last
12 year.

13 MR. MONSON: Correct. I'm
14 sorry. Yeah. I was focused on the
15 outside counsel. I thought that was the
16 focus of the question. And I should say
17 it's actually -- it's everything beyond
18 the internal labor costs, so it actually
19 does include some other lines --

20 COUNCILWOMAN GYM: Materials
21 and supplies.

22 MR. MONSON: Some other
23 materials and supplies. And I'm still
24 trying to get clarification internally
25 for myself, to be fair, if there are any

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 settlement payments included in that or
3 if it's purely outside counsel, or
4 sometimes you may fund some stuff
5 through --

6 COUNCILWOMAN GYM: It does not
7 look like those are outside counsel -- I
8 mean, it doesn't look like settlement
9 claims would be included in that.

10 MR. MONSON: I agree with you.
11 I want to be sure before I say that it
12 doesn't include it.

13 COUNCILWOMAN GYM: Right. And
14 for clarity, that 11.4 million spent on
15 the General Counsel's Office, which has
16 seen a significant growth, is
17 significant, and that 75 percent of that
18 11 and a half million has been based in
19 terms of outside counsel. So that's a
20 staggering sum and it's something that is
21 a deep concern and is clearly part of the
22 cost of not doing our jobs, that if we're
23 litigating at this level to this extent
24 to the point where we're seeing this much
25 money go out to outside firms, that we

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 have a serious problem in terms of what
3 some of our obligations are. And that
4 doesn't even include what the actual
5 settlement responsibilities are, the
6 judgments against the School District, et
7 cetera.

8 In terms of -- one of the
9 concerns that has been mentioned before
10 is that the School District has
11 frequently said that the full-time nurses
12 and counselors will only be guaranteed
13 should the Governor's budget come through
14 for FY17. And I guess given the data
15 that you've shared with us, given the
16 education town hall hearings that we're
17 hearing, is the District still going to
18 only allocate full-time nurses and
19 counselors to schools only if the
20 Governor's budget comes through or are
21 you going to make a more firmer
22 commitment to Philadelphia families and
23 children that they'll be cared for and
24 safe with a full-time counselor and
25 nurse?

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 MR. MONSON: We are currently
3 hiring for a full-time counselor in every
4 school and a full-time nurse in every
5 school building, and given the projected
6 surplus we have, I see the cost of those
7 two combined are about \$12 and a half
8 million for next year. Given where our
9 projected fund balance is, we expect to
10 have those people in place and to have
11 them working there. I think the bigger
12 issue for the Governor's budget in going
13 forward is, if you look at our long-term
14 issues, is that we are negative in two
15 years. And so there's an issue of can we
16 have them for next year? Yes. But
17 fundamentally we need to be looking at
18 our investments as not yo-yoing them,
19 doing them one year and taking them back
20 another year, and we want to have this to
21 be a sustainable investment, that we have
22 the nurses not for just next and the
23 counselor not just for next year, but for
24 every year going forward, as that is seen
25 as a priority, and fundamentally we're

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 not going to be able to do that. Whether
3 or not -- under the current forecast, in
4 two years we're going to be making
5 choices again about what is being cut,
6 what is that prioritization, and I don't
7 know what would be cut, but --

8 COUNCILWOMAN GYM: Then why
9 didn't you make an ask to City Council
10 for this year?

11 MR. MONSON: Why didn't we?

12 COUNCILWOMAN GYM: Yes. If
13 you're concerned about the long-term
14 financial stability of the schools, why
15 did you not make a clarity of an ask to
16 the City?

17 MR. MONSON: We are projecting
18 a \$135 million surplus -- fund balance by
19 the end of this year of a \$64 million
20 operating surplus for this year and
21 having a balanced budget for next year
22 and ending with a \$135 million surplus
23 again. To ask for money in next year's
24 budget did not seem prudent. We showed
25 that we can have balanced operations,

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that we can be okay for next year. What
3 we wanted to lay out and, as I said, the
4 real ask is, here is our long-term issue.
5 We have sufficient resources to cover the
6 next two years based on the investments
7 we make. If we have additional
8 resources, we can make additional
9 investments. It is a longer-term
10 discussion about whether or not in the
11 out years of the City's Five Year Plan,
12 looking ahead for the state. Those are
13 all things we need to discuss and be
14 involved in and be allowed to have those
15 recurring revenues to be able to sustain
16 these recurring investments, but at the
17 current year we don't --

18 COUNCILWOMAN GYM: Great. So
19 the District is confident about its
20 ability to deliver for this. So I think
21 some of my questions will then focus in
22 on ensuring that the District priorities
23 really address some of the needs that are
24 clear.

25 So my next question would be

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 for Ms. Logan. Thank you so much for
3 being here. And the question has to do
4 with split grades, particularly in
5 kindergarten through third, that we've
6 got students who are in overcrowded
7 classrooms, we've got teachers who are
8 not prepared to or signed up for to
9 conduct split grades, that we've got
10 indications that there are thousands of
11 students in grades K to 3 who are
12 impacted, and yet on the other hand, we
13 have a commitment that every child will
14 be on grade level by age 8, on reading
15 level, but we have no clarity on whether
16 they're even in the right grades.

17 So could you speak to what the
18 District's commitment will be on
19 eliminating -- or what its stand is or
20 understanding is on split grades and
21 where you will be on it in September
22 2016?

23 MS. LOGAN: So split grade
24 classrooms as an intentional pedagogical
25 approach are effective, if it's an

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 intentional approach.

3 COUNCILWOMAN GYM: And how many
4 of the split grades that are currently in
5 place are intentional?

6 MS. LOGAN: I would probably --
7 I don't know, because I feel like --

8 COUNCILWOMAN GYM: Have you
9 heard of any that are intentional?

10 MS. LOGAN: If I was going
11 to -- I don't want to guess, but my
12 feeling is that some number of them are
13 intentional, but a very small number.

14 For a K/1, especially in a K/1,
15 it's not unusual for principals to make
16 a -- I was an elementary principal for
17 ten years. Part of what I did was to
18 make some intentional split classes only
19 at K/1, with a looping so that the child
20 continue with the same teacher for two
21 years. The research associated with
22 those -- that is an intentional
23 pedagogical approach -- show that
24 children do very well for two reasons.
25 One, they have the same teacher and meet

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 the same expectations and they don't lose
3 all of that time at the beginning of the
4 year.

5 COUNCILWOMAN GYM: I didn't
6 want to spend too much time on
7 intentional, but I want to spend more
8 time on the unintentional split grades.

9 MS. LOGAN: Okay, but I wanted
10 to address your question completely.

11 COUNCILWOMAN GYM: I only asked
12 are you aware of any that are
13 intentional.

14 MS. LOGAN: No, I'm not.

15 COUNCILWOMAN GYM: Thank you.

16 So back to the split grade
17 situation, where will the District be in
18 terms of accounting for and addressing --
19 do you --

20 MS. LOGAN: So we receive Title
21 II funds to address split grades, and we
22 allocated the maximum amount for next
23 year so that -- I think it was 74
24 positions for next year, so that we can
25 eliminate as many split grades as

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 possible.

3 I agree with you that it's not
4 a good pedagogical approach if it's not
5 intentional. So that's what we have
6 done.

7 COUNCILWOMAN GYM: And I assume
8 that you're starting to run some of the
9 numbers, but --

10 MS. LOGAN: Yes.

11 COUNCILWOMAN GYM: -- will the
12 District commit to not supporting split
13 grades as a pedagogical -- make it clear
14 that this is not a pedagogically approved
15 approach and are you committed to trying
16 to end split grades across the District?

17 MS. LOGAN: We've always been
18 committed to not having split grade
19 classes.

20 COUNCILWOMAN GYM: That being
21 said, though, we've seen a staggering
22 increase in the number of split grade
23 classrooms, 64 classrooms in just K to 3
24 alone, and I'm not counting those that
25 are above grade 3.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 MS. BURNS: I just want to --
3 Fran Burns. One clarity and then point
4 of clarification and I'll pass it back to
5 my colleague.

6 Two years ago we actually -- so
7 maybe as a follow-up we can provide a
8 historical -- kind of recent historical
9 trend of split grades. But we've placed
10 from Title I and Title II funding an
11 emphasis on eliminating split grades two
12 years ago. So that there were no split
13 grades in third and fourth grade that had
14 existed as of two years ago.

15 So I just want to ask the
16 ability to come back with -- provide
17 information on each year, and just my
18 understanding is -- for the point of
19 clarification is that we actually have
20 not been increasing in the number of
21 split grades as few as the past few
22 years. In fact, we have been declining
23 the number of split grades.

24 COUNCILWOMAN GYM: Up until the
25 last two years; is that right? Is that

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 what you were saying, Ms. Burns?

3 MS. BURNS: No. I'm saying two
4 fiscal years ago we, to Cheryl's point,
5 we increased the investment in Title I
6 and Title II funding to reduce the number
7 of split grades. So we have in fact
8 reduced the number of split grades in
9 recent kind of history, so to speak, from
10 eliminating split grades in completion in
11 third and fourth grade and also -- so I
12 ask the ability to provide that data over
13 time.

14 COUNCILWOMAN GYM: Yes. No
15 doubt. Although obviously as many of us
16 know, that the third and fourth grade is
17 an important time period, but also K to 3
18 is really the range that we're looking
19 at, because the District has made and
20 committed to such an articulated vision
21 for literacy investments, for every child
22 being on grade level by age 8, and that
23 seems almost impossible to do when
24 children aren't actually in their grade.
25 So the question is really not just to

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 look at individual grades, but to see
3 where the District will be on a
4 commitment to K to 3, primary years
5 learning, around the split grades and
6 that 64 classrooms is still a huge number
7 when we only have 149 elementary schools.

8 MS. LOGAN: It is a very large
9 number, and I would also -- I also want
10 to give our teachers some credit, because
11 our primary teachers are very gifted,
12 especially around early literacy, and
13 those teachers who know what they're
14 doing are able to provide programming,
15 although we all -- I think it's agreed
16 here in this Chamber that having
17 students -- second graders in a pure
18 second grade class and third graders in a
19 pure third grade class is the best
20 option.

21 COUNCILWOMAN GYM: So we can
22 take a look that the District's goal is
23 to end split grades at least in the K to
24 3 by September 2016?

25 MS. LOGAN: I would say so.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN GYM: So,

3 Ms. Logan, the other -- I know that we
4 had a lot of conversation about Naviance
5 and tech refresh and other materials, but
6 one of the things that a number of
7 parents have done with the state
8 Department of Education is to file
9 numerous complaints with the state about
10 the fact that the School District is not
11 meeting its obligations according to the
12 State Code, that the State Code for
13 public schools in the Commonwealth of
14 Pennsylvania dictates a series of
15 commitments, which includes art, music,
16 dance, and theatre for every child in
17 every single grade in the primary years,
18 but all those experiences and curricular
19 requirements are required in the middle
20 and high school years; that we've got a
21 commitment for two foreign languages in
22 every single high school, at least one in
23 a four-year sequence. We've got
24 commitments to science, library skills
25 access, and a whole host of other things.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 And in our education town halls and in
3 the 800 complaint filings filed by
4 parents across the District over the last
5 several years, we've shown clear
6 indication -- and I think that Karyn
7 Lynch when last she was here admitted
8 that the District is not fulfilling some
9 of its code mandates, including gifted
10 education and other areas. There's not a
11 lot of clarity about which high schools
12 are offering foreign language. We know
13 for a fact that Bartram High School was
14 very public about losing its music
15 teacher. That did not get addressed in
16 September of 2016. We were out at Edison
17 High School and listened to a twelfth
18 grade student at Edison talk about how he
19 lost -- he had a twelfth grade English
20 teacher in September, she left in
21 October, someone came back in October,
22 that individual left in November, and
23 that there has not been a twelfth grade
24 English teacher at Edison High School for
25 these young students since November and

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that the principal occasionally fills in.

3 I can't even express like as a
4 parent how completely horrifying and
5 shocking and appalling that is, like to
6 go without a twelfth grade English. But
7 it's not just that student at Edison High
8 School. It's kids at Huey who don't have
9 a seventh grade teacher, it's kids who
10 are missing a third grade teacher. And a
11 number of my concerns have been that I'm
12 questioning whether at the schools with
13 significant vacancies and for those
14 students whether the District has
15 guaranteed that they're receiving 990
16 hours of instruction at the high school
17 level and 900 hours of instruction at
18 levels below high school and whether your
19 office is taking a serious look at that.

20 MS. LOGAN: Yes, we are. One
21 of the things that we are doing -- and
22 it's not going to completely ameliorate
23 it -- is to offer some additional summer
24 programming for students, with priority
25 given to students in schools that have

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 significant vacancies. We are --

3 COUNCILWOMAN GYM: Why would
4 students be punished for summer school --

5 MS. LOGAN: I don't consider --
6 so I don't consider it a punishment
7 because --

8 COUNCILWOMAN GYM: Going to
9 school in the summer is not punishment?
10 I mean, I'm just wondering like -- this
11 is to make up for what was not provided
12 for them during the school year, right?

13 MS. LOGAN: So we have two
14 options, and one of them is to do
15 nothing, and that's not a position that
16 the District wants to take. We have to
17 do something to provide some sort of
18 opportunity for our students. And with
19 the terrible issue that we've had with
20 vacancies this year, we have many
21 students, too many, that are in that
22 situation. I'm also a parent and I've
23 experienced that as a parent, and it
24 doesn't -- there is no answer that the
25 school could ever give me or the School

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 District could ever give me that was
3 going to make me feel better. I realize
4 that this is time that my child is never
5 going to get back, and that my job in my
6 current role is to do what I can to
7 support principals and assistant
8 superintendents in doing the best job
9 that they can at the schoolhouse level to
10 make sure that students get instruction
11 when there is a vacancy in the classroom.
12 And I don't disagree with you. It's as
13 outrageous to me as it is to you, and my
14 job is to take the steps that I can to
15 ensure that students have opportunities
16 should they choose to take them. We know
17 that some students will and some students
18 won't, but we have to do something and we
19 have to offer something, and this is what
20 we have done based on the resources that
21 we have.

22 COUNCILWOMAN GYM: And have you
23 identified those students that would
24 be --

25 MS. LOGAN: Yes.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN GYM: How many are
3 we talking about?

4 MS. LOGAN: There are about --
5 we identified about -- I want to say it
6 was like about 5,150 students that would
7 be eligible based on the vacancies.

8 COUNCILWOMAN GYM: So 5,150
9 students who would not have fulfilled
10 their hours of instruction because of
11 vacancies?

12 MS. LOGAN: Well, they would --
13 they've fulfilled their seat time, but
14 they have not -- some of them have not
15 had a certified teacher in the classroom.

16 COUNCILWOMAN GYM: Is the
17 District doing a full curricular
18 assessment at every high school to ensure
19 that every high school is delivering the
20 minimum mandates of the School Code?

21 MS. LOGAN: Absolutely. So one
22 of the things that we've placed on the
23 budget for next year is an Executive
24 Director for High Schools, because as
25 Mr. Monson spoke earlier and our Chair

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Neff, that with the decrease of personnel
3 at Central Office, this has been
4 something -- the monitoring of these
5 kinds of things has not been as robust as
6 we would like it to be. And so one of
7 the first obligations of this person is
8 to do that.

9 But in advance of that person
10 coming on board, we have done some of it
11 in conjunction with our assistant
12 superintendents and added additional
13 resources.

14 So an example I can give you is
15 at our international baccalaureate
16 schools where the need for foreign -- I'm
17 a former foreign language and ESOL
18 teacher. So the need for foreign
19 language is even more critical, because
20 in order for students to earn the IB
21 diploma, they have to demonstrate
22 proficiency in the language. We added
23 additional FTE so that students -- to
24 ensure that all of those schools have the
25 four-year sequence in at least two

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 languages.

3 COUNCILWOMAN GYM: And could
4 the District later, not now, but provide
5 us with the breakdown of all the needs
6 within each high school for what it would
7 take for staffing to restore the District
8 to meet the mandates of the School Code?

9 MS. LOGAN: Yes. We should be
10 able to do that. It would take us a
11 while to do that because we're going to
12 be engaging in that over the next few
13 months, but we certainly know anecdotally
14 pretty much where that is existing in
15 pretty much every high school in the
16 District.

17 COUNCILWOMAN GYM: Thank you
18 very much. I had just one more question
19 and just, again, I appreciate your being
20 here. I really wanted to have the
21 academic office here. I know this is not
22 easy, but just expressing once again just
23 deep shock and sadness for those 5,000
24 kids who lost an entire year that we can
25 count of in terms of not having a teacher

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 there and what it means to -- I know that
3 it was important for the District. I'm
4 glad that you counted them. I'm glad
5 that you're going to remediate, but we
6 can't be here next year and saying that
7 we had thousands of kids who lost an
8 entire year without 900 hours of
9 instruction. I mean, it is just -- it's
10 so staggering that it's hard to imagine.
11 So I'm just incredibly sad about all of
12 that, but more determined to ensure that
13 this doesn't happen next year.

14 MS. LOGAN: Thank you. I agree
15 with you. It keeps me up at night
16 thinking about students, especially
17 students in the primary -- all students,
18 but especially students in the primary
19 grades where they are building their
20 skills for the future. And we are going
21 to work as hard as we can to make sure --
22 I mean, it's not my shop, but we're one
23 team, and filling all of the vacancies is
24 something that is a focus and a priority
25 for all of us.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN GYM: So my last
3 question really does want to pivot back
4 to supports for English language learners
5 and special education students.

6 COUNCILWOMAN SANCHEZ: Excuse
7 me, Madam Chair. Before you move on to
8 that, because I had something around the
9 teacher vacancy real quick.

10 COUNCILWOMAN GYM: Yes.
11 Absolutely.

12 COUNCILWOMAN SANCHEZ: As long
13 as we're on that train of thought.

14 I want to know particularly
15 around seniors where there were long-term
16 substitutes, what are we doing to make
17 sure people can still graduate, and is
18 there any supports for kids making up
19 that academic ground? I would hate to
20 see a situation where a senior fails
21 because he's had a long-term substitute,
22 particularly like in science and some of
23 the requirements. So what is it that
24 we're doing?

25 MS. LOGAN: The long-term

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 substitutes are certified. The issue is
3 where students have had daily subs. So
4 there are two -- as we work with
5 assistant superintendents, quite frankly,
6 and the principals to ensure that those
7 students have an opportunity to learn
8 with another teacher. So, for example,
9 some teachers are working giving up their
10 prep. I mean, I know some of them are
11 compensated, but oftentimes some choose
12 not to be, to make sure that students are
13 educated. In several schools, FLC, I
14 think the Councilwoman mentioned Edison
15 High School as well, we have
16 administrators who are stepping in to
17 make sure that those students have
18 instruction. If they have an area of
19 expertise, they are teaching in their
20 area of certification.

21 So that typically when there is
22 a vacancy in a school, the principal
23 works with their teaching staff to ensure
24 that students receive the education that
25 they are supposed to do. And it's not

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 easy and they have to do a lot of
3 different things to kind of rob Peter to
4 pay Paul to make sure students are
5 getting what they need, but they do that
6 as well.

7 For seniors who are credits
8 short, they're -- we have credit recovery
9 obviously so they can graduate in August,
10 but those are two separate different --
11 those are two separate issues.

12 COUNCILWOMAN SANCHEZ: I just
13 want to make sure that we're paying close
14 attention to it. I don't want to be in
15 June getting a call from a parent that
16 their kid is not graduating because they
17 had a long-term substitute. So to the
18 extent that we're making sure and we're
19 looking back at all of that, that will be
20 very important.

21 MS. LOGAN: And one of the
22 things we can do, Councilwoman
23 Quinones-Sanchez, is to make sure to
24 monitor that with our principals,
25 probably starting when I get back,

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 because that's an excellent point.

3 COUNCILWOMAN SANCHEZ: Okay.

4 Thank you.

5 COUNCILWOMAN GYM: Yes. And

6 just for the public to know that we'll

7 try to move into public comment

8 relatively quickly, hopefully by 12:30.

9 So I'm trying to move through my last

10 question very quickly.

11 But the question I have is if

12 you can speak to specifically improved

13 services and staffing needs for special

14 ed and ELL, what the District is actually

15 committing to doing in terms of a needs

16 assessment and understanding of what

17 young people's needs are in these areas.

18 For example, as I've mentioned

19 before, Furness is almost 45 percent ELL.

20 Almost one in two students speak a

21 language other than English and certainly

22 has a family that speaks a language other

23 than English at home, but doesn't feel

24 like it's receiving a lot of supports.

25 DHS-involved students are 30 percent at

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Strawberry Mansion, 24 percent at
3 Bartram. These are significant numbers.
4 I'm trying to understand how families and
5 school communities can be assured that
6 come September 2016, there'll be focused
7 investments in these areas and what they
8 are specifically.

9 MS. LOGAN: So for English
10 language learners, there is an increase
11 of 872 English language learners over for
12 next year. That's been the growth during
13 the school year. So we have allocated
14 additional teachers to several of our
15 schools.

16 COUNCILWOMAN GYM: How many?

17 MS. LOGAN: There are 872
18 students. So based on the staffing
19 ratio, we've allocated additional
20 teachers to those schools.

21 COUNCILWOMAN GYM: How many
22 additional teachers would you say?

23 MS. LOGAN: I am not sure of
24 the number of teachers. I use the
25 ratio -- I can find that out for you and

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 get that back to you.

3 The Northeast has been
4 significantly impacted with the largest
5 numbers of increases in numbers. I know
6 overall they don't have the largest
7 totals -- I mean, they don't have the
8 largest percentages, but they have larger
9 numbers of students. So I'm very
10 familiar with a couple schools up there
11 in particular, but overall we had a
12 significant increase in the number of
13 students.

14 COUNCILWOMAN GYM: And I may
15 want to circle back to you more, but I'm
16 looking for clarity around special ed in
17 terms of like needs assessments. I think
18 that we've had anecdotal conversations
19 with some of the Community Umbrella
20 Agencies that have raised concerns about
21 students not being identified for their
22 IEPs, that students who are not certainly
23 receiving full services according to
24 their IEPs. And what is the District
25 doing to first assess need and then to

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 address it?

3 MS. LOGAN: Well, in areas
4 where we were not able to find teachers,
5 we did contract. We did hire additional
6 psychologists this year, because we did
7 have a significant backlog of students
8 who needed to be tested. So we are
9 working to decrease the number of
10 students that are waiting to be tested.

11 In addition, the -- I'm sorry.
12 What was the second part of your
13 question?

14 COUNCILWOMAN GYM: What are we
15 doing to first really just assess the
16 need? So is the District engaging in a
17 serious needs assessment around what
18 families and school communities are
19 saying about the gaps in services to
20 special ed communities?

21 MS. LOGAN: So right now we are
22 not engaged in a formalized needs
23 assessment. I can take that under
24 advisement back to our Deputy of
25 Specialized Services for review.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 What we are trying to do is to,
3 for next year, to increase the number of
4 kind of Central Office supports, which
5 really serve as a safety net, because
6 they do a lot of the monitoring to ensure
7 that students are getting what they need.
8 That helps us with compensation, comp ed
9 cases as well, because a lot of times we
10 have school staff who are overwhelmed
11 trying to serve the day-to-day needs of
12 schools and needs support. So that's one
13 of the things that we have done, looking
14 at our overall kind of staffing for next
15 year. We have significant vacancies in
16 special education and we are working very
17 hard to fill those, and also using
18 contracted services when we can't find
19 other folks to fill the vacancies.

20 COUNCILWOMAN GYM: And just to
21 go back to the needs assessment. I mean,
22 part of what we were trying to do over
23 the last three months is to just get a
24 real handle on what is happening in the
25 District. And so many of the complaints

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 from parents and families and students
3 and educators as well has been the
4 feeling that the District isn't taking
5 into serious consideration what the
6 actual needs are. I think you're paying
7 attention to maybe where there are holes
8 and gaps and maybe this wasn't here
9 before and so you know that that's the
10 case, but in terms of like what actually
11 is happening at the ground level for
12 educators, what the actual needs are,
13 what the supports that need to be in
14 place, that that is desperately missing
15 from the equation, and it's been either
16 an emergency ad hoc kind of approach or
17 it's been the District is spinning off
18 with its own ideas. You obviously have a
19 lot of ambitions down at 440 with your
20 own plans and other things, but that
21 there remains this dramatic disconnect.
22 And I guess I would encourage the
23 District to consider this needs
24 assessment that needs to happen within
25 our schools in the way that we're using

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 data and driving other things in other
3 areas. Data can also be applied to the
4 curricular gaps, quantifying, qualifying,
5 understanding where these gaps are, what
6 the impact is on young people.

7 MS. LOGAN: So to address that,
8 we actually have engaged through some
9 philanthropic interest in our looking at
10 our curriculum as one of the things that
11 I asked for when I first -- when I came
12 on board in November, was to look at our
13 curriculum, because we have some thoughts
14 about how good we think it is and we
15 needed -- I felt we needed some outside
16 eyes to help us look at it and to adjust
17 it, improve it in areas where it needed
18 to be improved in, and then especially
19 around supporting and scaffolding for our
20 students with special needs, to really
21 fill in those gaps, because when you look
22 at how it was created and who created it,
23 some of the folks who probably should
24 have been at the table were there in --
25 not consistently. So that is something

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 that we are engaged in with a partner who
3 is going to be looking at it over the
4 summer with us and then making some
5 recommendations to us moving forward.

6 In addition, we're working
7 especially in mathematics with one of our
8 partners to improve our curriculum in
9 mathematics. When we think about STEM,
10 we hear a lot about STEM and we leave out
11 the math, which is a fundamental,
12 rebuilding our math office, which
13 actually, quite frankly, does not exist.
14 There's one curriculum specialist for
15 137,000 students in mathematics, and
16 that's unacceptable. So having the
17 supports for schools around mathematics,
18 which should be equal to reading, has not
19 existed, and so we are doing that moving
20 forward as well.

21 COUNCILWOMAN GYM: Thank you.
22 And just for clarity, that community
23 engagement processes are also part of a
24 needs assessment, that it's not just
25 one-directional.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 We will be -- or I will be
3 circling back to the District to gain a
4 little bit more clarity about specific
5 investments that will be concentrated on
6 ELL students and on special education,
7 would like specific attention to speech
8 therapy as well, which has been a sore
9 point, and then we'll also ask the
10 District to provide some mapping of those
11 5,150 students who will have to go to
12 summer school and whether they're
13 concentrated in particular schools or
14 areas so that we can ensure that those
15 families and communities get tremendous
16 amounts of support, as do those young
17 people, who never really deserve that.

18 MS. LOGAN: We actually already
19 did that, so we can make sure that we
20 make it available to you. So we did that
21 as a part of the planning process
22 regionally to see where we really had the
23 gaps. And it's probably not a surprise
24 to you it's in some of our communities
25 that already have many of the most

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 challenges, are the areas where we've had
3 the most vacancies and have the most
4 students that are impacted by the vacancy
5 issue this year.

6 I did want to talk about --
7 because of -- for English language
8 learners, I did want to talk a little bit
9 about our newcomer program at FLC and how
10 we are working to reinforce. Actually,
11 they had a good year, which is great and
12 we're excited about that, but to
13 reinforce support and provide a bit more
14 innovation for those students, especially
15 around not remaining as a part of the
16 cohort once they've demonstrated
17 proficiency, that it's not time bound,
18 that it's bound by a student competency,
19 and to ensure that students who have
20 niche areas, although they may be English
21 language learners and have other heritage
22 languages, that they move into classes,
23 especially around mathematics, because
24 we're finding that many of our students
25 are -- they can do a lot more, to make

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 sure that those students are cycled out
3 of those programs and have an opportunity
4 for advanced programming as early as
5 possible.

6 COUNCILWOMAN GYM: Thank you.

7 Yes.

8 COUNCILWOMAN SANCHEZ: I wanted
9 to add to that point, because it's a
10 question I've asked for ever since I've
11 been in Council.

12 At some point as part of Action
13 3 or whatever other plan we come up with,
14 we'd really like to see the District
15 articulate what its plan is around
16 English language learners and what our
17 bilingual program is.

18 I go to schools and different
19 principals are doing different things,
20 and at some point we need to have a
21 policy.

22 MS. LOGAN: Right.

23 COUNCILWOMAN SANCHEZ: And we
24 need to support it and we need to be
25 somewhat consistent. And the goal

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 shouldn't just be about putting kids into
3 the mainstream. It really should be
4 around proficiency in both languages.

5 MS. LOGAN: Agreed. So the
6 five programs that are in Central East
7 Philadelphia for the '17-'18 school
8 year -- because if you look at the
9 ecosystem in that area, there are several
10 charter schools that also have bilingual
11 programs that are robust and have a lot
12 of interest from the community. So
13 looking at where our needs are and
14 expanding those -- two of those schools
15 to citywide opportunities, obviously
16 students who live in the catchment, to
17 expand what bilingual and that we are
18 currently -- our stance is dual
19 language -- opportunities are for not
20 just students in a particular sector of
21 the City, but for students all over the
22 City to realize the value and importance
23 of being second language speakers and
24 being bi-literate. So that's a part of
25 our stance moving forward. We've already

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 started the internal talks around that.

3 Two principals who volunteered are very
4 interested in that, are starting to plan
5 for that for the '17-'18 school year.

6 In addition, we had one
7 school -- one additional school that was
8 added this year and we have another
9 school that expressed interest. And part
10 of our stance is for it not just to be a
11 decision that is driven by the principal,
12 but is driven by the entire community
13 with the entire community making a
14 commitment to the dual language -- having
15 a dual language program at their schools.
16 So parents who are not the heritage
17 language speakers are also making the
18 commitment to learn the second language
19 along with the school staff and the
20 principal.

21 COUNCILWOMAN SANCHEZ: Okay.

22 Thank you.

23 COUNCILWOMAN GYM: So we'll
24 take some final comments from colleagues.
25 Did you have any other, Councilwoman?

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN SANCHEZ: Yeah. I
3 just wanted to add because Uri had
4 mentioned that when there was --

5 COUNCILWOMAN GYM: I think it's
6 Uri Monson.

7 COUNCILWOMAN SANCHEZ: Uri.
8 I'm sorry. When there was an additional
9 amount of \$7.8 million that was recently
10 released and that the process was it was
11 \$60 per student, that's a perfect example
12 when I talk about a student-weighted
13 formula. That was a perfect opportunity
14 for the administration to say where is it
15 that we have schools that are failing.
16 So just caught it.

17 COUNCILWOMAN GYM: Great.
18 The Chair recognizes Councilman
19 Johnson.

20 COUNCILMAN JOHNSON: Thank you
21 very much. So I'm going to be brief so
22 we can have an opportunity for public
23 testimony.

24 Just going back to the
25 substitute contract, because I was able

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 to get figures regarding the schools in
3 my district that are specifically
4 unfulfilled. Bartram Motivation is 87
5 percent, Bartram regular high school is
6 41 percent, and Patterson is 90 percent.

7 So obviously it's going to be
8 an issue that I'm going to focus on
9 moving forward, but in terms of the
10 contract, so how are we dealing with the
11 contract moving forward? I think I asked
12 a whole lot of questions and I did a
13 whole lot of talking, but, I mean, are we
14 moving forward. Are we canceling it?
15 What's going to be the status of it?

16 MS. BURNS: When the School
17 District comes in front of City Council
18 for the May budget hearing, we will have
19 a definitive answer there.

20 COUNCILMAN JOHNSON: Thank you
21 very much.

22 So another hot item issue that
23 I have to deal with as a Councilperson --
24 well, two of them. One, I just want to
25 get an idea on how are we going about the

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 recruitment of African American males for
3 the Philadelphia School District? Is
4 there a plan? Do you have an idea what
5 the ratio of African American male
6 teachers are in the School District?

7 I know I was invited to a
8 roundtable discussion a couple weeks ago
9 with some young men who wanted me to come
10 and listen, but I do know, for better or
11 for worse, under Dr. Ackerman there was
12 actually a plan, a strategic plan, to up
13 African American male teachers inside the
14 Philadelphia School District. And also
15 for better or worse, she also had a plan
16 to follow up on what Councilman Oh talked
17 about and to look at the redistribution
18 of resources throughout the City of
19 Philadelphia schools equally. Meaning I
20 was invited to go speak at a graduation
21 for the Department of Corrections, and I
22 think the school was either Lincoln or
23 Northeast High School. It was in the
24 Northeast, though. It took a little
25 while for me to get there, but it was one

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 of those two schools. And it was
3 probably the best auditorium I've ever
4 been in in my life. The bathroom was
5 immaculate. The outside hallways was
6 like pristine. And when I walk into
7 Bartram and I walk into South
8 Philadelphia High School, it's just not
9 the same. And so Councilman Oh struck a
10 chord when he made that comment about how
11 do we go about making sure there's equal
12 distribution, because I know a lot of
13 schools that are doing well in my
14 district are a result of the development
15 and gentrification that's taking place in
16 the area. So new residents, they wind up
17 adopting the schools, and as a result,
18 there's a certain level of advocacy, I
19 guess, in terms of how they approach
20 trying to get support for the school.

21 So, one, is there a plan to
22 aggressively go after the recruitment of
23 African American male teachers? And
24 then, two, you're talking about closing
25 three schools annually from FY18. So

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 what's the total number of schools? And
3 then I'm in litigation right now with the
4 District because Smith School was a
5 school that was -- it's in my district.
6 It's in a highly gentrified neighborhood,
7 and the neighbors said we want to keep a
8 school here, because I don't think -- I
9 want the School District to take into
10 consideration the history of our
11 neighborhood schools. And so a kid that
12 lives at 19th and Wharton that goes to
13 Smith School, he probably can have
14 problems going to that school at 16th and
15 Wharton. And I know some of this is
16 business, decisions because at the end of
17 the day if you have a school that's
18 underutilized, that's a heavy burden in
19 terms of financial resources on your end,
20 but at the same time, we don't want to
21 put young people at risk from going from
22 one neighborhood to another neighborhood.

23 So I just want to get an idea,
24 what's the total number of schools --
25 because this says three schools annually,

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 and how you're going about picking those
3 particular schools. Because right now
4 I'm at a point where we're going to
5 research actually signing off on if the
6 School District -- like if you want a
7 school to become -- to sell a school,
8 what's our leverage as Councilpeople to
9 sign off on? Because some neighborhoods
10 it might be okay to build condominiums
11 and that might be great because it might
12 be needed in that area, but I have areas
13 in my district that's highly gentrified
14 and developers, they're coming and
15 licking their chops to turn the school
16 into high -- and the next thing you know,
17 the school doesn't even look like the
18 reflection of the long-term residents
19 that live inside the area.

20 So those are like my two
21 hot-button issues I'm dealing with right
22 now. The closure of schools, what you
23 think the total is going to be. What's
24 your criteria for closing down the
25 schools. And is there a plan to

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 specifically go after African American
3 recruitment -- the recruitment of African
4 American male teachers to kind of -- I'm
5 not saying -- everybody can teach a kid,
6 but I just think that having a strong
7 presence of African American male
8 teachers that reflect the neighborhoods
9 in which they're teaching in, I think
10 that goes a long way as well. I'm just
11 being up front.

12 So who all is going to start
13 first? I think everybody is looking
14 like -- Uri, the look on your face is
15 like, hmm.

16 MS. BURNS: Fran Burns.

17 COUNCILMAN JOHNSON: Hey, Fran.

18 MS. BURNS: Hi. So we have --
19 when we've looked at -- there's been a
20 couple of kind of processes in terms of
21 school closures. There was what would be
22 considered a pretty massive school
23 closure of 24 schools, which took into
24 consideration the condition of the
25 facility, the utilization of the facility

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 and was under -- was really the product
3 of a prior administration facility master
4 planning program. And our Director of
5 Capital Programs, Danielle Floyd,
6 testified last week that was largely
7 driven by enrollment, utilization, in
8 terms of that discussion around school
9 closure.

10 In terms of criteria moving
11 forward, the sort of emergence of also in
12 addition to enrollment, utilization, is
13 the school performance, with the notion
14 that we want children, all children, to
15 have a high-quality school, great
16 neighborhood school close to where they
17 live. So that's been clearly a goal that
18 we've talked about. Also in terms of
19 equity -- and we heard a little bit about
20 that today in terms of the
21 student-weighted formula funding about
22 further ways to get to equity. But we
23 will again in terms of really keeping an
24 eye on a great school -- great
25 neighborhood school, that will be sort of

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 our foundation, and we want children to
3 be in high-quality schools. So those
4 will be strong criteria in terms of
5 moving forward.

6 COUNCILMAN JOHNSON: Okay.

7 MS. BURNS: You had a question
8 around the closure of schools and what
9 we've done. So we had -- with the
10 closure of 24 schools, we had at the time
11 put together a decommissioning plan of
12 those buildings, meaning how do we
13 protect the building and ensure kind of
14 its -- how do we protect from vandalism,
15 squatters, kind of break-ins. Frankly,
16 we've had some theft within our
17 buildings. And then we -- it was a very
18 public process of putting our schools up
19 for sale. And the use of the schools we
20 kind of -- we left to, one, the zoning
21 process. So we've basically said we are
22 putting our schools up for sale. We are
23 trying to get the highest and best price.
24 We are definitely getting -- we are
25 having the properties appraised. We

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 believe the market is driving the price
3 in terms of what we're selling the
4 properties for. And in the end, the
5 ability to reuse those properties after
6 the sale will be kind of monitored and
7 guided by the zoning of the property and
8 any zoning -- potential future zoning
9 changes.

10 COUNCILMAN JOHNSON: Thank you.

11 And just Part 2 of the question
12 is strategy for African American --
13 recruitment of African American male
14 teachers.

15 MS. BURNS: So our Chief Talent
16 Officer is getting that information for
17 me now, and I don't have it. I will -- I
18 can follow it up for you.

19 COUNCILMAN JOHNSON: Thank you,
20 Fran.

21 CHAIRWOMAN NEFF: Can I respond
22 a little bit about vacancies? Because
23 the vacancies have been a significant
24 theme today because of the multiple
25 impacts it has.

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 I think as a District, we
3 welcome any support we can get in terms
4 of figuring out how to attract and keep
5 good teachers. The issue of -- there are
6 certainly subject areas where we don't
7 have teachers, that it's either national
8 or state shortage. Special education is
9 a prime example, particularly at the
10 secondary level. And I think to your
11 point -- and so I think we as a District
12 need to come up with some creative ways
13 as we may have in the past to attract and
14 keep good teachers and to identify early
15 on if we want teachers to look like our
16 students, which we do, what can we do
17 maybe even at the high school level to
18 start working to -- and I know that's a
19 longer term solution, but I think that
20 we're at a point where we cannot -- it's
21 not that the District does not want to
22 fill these vacancies. It's where are the
23 people to fill them and how do we
24 convince people that teaching in the
25 School District of Philadelphia is

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 something that they want to do.

3 COUNCILMAN JOHNSON: I'm
4 going --

5 CHAIRWOMAN NEFF: So if you
6 have some great ideas, we'd love to hear
7 them.

8 COUNCILMAN JOHNSON: I'm going
9 to give you my one idea and then I'm
10 going to wrap up. Figure out a way to
11 pay teachers more. I think that will be
12 a start in terms of being competitive as
13 it relates to the surrounding school
14 districts that will want to say, I want
15 to come here.

16 Two, if you're selling these
17 buildings -- I would lease the buildings
18 out. I wouldn't just sell the building.
19 I would keep the building as an asset,
20 figure out how you do a public-private
21 partnership and do similar to what Penn
22 does. Maybe as a part of working for the
23 District, you'll invest in a
24 public-private partnership, when you can
25 get a down payment on your first home in

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 a certain area, in a certain
3 neighborhood. That's just maybe thinking
4 outside the box to give people a reason
5 to say, Okay, you know what, if I am
6 going to take a pay decrease, but here's
7 the upside, you know. The home I'm going
8 to purchase is an investment for me and
9 my family for me to come to the City of
10 Philadelphia.

11 But I'm going to wrap up on
12 that, but those are two things I want to
13 stay on top of. And thank you very much
14 for your time.

15 COUNCILWOMAN GYM: Thank you,
16 Councilman Johnson.

17 The Chair recognizes
18 Councilwoman Blackwell for some
19 concluding comments.

20 COUNCILWOMAN BLACKWELL: Thank
21 you.

22 And I apologize for missing so
23 much of the hearing. I was with the
24 Mayor and the President of Council at a
25 school. But I wanted to comment with

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 regard to Concerned Black Men, an
3 organization that's been around,
4 Germantown based, not from my area, for
5 many years, maybe 20. And I know that
6 they were involved in charter schools,
7 because charter schools were allowing
8 people to work and they allow them so
9 much time before they got their degrees,
10 and they worked in their career areas in
11 schools.

12 So there are a lot of -- there
13 are issues and programs that have been
14 around for a while, and that's an
15 organization you can contact.

16 And with regard to the closing
17 of schools, it's not true that they're
18 talking about closing three per district,
19 is it, if need be?

20 Three per year citywide. Well,
21 let me say that I hope that the District
22 will respond to the Chair about where
23 they are and that -- the criteria, it
24 seems to me, should be chosen carefully,
25 because you have areas where schools have

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 already been closed, and you shouldn't
3 have an area without a high school or a
4 middle school, as it may be, or a K to 8,
5 because it's already been closed. Like
6 we're going -- we're having a hard time
7 in Southwest. It's a low-income area.
8 And that's why it was so nice to hear a
9 positive story about Mitchell School in
10 the paper Sunday. But that area needs a
11 lot of help. We're trying to work hard
12 on the business corridor, hard on the
13 residential corridor, and to keep closing
14 schools there, it makes it just
15 impossible to have the area turned
16 around.

17 Thank you.

18 Thank you, Madam Chair.

19 COUNCILWOMAN GYM: Thank you so
20 much, Councilwoman Blackwell.

21 So I believe that we will be
22 following up with the District on a whole
23 host of various issues, everything from
24 litigation to the Source4Teachers
25 numbers, the amount of money it would

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 take to eliminate split grades, some
3 commentary about services to ELL, special
4 needs students, some looking at how we're
5 looking at - some thinking about the
6 curricular assessments, and some talk
7 about student-weighted funding and how
8 that's going to look as money continues.

9 But I will join with my
10 colleagues and say that per your
11 suggestion, Commissioner Neff, that the
12 District has a serious issue before it in
13 terms of how we're looking at teachers.
14 I don't think that there's a surprise
15 that we have as many teacher vacancies as
16 we've had given the chaos in the District
17 and, to some extent, a lot of rhetoric
18 that's come out of SRC in particular that
19 has been sharp and unforgiving and
20 punitive, frankly. And whether for fair
21 or not, we are in a highly competitive
22 school district. We're surrounded by
23 Cherry Hill and Lower Merion and Abington
24 and Upper Darby doing better and
25 Cheltenham, and that those are

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 considerations to be had. And if the
3 District is to talk about turnaround,
4 which is very concrete in terms of the
5 elimination of 50 percent of its
6 teachers, if it's talking about
7 situations where we're looking at lack of
8 resources in schools, where teachers
9 don't feel valued, it is powerful and
10 it's a driver in how we're going to --
11 whether we're going to be successful.

12 On the other hand, these 800
13 teacher jobs are an enormous opportunity
14 for us. It's an enormous opportunity for
15 the City. These are solid, middle-class
16 jobs. They are rewarding. They're the
17 best job in the City. They're teaching
18 and educating our young people. But
19 we're losing our teachers of color at a
20 staggering rate. We'll be asking some
21 dialogue about that in terms of
22 statistics. It's not just can we get
23 more, but where are we right now in terms
24 of our teachers of color, our bilingual
25 teachers. It's shocking to see them

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 leave, but it's not surprising if this is
3 no longer a stable place for them.

4 But I hope that we can be great
5 partners on that. I hope we can think
6 through ideas that you might have, if
7 there are credits that we might explore,
8 if there are housing opportunities that
9 we might explore, that those are all
10 model ideas that we can partner with City
11 Council and the District on to provide
12 and make sure that the School District is
13 successful, not just in filling vacancies
14 but really bringing back an energy and
15 excitement around public ed.

16 So thank you to everybody on
17 the panel.

18 We're going to move into our
19 public comment section, and I believe
20 that our Clerk will read the names of
21 people who are here for public testimony.
22 Thank you.

23 THE CLERK: Rosalinda Harris
24 and Yves Marie Desir.

25 (Witnesses approached witness

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 table.)

3 COUNCILWOMAN GYM: If it's
4 possible for the District to stay and
5 hear just the two parents who came in to
6 testify, that would be great. I think
7 that they have valuable things that are
8 worth hearing. Thanks.

9 Hi. Good afternoon and
10 welcome. If you could just take a seat
11 over there. Thank you for coming, and if
12 you could take a seat and if you could
13 give your name -- if you could state your
14 name for the record.

15 MS. HARRIS: Hello. My name is
16 Rosalinda Harris. I have a 12-year-old
17 at Blaine Elementary.

18 I see everyone is leaving that
19 I wanted to direct everything to.

20 I'm a parent of a special needs
21 child that go to Blaine, and they talked
22 in reference to how they're trying to get
23 full-time nurses and the counselors back
24 in the school, but it still ain't no
25 guarantee. It's a lot of -- I feel real

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 disrespected that they just left.

3 COUNCILMAN OH: Could I let you
4 know that all the officers are right
5 behind you. All the people from the SRC,
6 they're right there.

7 MS. HARRIS: Okay. But all the
8 topics that was discussed today, they go
9 public record. We expected a lot of
10 people to be here today, and we get here
11 and it's like no one basically from the
12 public here. So we can only speak on
13 what go on in our neighborhoods. All the
14 buildings are being sold, and when they
15 talk about this Five Year Plan, our
16 kids -- some of our kids are not even
17 going to see this Five Year Plan. They
18 either going to graduate and they're
19 going to be robbed of their education
20 that they're receiving now.

21 The kids are not getting
22 certain curriculums such as -- I heard
23 her speaking on -- I can't remember
24 everyone's name, so no disrespect. She's
25 speaking on foreign language. Can we get

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 the English down pat first and the
3 handwriting down pat first, basic math
4 down pat first.

5 School nursing is very
6 important, and being as though that is a
7 topic that just breezes right on by in
8 these conversations. My son is missing
9 the whole left side of his heart. There
10 hasn't been a full-time nurse in that
11 school since he attended there, but I get
12 reassurance that he's going to be okay.
13 I had to quit work because of his illness
14 at one time before I took sick myself.

15 It's the little things that
16 matter right now versus like -- I know
17 y'all in here today. Y'all talked about
18 a lot of numbers as far as the money, how
19 it's dished out and stuff, and being as
20 though y'all want to dish it out evenly,
21 that's what's being asked, but it's not
22 happening that way. And I think everyone
23 that sat up there at that panel today,
24 because y'all touched on almost
25 everything that we get up and we forget

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 to talk about when y'all give us the mic
3 to speak. But it's a whole lot that's
4 going on in our communities, and we don't
5 get reached out to. Like the schools
6 that are closed, they got "for sale"
7 signs on them. So they make us feel
8 like, okay, they're going to sell -- they
9 close the schools down to sell them to
10 the highest developer, and then the
11 schools that are still open, they're
12 struggling. And then we come in here
13 today to hear y'all got a Five Year Plan.
14 What about the plan today to try to keep
15 the schools up and running for the kids
16 to get to where they need to be?

17 I don't understand how someone
18 can say the ninth grade was the most
19 important grade when it's K through 3
20 that is the most important, because if
21 they don't get it then, they're not going
22 to get it after that going towards high
23 school or middle school.

24 I grew up in Virginia, so this
25 is completely new to me, and so I'm kind

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 of like investigating it. Like the
3 teachers that do come into the schools,
4 they stay long enough to say, Okay, I've
5 got this in my background. They're going
6 to the high schools that's paying the
7 highest amount of money. That's from
8 experience from being here in
9 Philadelphia and watching what's going
10 on.

11 Like today everything y'all
12 asked from them, I didn't feel like they
13 gave complete answers on this Five Year
14 Plan that they're trying to develop.
15 It's not set in stone that that's what's
16 going to take place. All the meetings
17 that I attend is always about presenting
18 something, no resolutions at all. So
19 with that being said, what does that
20 leave our kids in our future if y'all got
21 a five-year old plan and I'm telling you
22 today that I have a 12-year-old that is
23 going to -- in five years, he'd be 17.
24 Right now where he's at in school, I
25 don't feel as though he's getting the

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 proper education that he needs for his
3 disability. The School District itself
4 does not work with Children Hospital of
5 Philadelphia or any other surrounding
6 hospitals that have extra help out there
7 for the kids.

8 If I take a paper for a special
9 needs and speech that I done took out of
10 my day and took him down to CHOP for an
11 hour speech or whatever and they
12 recommend that he needs it, I take it
13 back to the School District and it's
14 returned back to me saying that he don't
15 need it. Because there's no funding to
16 back what someone that does this every
17 day says, because they don't allow them
18 to do their job based on the funding
19 that's available. So where does that
20 leave us?

21 COUNCILWOMAN GYM: So we're
22 going to hear from both of you and then
23 we'll be happy to do a response.

24 MS. HARRIS: Okay.

25 COUNCILWOMAN GYM: Thank you

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 very much, Ms. Harris. Thank you for
3 staying.

4 Hello. How are you?

5 MS. DESIR: Good afternoon. My
6 name is Yves Marie Desir. I represent
7 Parent Leaders Advisory Network out of
8 North Philadelphia. Today I'm
9 representing Blaine Elementary School at
10 Strawberry Mansion, and I have a couple
11 of questions as well.

12 One of -- my first question is,
13 who is being held accountable for the
14 children missing all of this time from
15 school? The fact that they don't have
16 all of this instructional time and they
17 still have to go through the school year.
18 And so there's still a lot of knowledge
19 they don't know.

20 So I heard that there was
21 missing, what was it, a ninth grade
22 teacher or something? Could you imagine?
23 There are certain requirements for ninth
24 grade that you have to be prepared for to
25 go into tenth grade. Now, you have a

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 substitute teacher for three days, then
3 you have another substitute teacher for a
4 month, then you have another substitute
5 teacher for six weeks, or whatever the
6 situation may be. There are still some
7 information that you're not getting as a
8 ninth grader. So going into the tenth
9 grade you're already behind, right?

10 So now we get to tenth grade
11 and we still have the budget shortage.
12 So you still lose out there.

13 So I would like to know how the
14 accountability -- what is the
15 accountability for the instructional
16 shortage, for what the children are not
17 receiving?

18 The other thing is that the
19 accountability for the counselors. I
20 understand that we're working out getting
21 a counselor in every school. I also know
22 that from experience going into the high
23 school situation, that some of these
24 counselors are overwhelmed. So they'll
25 have a school full of 1,100 students and

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 there will be two counselors and they'll
3 split 500 each, and how are we going to
4 tell all of the students about PSATs,
5 SATs, ACT tests, achievement tests or the
6 opportunity to go into an accelerated
7 college or dual college credit program if
8 you just don't have time to know your
9 students well enough to know what they
10 need?

11 The other question was about
12 school nutrition. We all know what you
13 put in is what you get out. From our
14 experience at several schools, we notice
15 that the food is processed and sometimes
16 not fresh. And so we want to know what
17 is in place to provide at least a quality
18 breakfast. If we have a free lunch
19 program or a free breakfast program,
20 should we not at least offer the children
21 fresh food or food that would be of
22 substance to help them learn better?

23 The next thing was about the
24 bilingual program. The bilingual
25 program, I understand we do have a large

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Latin American community who speaks
3 Spanish, but we also have to respect the
4 other communities that come to
5 Philadelphia, like the Haitian community,
6 the African community. Inside the
7 African community alone is a gazillion
8 languages. So we want to know how are we
9 dealing with that multilingual situation.

10 ELL is the opportunity for all
11 students to learn English. Now, I
12 understand that there are bilingual
13 programs in place. Can we think about a
14 multilingual program maybe? Because
15 there are lingua francas such as French,
16 such as Spanish. Now Spanish is being
17 addressed, but we have Spanish, we have
18 French, we have Arabic, and we also have
19 the Asian languages that also should be
20 respected.

21 The other thing is, we would
22 like to know what is the District's
23 teacher recruitment process? Because
24 from what I understand, the recruitment
25 is being done out in the suburbs of West

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Chester or Bloomsburg or Shippensburg,
3 which we know already have a small number
4 of diversity in their enrollment. So is
5 it possible maybe that we can look into
6 schools that are right here in
7 Philadelphia? Is it possible that we can
8 recruit -- our recruitment pool can be a
9 little bit closer to home?

10 The other thing is, is there a
11 requirement for teachers to look like --
12 is there a requirement for teachers to
13 live in the communities that they teach
14 in? That would make a big impact on how
15 the students receive their information.

16 The other thing was -- I had
17 one more question. There's a big issue
18 about bullying and conflict resolution.
19 This issue is not just with the students
20 in the neighborhoods that they're
21 being -- with the school closures and
22 what-have-you. I would like to know is
23 there a possibility to maybe include
24 somewhere School District-wide a conflict
25 resolution or deescalation classes that

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 would incorporate both the parents and
3 the teachers together? Because I think
4 once they understand what to do together
5 as a whole unit, it would better help our
6 students as far as dealing with fighting
7 and what-have-you. A lot of times the
8 parents are more upset than the children
9 are, you know, or maybe the teacher
10 doesn't have a full understanding of what
11 happened and responds without thinking --
12 I mean, without good investigation. And
13 anti-bullying is a big thing. So how can
14 we respect each other? How can we
15 respect -- how can we teach the children
16 how to respect each other? How can we
17 teach the parents and the teachers how to
18 respect each other so that the
19 children -- because, see, the children
20 are watching, see. So the children can
21 see and then they can do better.

22 The last thing was about the
23 arts. As we know, in neighborhoods like
24 Strawberry Mansion or in the heart -- I
25 live in Frankford myself. So in

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 Frankford, you know, arts, music,
3 library. We have a whole library with a
4 whole bunch of books in. We don't have a
5 librarian so that we can teach the
6 children how to even go through the
7 library process.

8 Parental engagement, there are
9 a lot of parents that are available, but
10 the way they're being received in the
11 school, they don't want to come back, you
12 know. Is there a way that we can support
13 them so we help them support their
14 children in school in a positive way?

15 Safe Corridors was a program
16 that was in place a while back to help
17 with children going home to and from
18 school. Maybe we can reimplement that
19 using parent volunteers or maybe
20 community programs that are already
21 engaged in bettering the quality of life
22 of our students.

23 MS. HARRIS: I only have one
24 thing to add.

25 COUNCILWOMAN GYM: Hold on. I

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 just want to make sure she's finished.

3 MS. DESIR: Okay. The other
4 thing is is that to our disappointment,
5 our representative from North
6 Philadelphia was not here. That was a
7 little bit disappointing, because I
8 thought, if anything, if you want our
9 votes, the least you could do is come and
10 speak for us.

11 That was it. Thank you for
12 your time.

13 COUNCILWOMAN GYM: Thank you.
14 I thought that your testimony was
15 outstanding. Because we have another
16 hearing coming in, we are putting your
17 commentary on the record and would love
18 to be able to circle back to you.

19 Ms. Harris, did you have some
20 other comments that you wanted to make?

21 MS. HARRIS: I just need more
22 clarity on attendance in the schools. I
23 was reading the other day in the handbook
24 that after a child is late a certain
25 amount of days, it's counted as a full

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 day. But the child can be three minutes
3 late to school and they're counted as not
4 being there. You know what I'm saying?
5 I never understood that part. If they're
6 there every single day and they might
7 have been late, it's counted as a full
8 day against them. And that also goes
9 into the truancy and them not receiving
10 full instruction, but they're getting the
11 full instruction.

12 COUNCILWOMAN GYM: Ms. Harris,
13 there's actually representatives from the
14 School District who are here who could
15 maybe bring some clarity to that issue,
16 but I think that's important to make sure
17 that that's an accurate situation so that
18 we can get some clarity on that.

19 MS. HARRIS: Okay.

20 COUNCILWOMAN GYM: Thank you
21 very much to both of you for your
22 testimony. I really appreciate it.
23 Thank you for being here for this whole
24 time, and I really appreciated your
25 summaries of what you heard in

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 particular. I thought they were very
3 important and concise. And this City
4 Council, especially the Committees on
5 Children and Youth and Education in
6 particular, are committed to being
7 partners with parents to ensure that your
8 concerns and issues are at the forefront
9 as we work with the School District. So
10 thank you both very much.

11 MS. DESIR: I thought you were
12 very thorough, along with -- every
13 representative that spoke today I thought
14 was very, very thorough. That was where
15 I was able to pull what I wanted to say
16 out of. So thank you. That's all I can
17 say, is just thank you.

18 COUNCILWOMAN GYM: Thank you.
19 Thank you very much.

20 MS. HARRIS: Thank you.

21 COUNCILWOMAN GYM: Thank you
22 both very much.

23 Is there anyone else here who
24 is here to testify?

25 (No response.)

1 4/11/16-CHILDREN & YOUTH/EDUCATION-RES. 160049

2 COUNCILWOMAN GYM: Seeing no
3 one else here to testify on the
4 resolution, this concludes the business
5 of the joint Committees on Children and
6 Youth and Education for today. The
7 public hearing on Resolution No. 160049
8 is recessed to the call of the Chair. We
9 will be continuing these conversations.
10 We want to assure the public that Council
11 is serious about ensuring the safety and
12 essential services for schools, for young
13 people, and for our staff there will be
14 held to the highest standard. So thank
15 you very much, everybody, and thank you
16 for your attendance.

17 (Joint Committees on Children
18 and Youth and Education concluded at 1:05
19 p.m.)

20 - - -
21
22
23
24
25

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.)

Joint Committee on Children and Youth and Education
April 11, 2016

Page 1

A	155:13	112:12,23	advocacy	allow 144:8	33:3 74:3	areas 30:12	34:21
a.m 1:8	accounting	119:14,19	134:18	154:17	anybody 10:9	107:10	assume 102:7
ability 14:3,6	101:18	119:22	advocate 30:6	allowed 43:20	26:14 29:2	118:17	assumes
14:20 17:23	accurate	121:5 130:7	57:21	56:9 98:14	87:14 92:3	119:7 121:3	82:22
90:14,15	163:17	131:8	advocating	allowing	anymore	124:3,17	assuming
91:16 98:20	accurately	additionally	39:22	144:7	10:25	126:14	52:14 60:21
103:16	166:5	9:17	affect 73:22	ambitions	AP 22:13	127:2,20	assumptions
104:12	achievement	address 12:12	African 133:2	123:19	23:5	136:12	87:23 88:5
140:5	31:16 46:7	29:21 37:22	133:5,13	ameliorate	apologize	141:6	88:6
Abington	57:25 157:5	58:8 83:10	134:23	108:22	143:22	144:10,25	assurance
146:23	Ackerman	89:11,12	137:2,3,7	American	appalling	art 106:15	43:14
able 9:12	11:12 55:4	98:23	140:12,13	133:2,5,13	108:5	articulate	assure 165:10
17:25 31:4	72:11	101:10,21	158:6,7	134:23	applied 77:22	58:21	assured 28:3
33:6,24	133:11	121:2 124:7	after-school	137:2,4,7	124:3	128:15	119:5
36:2 58:21	acknowledge	addressed	79:5	140:12,13	apply 166:21	articulated	asthma 18:13
59:24 61:16	87:15	30:25 44:17	afternoon	158:2	appraised	104:20	attacks 18:13
66:18,20	Acknowled...	66:24 90:12	149:9 155:5	amount 17:24	139:25	arts 160:23	attend 15:2
71:12 78:7	74:21	107:15	age 20:4	53:14 61:3	appreciate	161:2	29:15
90:9 97:2	acknowledg...	158:17	99:14	80:14 82:5	5:11 48:14	Asian 158:19	153:17
98:15	74:24	addressing	104:22	101:22	91:5 113:19	asked 6:24	attendance
105:14	act 35:17	22:25 47:21	agencies	131:9	163:22	101:11	2:8,11
113:10	157:5	47:23 69:14	34:22	145:25	appreciated	124:11	162:22
121:4	Action 58:11	101:18	120:20	153:7	163:24	128:10	165:16
131:25	75:5,6,8	adjust 124:16	aggressively	162:25	approach	132:11	attended 6:19
162:18	77:18	admin 69:24	134:22	amounts	45:14,15	151:21	151:11
164:15	128:12	70:25	ago 36:12	126:16	53:25 67:8	153:12	attention
absence	actively 59:14	administrat...	46:15,16,20	analysis	87:16 99:25	asking 40:14	25:19 81:10
18:15	actual 8:6	11:11,12	56:6,7	76:19	100:2,23	49:2,17	117:14
absent 44:14	22:25 42:12	50:15 55:4	74:12 103:6	and/or	102:4,15	73:12 90:5	123:7 126:7
absolute	49:21 50:2	61:12 64:17	103:12,14	166:23	123:16	147:20	attract 141:4
27:22	82:18 95:4	131:14	104:4 133:8	anecdotal	134:19	asks 9:5	141:13
Absolutely	123:6,12	138:3	agree 56:23	19:8 28:6	approached	assess 120:25	attrition
60:4 111:21	ad 123:16	administrat...	92:2 94:10	120:18	4:17 148:25	121:15	52:12
115:11	add 128:9	50:8,11	102:3	anecdotaly	approved	assessment	auditorium
academic	131:3	79:14,17	114:14	113:13	102:14	76:16,24	134:3
1:18 4:8 5:6	161:24	administrat...	agreed 10:7	announced	approving	82:18	August 117:9
7:16 26:21	added 112:12	72:12	92:3 105:15	68:2	90:17	111:18	authority
70:23 76:12	112:22	116:16	129:5	annually	April 1:8 3:19	118:16	49:10
77:13,15	130:8	admitted	agreement	24:24	37:9,15	121:17,23	authorizing
113:21	addition	107:7	92:7	134:25	Arabic	122:21	1:15 4:4
115:19	75:15 78:15	adopting	ahead 5:24	135:25	158:18	123:24	available
accelerated	121:11	134:17	92:9 98:12	answer 10:21	architects	125:24	20:19 59:16
157:6	125:6 130:6	adults 47:16	aimed 76:4	28:22 81:17	76:17	assessments	76:9 126:20
accept 91:19	138:12	advance	ain't 149:24	81:18 83:20	area 17:14	120:17	154:19
access 7:2	additional	112:9	alarm 45:8	91:7 109:24	18:19 19:21	146:6	161:9
17:21 18:3	7:21 21:12	advanced	alarmed	132:19	25:24 66:24	asset 142:19	average
19:3 20:13	23:17,23	128:4	38:17 83:21	answering	116:18,20	assistant 54:8	12:17,18
25:21	24:7,13	advantage	83:24,25	74:17	129:9	110:7	20:4
106:25	29:6 57:5	49:16 66:6	84:3	answers	134:16	112:11	averaging
accountabil...	57:11 75:18	advisement	allocate 95:18	153:13	136:12,19	116:5	41:20
156:14,15	79:4,13	121:24	allocated	anti-bullying	143:2 144:4	associated	AVI 74:9
156:19	98:7,8	Advisory	101:22	160:13	145:3,7,10	100:21	85:15 89:8
accountable	108:23	155:7	119:13,19	anticipated	145:15	Association	avoided

Joint Committee on Children and Youth and Education
April 11, 2016

Page 2

11:18 awarded 12:13 aware 65:21 101:12 axe 55:17	balances 54:22 balancing 35:17 bare 70:5 71:4 barely 33:19 Barrett 39:9 Bartram 38:14 107:13 119:3 132:4 132:5 134:7 based 53:9 55:6,20 56:4 58:10 58:13 65:23 83:2,15 93:3,5 94:18 98:6 110:20 111:7 119:18 144:4 154:18 baseline 53:13 58:6 basic 7:8,23 8:5 14:7,21 37:11 40:14 55:15 151:3 basically 32:24 37:10 73:5 76:19 81:19 139:21 150:11 basis 7:15 9:10 19:9 50:17 bathroom 134:4 bathrooms 81:22 begging 35:7 beginning 44:6,9 67:11 84:19 85:18 101:3 behalf 28:8 beliefs 8:7 believe 9:25 44:11 48:24 balanced 97:21,25	49:8,9,10 56:24 59:5 91:11 140:2 145:21 148:19 believed 7:9 belong 7:10 benchmarks 40:25 benefit 79:2 best 16:10 53:23 57:20 68:17 92:18 105:19 110:8 134:3 139:23 147:17 better 43:13 49:12 67:7 67:16 71:3 73:23 83:7 110:3 133:10,15 146:24 157:22 160:5,21 bettering 161:21 beyond 15:10 66:19 86:22 93:17 bi-literate 129:24 bifurcation 74:4 big 41:5 50:20,22 84:22 159:14,17 160:13 bigger 86:13 96:11 bilingual 128:17 129:10,17 147:24 157:24,24 158:12 bill 91:22 92:14 billion 36:21 62:16 biology 10:23	bit 12:3 34:5 39:20 40:7 47:15 66:24 76:8 77:14 126:4 127:8 127:13 138:19 140:22 159:9 162:7 bite 46:12 bites 47:10 Black 144:2 Blackwell 1:11 2:14 2:20,21 24:16 27:22 38:9 143:18 143:20 145:20 Blaine 149:17 149:21 155:9 Bloomsburg 159:2 board 46:8 69:4 70:3 112:10 124:12 body 91:15 Bok 29:25 39:10 bonds 84:9 bones 70:5 71:5 books 10:18 25:18 161:4 bound 127:17 127:18 box 143:4 break 13:12 break-ins 139:15 breakdown 113:5 breakfast 157:18,19 Breeze 30:10 breezes 151:7 bridge 79:21 brief 6:7 31:4 131:21 briefings 16:23	bring 28:16 38:5 42:22 59:17 76:25 163:15 bringing 54:4 148:14 budget 5:22 7:14 21:22 25:15 33:17 36:3,6 50:7 50:11 54:7 60:10 62:16 66:16 68:20 88:20 95:13 95:20 96:12 97:21,24 111:23 132:18 156:11 budgeting 53:20 budgets 45:25 53:9 54:10 55:12 58:6 64:15 64:16 build 136:10 building 7:19 12:8 51:19 51:21 57:22 78:11 96:5 114:19 139:13 142:18,19 buildings 19:17 20:3 20:14 50:9 76:20 139:12,17 142:17,17 150:14 bullying 159:18 bunch 161:4 burden 52:3 135:18 Burns 4:16 5:8,9 19:22 20:10 37:20 37:20 42:16 43:6,21 44:3 62:11 74:15,21	103:2,3 104:2,3 132:16 137:16,16 137:18 139:7 140:15 business 135:16 145:12 165:4 businesses 74:8	caught 131:16 central 50:15 61:12 64:14 64:15,17 69:24 70:25 112:3 122:4 129:6 certain 34:2 53:11,12,14 57:3,3,4 78:11,12 81:8,24 134:18 143:2,2 150:22 155:23 162:24 certainly 2:24 17:10 19:8 42:16 43:22 52:2 80:11 113:13 118:21 120:22 141:6 CERTIFIC... 166:2 certification 116:20 166:20 certified 111:15 116:2 CERTIFY 166:3 certifying 166:24 cetera 95:7 Chair 2:12 3:24 4:24 29:12 38:8 38:9 48:9 48:12 63:6 65:3 111:25 115:7 131:18 143:17 144:22 145:18 165:8 Chairwoman 3:13 4:23 58:8	28:21 40:19 40:24 41:10 41:17 42:2 42:14 54:12 54:15,24 58:2 59:6 59:13 60:4 60:24 65:6 89:17,20 91:3 140:21 142:5 challenges 49:22 77:24 89:5,6 127:2 Chamber 105:16 chance 45:23 48:22 66:19 change 46:6 85:15 89:8 91:18 changes 83:15 140:9 changing 30:14 chaos 146:16 characteris... 55:7 charge 80:8 charted 3:18 charter 24:14 24:20 72:23 73:6,6,10 90:14,20 91:18 129:10 144:6,7 charters 90:17 cheaper 40:9 checked 18:2 Cheltenham 146:25 Cherry 146:23 Cheryl 4:15 5:5 76:7 77:12 Cheryl's 104:4 Chester 159:2
--	---	--	---	--	---	--	--

Joint Committee on Children and Youth and Education
April 11, 2016

Page 3

32:19 37:20 75:11 140:15 child 18:23 18:24 22:22 23:25 25:17 28:3 99:13 100:19 104:21 106:16 110:4 149:21 162:24 163:2 childhood 39:8 children 1:3 1:16 2:6 4:4 6:14 14:25 15:21 18:7 19:11 25:5 48:15 60:18 61:20 95:23 100:24 104:24 138:14,14 139:2 154:4 155:14 156:16 157:20 160:8,15,19 160:19,20 161:6,14,17 164:5 165:5 165:17 children's 11:7 78:3 choices 97:5 choose 110:16 116:11 CHOP 154:10 chops 136:15 chord 134:10 chosen 144:24 cigarette 33:2 33:13 84:15 86:2,16 89:7 circle 120:15 162:18	circling 126:3 circumstan... 30:9 cited 75:16 city 1:2,7 2:5 10:3 12:16 13:7 16:24 17:3 19:15 20:9 27:20 28:16 30:12 33:8 36:4 39:24 62:25 63:3 69:6 73:20,25 77:6 83:22 85:9,20 86:4,8,14 86:21 87:2 88:15 89:13 90:5,6 91:12 97:9 97:16 129:21,22 132:17 133:18 143:9 147:15,17 148:10 164:3 City's 98:11 citywide 129:15 144:20 claims 94:9 clarification 63:9 92:25 93:24 103:4 103:19 clarified 65:15 clarity 5:16 24:21 39:21 54:25 64:7 94:14 97:15 99:15 103:3 107:11 120:16 125:22 126:4 162:22 163:15,18 class 10:23,24 14:4 23:11	39:12,16 105:18,19 classes 9:2,21 13:22 100:18 102:19 127:22 159:25 classroom 9:13 10:6 10:23 13:3 13:4,14,14 15:12 19:16 41:15 49:22 50:2 110:11 111:15 classrooms 9:7,16,23 10:17 11:6 23:20 24:3 25:9 40:13 68:7 70:17 70:22 75:21 99:7,24 102:23,23 105:6 Clayton 31:17 clear 24:25 87:22 98:24 102:13 107:5 clearances 42:21 clearly 20:19 94:21 138:17 Clerk 3:25 4:3,11,14 148:20,23 climate 25:23 close 24:24 35:8 54:12 54:13 117:13 138:16 152:9 closed 145:2 145:5 152:6 closely 66:25 closer 84:20 159:9 closing	134:24 136:24 144:16,18 145:13 closure 136:22 137:23 138:9 139:8 139:10 closures 137:21 159:21 clown 39:16 Co-Chair 1:11,11 2:12 24:15 coach 78:6 coaches 22:8 code 106:12 106:12 107:9 111:20 113:8 cohort 127:16 collaboration 77:25 colleague 2:19 24:15 74:16 103:5 colleagues 2:24 5:15 6:9 27:15 29:6 44:25 130:24 146:10 colleagues' 14:10 collections 33:8 college 22:9 22:11 76:11 76:12 157:7 157:7 color 147:19 147:24 combination 53:7 combined 96:7 combines 85:20 combining 71:2	come 14:18 16:8 18:10 18:11,12 30:21 31:5 32:5 34:20 35:7 42:17 42:18 45:7 47:3 57:15 67:13 75:4 79:7,19 84:8 95:13 103:16 119:6 128:13 133:9 141:12 142:15 143:9 146:18 152:12 153:3 158:4 161:11 162:9 comes 46:22 50:18 59:12 95:20 132:17 coming 46:4 47:9,11 66:13 74:13 90:4 112:10 136:14 149:11 162:16 comment 27:16 118:7 134:10 143:25 148:19 commentary 146:3 162:17 comments 130:24 143:19 162:20 Commission 4:25 Commissio... 4:15 28:18 146:11 commit 72:3 102:12	commitment 11:13 21:2 25:14 54:19 54:21 55:23 57:2,16,23 58:12 59:2 60:2 70:11 71:24 78:9 82:4,24 90:2 95:22 99:13,18 105:4 106:21 130:14,18 commitments 79:9 106:15 106:24 committed 52:13 57:6 102:15,18 104:20 164:6 Committee 1:16,16 2:6 2:10,11,13 2:23 4:4,5 48:14 Committees 1:3 6:15 164:4 165:5 165:17 committing 118:15 commonly 10:7 Commonwe... 106:13 communities 57:3,24 119:5 121:18,20 126:15,24 152:4 158:4 159:13 community 3:10 6:2,21 21:24 22:19 25:2 48:15 78:2 90:21 120:19 125:22 129:12 130:12,13	158:2,5,6,7 161:20 comp 122:8 company 40:13,18 42:8 46:21 76:18 compare 50:3 compared 41:13 compensated 116:11 compensati... 122:8 competency 127:18 competent 65:10 competitive 142:12 146:21 complaint 107:3 complaints 106:9 122:25 complete 153:13 completed 53:19 59:3 completely 69:18 101:10 108:4,22 152:25 completion 104:10 comprehen... 77:10 79:10 79:11,20 computers 69:16 75:19 concentrated 26:15 126:5 126:13 concern 56:12 69:2 94:21 concerned 41:11 61:2 80:6 97:13 144:2 concerning	1:17 4:6 concerns 24:11 72:17 95:9 108:11 120:20 164:8 concise 164:3 concluded 165:18 concludes 165:4 concluding 143:19 concrete 147:4 condition 76:16 137:24 conditions 8:14 condominiu... 136:10 conduct 1:16 4:6 99:9 confident 98:19 conflict 159:18,24 conjunction 112:11 connections 17:2 consequences 17:12 19:5 consider 33:23 87:25 90:16 109:5 109:6 123:23 consideration 24:18 123:5 135:10 137:24 considerati... 147:2 considered 34:24 137:22 considering 43:11 consistent 128:25 consistently
--	---	--	---	--	---	--	---

Joint Committee on Children and Youth and Education
April 11, 2016

Page 4

16:22 18:20	9:21 10:10	2:14,16	64:25 89:14	17:9 95:24	139:4	124:2,3	definitely
81:20	10:12 40:20	29:10,11	91:2 92:19	96:3,23	144:23	David 1:12	39:21 42:5
124:25	control 49:13	32:13,16,21	93:11,20	156:21	critical 13:17	2:16	54:16
Constance	60:20 85:7	35:23 36:8	94:6,13	counselors	16:21 79:25	day 8:23	139:24
31:17	85:8,10	36:15 37:6	97:8,12	14:24 15:24	112:19	13:12 14:7	definition
constituents	90:14	37:19 38:6	98:18 100:3	25:10 95:12	critically	14:22 15:7	88:2
39:23	166:23	40:22 41:7	100:8 101:5	95:19	29:21	39:3,15	definitive
constitutional	conversation	41:12,24	101:11,15	149:23	criticism	44:15 47:12	132:19
8:6	20:9 21:6	42:7,25	102:7,11,20	156:19,24	90:20	48:18	degree 30:4
consultant	25:20 106:4	43:18,23	103:24	157:2	crowded	135:17	55:11
61:4,25	conversations	44:23 48:8	104:14	count 10:4	10:15	154:10,17	degrees 144:9
71:9	44:22	49:3 65:3,5	105:21	113:25	CTE 23:13	162:23	Delegation
contact	120:18	65:12 67:10	106:2 109:3	counted	culture 46:6	163:2,6,8	91:13,20
144:15	151:8 165:9	68:25 72:6	109:8	114:4	current 6:25	day-to-day	92:2
contacts	conversions	74:15,19	110:22	162:25	23:7 40:11	122:11	deliver 98:20
27:25	24:20	80:3 83:18	111:2,8,16	163:3,7	64:21 97:3	days 156:2	delivered
contained	convince	89:15,18	113:3,17	counting	98:17 110:6	162:25	56:14
35:13 166:5	141:24	91:6 92:20	115:2,6,10	102:24	currently	deal 16:7	delivering
context 43:7	coordinate	92:22	115:12	countless	8:20 22:24	23:7 27:9	111:19
49:15	15:17 27:21	131:18,20	116:14	13:17	38:2 43:8	45:11 49:12	delivery 66:3
continue	correct 21:13	132:20	117:12,22	couple 30:18	90:10 96:2	83:6 86:13	delve 40:7
20:12 21:5	40:21 67:17	133:16	118:3,5	46:20 74:23	100:4	87:12,17,18	demonstrate
58:19 78:8	93:13 166:8	134:9	119:16,21	120:10	129:18	132:23	112:21
79:23 83:21	Corrections	137:17	120:14	133:8	curricular	dealing 86:9	demonstrat...
100:20	133:21	139:6	121:14	137:20	106:18	86:17	127:16
continues	corridor	140:10,19	122:20	155:10	111:17	132:10	demonstrat...
146:8	145:12,13	142:3,8	125:21	course 8:22	124:4 146:6	136:21	60:13
continuing	Corridors	143:16	128:6,8,23	24:10,23	curriculum	158:9 160:6	dental 18:2
38:5 165:9	161:15	150:3	130:21,23	26:13,24	23:8,9	dealt 87:8	Department
contract 12:3	cost 46:22	Councilma...	130:25	44:18	124:10,13	death 46:11	61:6 62:3
12:13,20	62:7 94:22	40:4	131:2,5,7	courses 22:13	125:8,14	decide 57:17	63:11,14
14:5 16:17	96:6	Councilpeo...	131:17	23:5	curriculum	decided 73:11	106:8
16:19 31:12	costs 11:18	136:8	143:15,18	Court 90:13	150:22	decipher	133:21
32:10 41:5	19:16 24:14	Councilper...	143:20	courts 73:11	customer-fr...	76:23	departments
41:14 43:4	50:12 51:16	132:23	145:19,20	cover 98:5	53:25	decision	17:3 71:14
43:8,25	61:8 62:3	Councilwo...	149:3	cradle 76:10	cut 97:5,7	90:13	dependent
45:2,11	66:6 68:13	1:11,11,13	154:21,25	76:11	cuts 5:22 7:14	130:11	25:14
46:15 121:5	93:18	2:2,13,16	161:25	create 7:6	50:14,16	decisions	depending
131:25	Council 1:2	2:19,21	162:13	21:2	61:11 69:22	135:16	39:4,13
132:10,11	2:5 10:3	3:23 4:11	163:12,20	created	cycle 88:20	declining	Deputy
contracted	16:24 28:16	4:19 5:10	164:18,21	124:22,22	cycled 128:2	103:22	121:24
122:18	30:22 34:8	24:16 27:21	165:2	creating		decommissi...	described
contracting	39:24 59:12	28:25 29:4	Councilwo...	69:12	D	139:11	82:13,17
40:17 71:11	62:12 76:15	29:9 38:8,9	78:17	creative	D 1:13	decrease	deserve
contractor	77:6 90:5	42:4 48:7	counsel 62:7	141:12	daily 7:15	112:2 121:9	126:17
37:25 40:10	97:9 128:11	48:10,11	62:8 64:8	credit 105:10	43:17 116:3	143:6	designated
41:22	132:17	51:6 52:22	93:6,15	117:8 157:7	dance 106:16	deep 94:21	15:10
contractors	143:24	54:11,18	94:3,7,19	credits 117:7	Danielle	113:23	Desir 148:24
62:24	148:11	56:22 58:17	Counsel's	148:7	138:5	deeply 7:13	155:5,6
contracts	164:4	59:8,25	94:15	crisis 50:4	Darby 146:24	7:15 10:17	162:3
59:3,7,16	165:10	60:5 62:9	counselor	criteria 56:19	data 6:24	13:2 14:6	164:11
59:18	Councilman	63:7,20,25	15:3,13	136:24	20:20 38:11	deescalation	desperate
contractual	1:12,12,13	64:6,19,23	16:18 17:6	138:10	42:3 95:14	159:25	27:19
					104:12		

Joint Committee on Children and Youth and Education
April 11, 2016

Page 5

13:15	40:8	23:16,24	144:18,21	55:8 69:22	economy	29:25 39:10	emergency
123:14	directly 58:13	24:23 25:11	145:22	dots 14:11	62:17	effect 70:21	123:16
despite 26:22	68:8 78:5	25:13 26:10	146:12,16	Double 63:25	ecosystem	effective 66:3	emphasis
80:12	Director	26:14 27:20	146:22	doubled	129:9	67:6 99:25	103:11
detail 64:18	111:24	30:21 32:20	147:3	63:24 64:4	ed 22:13 27:3	effectiveness	employees
detailed	138:4	33:9,20	148:11,12	doubt 104:15	37:11 53:11	66:12	12:9
75:12	disability	34:18 36:5	149:4 154:3	Dr 31:17	54:7 118:14	effects 19:18	encourage
determine	154:3	38:16 40:5	154:13	66:23	120:16	efficiencies	58:20 79:6
39:15 68:16	disagree	41:11,18,21	163:14	133:11	121:20	51:18 65:24	123:22
determined	110:12	46:4 50:13	164:9	dramatic	122:8	66:12 69:13	encouraging
114:12	disappointi...	53:6 54:5	District's	14:20	148:15	71:15,22	11:20
devastating	162:7	54:16 55:11	62:15 99:18	123:21	Edison 6:18	73:4,17	energy
12:15 15:25	disappoint...	55:16 58:10	105:22	dreams 30:8	16:3 17:8	74:25	148:14
develop 71:17	162:4	59:11,14,18	158:22	drills 88:3	48:23	efficiency	engage 88:13
153:14	disconnect	60:13 61:2	District-wide	drinking	107:16,18	67:16 70:9	88:17
developer	123:21	61:5,23	159:24	20:22 80:21	107:24	70:23 71:2	engaged
152:10	discuss 98:13	62:21 67:9	districts	80:21,22	108:7	efficient 66:3	121:22
developers	discussed 3:3	69:11 71:10	142:14	driven 32:25	116:14	efficiently	124:8 125:2
136:14	8:15 50:25	71:14 75:14	diverse 26:23	51:4 130:11	educate 60:18	68:24	161:21
development	150:8	81:5,6,7	27:12	130:12	educated	effort 71:6	engagement
30:14 68:15	discussion	82:8,12	diversifying	138:7	116:13	efforts 70:9	125:23
78:20 79:18	19:19 60:11	86:16 87:2	23:13	driver 147:10	educating	either 45:9	161:8
134:14	88:24 98:10	88:7 89:2,3	diversity	drivers 50:23	31:24	72:15	engaging
DHS 19:7	133:8 138:8	91:12 95:6	159:4	driving 124:2	147:18	123:15	113:12
27:17	discussions	95:10,17	divided 64:7	140:2	education 1:4	133:22	121:16
DHS-involv...	3:17 87:19	98:19,22	documents	dropping	1:16 2:7,13	141:7	engineers
118:25	89:9	101:17	87:10	14:16	4:5 5:23	150:18	76:17
diabetes	dish 151:20	102:12,16	doing 3:14	dual 129:18	6:15,16	elaborated	English 26:4
18:14	dished 151:19	104:19	11:16 16:10	130:14,15	26:3 31:3	22:4	26:12,19
dialogue	disjointed	105:3	28:4 40:16	157:7	38:10 45:7	elected 47:19	107:19,24
88:13,17	92:15	106:10	40:17 45:25	due 12:23	55:13,17,19	elementary	108:6 115:4
147:21	disparity	107:4,8	47:2 59:9	38:20	58:9 61:11	17:7 39:8	118:21,23
dictates	57:25	108:14	60:17,19	duty 13:5	61:15 65:19	100:16	119:9,11
106:14	dispute 18:6	109:16	67:3 82:2	dynamics	89:13 90:2	105:7	127:7,20
difference 3:9	dispute 36:11	110:2	82:17 90:10	38:22	92:9 95:16	149:17	128:16
different	disrespect	111:17	94:22 96:19		106:8 107:2	155:9	151:2
31:22 47:20	150:24	113:4,7,16	105:14	E	107:10	eligible 111:7	158:11
55:6 70:22	disrespected	114:3	108:21	e-mail 64:12	115:5	eliminate	enormous
71:13 72:12	150:2	118:14	110:8	93:3	116:24	101:25	147:13,14
72:13 75:4	distributed	120:24	111:17	earlier 78:18	122:16	146:2	enrichment
80:15 117:3	58:5	121:16	115:16,24	86:5 87:4,5	126:6 141:8	eliminating	22:14 23:4
117:10	distribution	122:25	118:15	111:25	150:19	99:19	enrollment
128:18,19	58:16	123:4,17,23	120:25	early 11:11	154:2 164:5	103:11	53:9 138:7
difficult	134:12	126:3,10	121:15	77:16 78:4	165:6,18	104:10	138:12
33:22 72:2	district 3:5	128:14	125:19	84:12	educational	elimination	159:4
difficulty	5:4,7,18,24	132:3,17	128:19	105:12	57:24	23:19 147:5	enrollment...
33:5 44:13	6:25 7:22	133:3,6,14	134:13	128:4	educator	ELL 55:13	53:17
diploma	10:4 11:21	134:14	146:24	141:14	13:22	58:9 118:14	ensure 25:10
112:21	12:11,18	135:4,5,9	dollar 62:16	earn 112:20	educators	118:19	25:23,25
dire 90:18	16:19,23	136:6,13	dollars 33:12	easier 86:6	7:13 11:9	126:6 146:3	27:9 61:16
direct 149:19	20:12 21:2	141:2,11,21	33:14,21	East 129:6	16:14 123:3	158:10	110:15
166:23	21:9,11,16	141:25	43:24 52:13	easy 113:22	123:12	emergence	111:18
direction 3:18	22:3,4,16	142:23	52:21 55:5	117:2	Edward	138:11	112:24
				eat 46:22			

Joint Committee on Children and Youth and Education
April 11, 2016

Page 6

116:6,23	estimated	101:2	face 68:19	37:12	filled 52:10	75:19 84:21	31:10 35:24
122:6	8:21 51:11	expected	89:5,6	federal 85:10	filling 13:13	86:25 104:4	103:7
126:14	63:18	36:20 150:9	137:14	88:11	41:13,15	fiscally 34:24	following
127:19	et 95:6	expenditure	face-to-face	Federation	73:4 114:23	59:22	145:22
139:13	evenly 151:20	49:21	42:19	9:22	148:13	fits 18:12	food 157:15
164:7	everybody	expenditures	faces 88:7	feedback	fills 108:2	five 1:17 4:7	157:21,21
ensuring	2:3,7 4:20	61:6	facilities	44:19	final 27:15	5:22 6:6	forced 9:8
62:15,21	5:13 54:5	expense 25:7	19:20 20:2	feeding 18:10	84:10	13:25 21:12	forcing 54:3
98:22	54:20 137:5	expenses	20:2 25:20	feel 10:14,19	130:24	27:18 34:5	forecast 97:3
165:11	137:13	60:15,19	facility 76:15	10:21,25	finance 34:21	34:7,13,25	forefront
entire 67:9	148:16	63:11,14	137:25,25	16:14 18:18	49:19 71:7	35:13 63:12	164:8
113:24	165:15	93:9	138:3	18:22 20:17	financial 5:3	69:7,8	foregoing
114:8	everyone's	expensive	facing 88:12	22:23 25:16	19:14 24:22	82:21 83:11	166:7,20
130:12,13	150:24	74:6	fact 8:25 10:9	26:20 27:6	32:20 49:18	83:13,14	foreign
entity 87:3	evidence	experience	12:8 19:21	39:2 100:7	50:3 53:2	84:24 86:22	106:21
environmen...	166:4	14:2 15:7	25:15 26:22	110:3	56:25 73:15	87:24 88:7	107:12
83:8	exactly 10:11	39:7 153:8	52:23 55:10	118:23	73:16 90:16	90:7 98:11	112:16,17
epileptic	35:17 83:12	156:22	58:9 79:20	147:9	97:14	129:6	112:18
18:11	examine 6:25	157:14	83:21	149:25	135:19	150:15,17	150:25
equal 58:15	example	experienced	103:22	152:7	financially	152:13	forget 151:25
125:18	50:20 61:15	109:23	104:7	153:12,25	60:14	153:13,23	forgive 29:15
134:11	69:13 70:15	experiences	106:10	feeling 10:24	find 40:5	five-year	formalized
equally	112:14	55:25	107:13	18:23 20:16	61:20 62:5	35:15 67:14	121:22
133:19	116:8	106:18	155:15	27:4 100:12	66:11	69:4 82:23	former
equation	118:18	experiencing	factors 36:24	123:4	119:25	153:21	112:17
57:17	131:11	7:5	53:7	feels 9:19	121:4	fix 45:12	forms 6:21
123:15	141:9	expertise	facts 87:21	11:2	122:18	46:19 47:6	formula 53:4
equitably	exceeds 14:13	116:19	fail 41:5	fell 55:17	finding 14:23	49:9,11	53:10 54:14
25:6 88:25	excellent	explain 3:8	failing 131:15	felt 7:13	127:24	FLC 116:13	55:2,6,15
90:25	118:2	explore 148:7	fails 115:20	10:16 13:2	findings 6:5	127:9	56:13 57:13
equity 58:15	excited	148:9	fair 69:18	13:8 27:10	28:15	flow 85:16	60:12 92:13
138:19,22	127:12	express 108:3	93:25	124:15	finished	flows 52:21	131:13
ESOL 112:17	excitement	expressed	146:20	fencing 81:3	162:2	Floyd 138:5	138:21
especially 7:4	148:15	5:15 130:9	fall 64:16	fighting	firing 60:22	focus 66:22	formulas
13:23	excuse 86:19	expressing	familiar	160:6	firmer 95:21	70:13 85:22	85:16
100:14	115:6	113:22	120:10	figure 45:12	firms 60:16	93:16 98:21	forth 44:5
105:12	executive	extended	families 26:11	142:10,20	94:25	114:24	forward 21:9
114:16,18	76:25	78:13	26:16 76:10	figures 132:2	first 4:12 8:11	132:8	21:11,21
124:18	111:23	extending	95:22 119:4	figuring	28:17 29:15	focused 66:16	31:13 34:6
125:7	exist 125:13	75:22	121:18	141:4	29:18 31:9	88:19 93:14	43:5 47:8
127:14,23	existed	extension	123:2	file 106:8	49:16 62:14	119:6	59:4 60:20
164:4	103:14	78:18	126:15	filed 107:3	65:8 68:3	folks 48:20	62:21 70:22
essential 1:17	125:19	extent 52:11	family 28:3	filings 107:3	69:19 70:11	49:19 58:20	78:16 79:24
4:8 7:23	existing	85:6,7 91:7	118:22	fill 9:12 12:14	75:17 77:15	71:11,12	83:10 96:13
21:25 25:4	113:14	94:23	143:9	12:19 13:15	112:7	91:18	96:24 125:5
165:12	expand	117:18	far 6:5	14:12 37:24	120:25	122:19	125:20
essentially	129:17	146:17	151:18	37:25 38:5	121:15	124:23	129:25
35:17	expanded	extra 9:14	160:6	40:13 41:4	124:11	follow 30:7	132:9,11,14
established	5:18 20:24	79:2 154:6	fault 28:7	41:9,19,23	137:13	40:2 55:8	138:11
69:10,12	expanding	eye 138:24	72:14	70:6 122:17	142:25	55:13,14	139:5
75:7	129:14	eyes 124:16	February	122:19	151:2,3,4	133:16	found 21:8
estate 33:7	expect 96:9	eyesight 18:2	5:14 36:12	124:21	155:12	140:18	foundation
74:4,7	expectations		36:18 37:7	141:22,23	fiscal 35:4	follow-up	139:2
		F					

Joint Committee on Children and Youth and Education
April 11, 2016

Page 7

fountain 80:23	111:13	79:18 83:16	generation 31:17	58:24 60:8	86:3,4,21	92:8	57:13,14
fountains 20:5	fulfilling 23:9	88:8,18	gentrification 30:15	71:12,24	87:6,12	Governor's 25:15 95:13	grants 54:7
four 38:15	full 84:9	90:22 92:12	134:15	73:14 81:15	89:6 91:6	95:20 96:12	grateful 2:22
79:14	111:17	103:10	gentrified 135:6	87:13,23	92:7 95:17	grade 9:2,6,7	great 20:9
four-year 106:23	120:23	104:6	136:13	89:7 92:9	95:21 96:12	9:15 11:5	25:13 73:8
112:25	156:25	138:21	Germantown 144:4	94:25 108:6	96:24 97:2	11:23 23:19	80:5,6,12
fourth 103:13	160:10	146:7	getting 26:20	122:21	97:4 100:10	23:25 24:3	98:18
104:11,16	162:25	154:15,18	27:6,8	126:11	108:22	79:22,24	127:11
frame 6:6	163:7,10,11	35:6 36:25	33:21 46:7	128:18	109:8 110:3	99:14,23	131:17
Fran 4:16 5:8	full-blown 76:19	37:18 55:13	47:7 59:2	133:20	110:5	101:16	136:11
37:20 40:3	full-time 15:2	55:14,20	69:9 72:3	134:11,22	113:11	102:18,22	138:15,24
42:15 48:17	17:5,18	56:8,17	85:14 88:20	137:2	114:5,20	102:25	138:24
62:11 82:16	18:21 19:4	58:5,8,16	117:5,15	149:21	125:3	103:13	142:6 148:4
103:3	95:11,18,24	59:15,22	122:7	150:8,13	131:21,24	104:11,16	149:6
137:16,17	96:3,4	68:22 70:20	139:24	155:17,25	132:7,8,15	104:11,16	greater 43:13
140:20	149:23	79:5 84:7	140:16	157:6 161:6	132:25	105:12,24	69:12 73:4
francas 158:15	fullest 17:24	90:10	150:21	goal 52:9	135:14,21	105:18,19	73:16
frank 45:20	fully 75:24	101:21	153:25	66:2 68:21	136:2,4,23	106:17	greatly 91:5
Frankford 160:25	fun 79:6	Furness 26:17	156:7,20	83:8 105:22	137:12	107:18,19	green 14:11
161:2	functional 75:3	118:19	163:10	128:25	142:4,8,10	107:23	grew 152:24
frankly 116:5	fund 21:14,17	further 65:18	gifted 22:13	138:17	143:6,7,11	108:6,9,10	groomed 27:11
125:13	32:14,23,23	92:10	55:17,18	goals 30:8	145:6 146:8	152:18,19	ground 115:19
139:15	34:11 35:3	138:22	105:11	60:18 66:13	147:10,11	155:21,24	123:11
146:20	35:16 37:3	future 21:10	107:9	66:17 75:7	148:18	156:9,10	group 76:18
free 157:18	51:7,13	23:17,19	give 31:3	goes 49:14	150:17,18	grader 156:8	90:23,24
157:19	54:22 58:25	114:20	42:15 44:14	50:11 84:15	150:19	graders 105:17,18	growth 90:15
French 158:15,18	55:19 68:12	140:8	90:23 91:4	135:12	151:12	grades 11:6	94:16
frequently 17:23 19:23	65:21 88:25	153:20	105:10	137:10	152:4,8,21	11:13,17,19	119:12
20:16 26:6	88:25 89:3	FY 24:11	109:25	163:8	152:22	11:23 75:22	guarantee 149:25
95:11	90:24 94:4	FY15 21:17	110:2	going 3:20	153:5,9,16	99:4,9,11	guaranteed 12:20 16:17
fresh 157:16	96:9 97:18	FY16 21:19	112:14	22:17 31:7	154:22	99:16,20	25:16 41:22
157:21	fundamental 80:24	64:20	142:9 143:4	31:12 32:7	156:8,22	100:4 101:8	95:12
Friday 53:19	125:11	FY17 95:14	149:13	38:21 39:8	157:3	101:21,25	108:15
93:4	fundament... 68:22 70:4	FY18 24:25	152:2	39:15,17	161:17	102:13,16	guess 95:14
front 30:22	96:17,25	134:25	given 7:20	40:8 41:6	good 2:2,21	103:9,11,13	100:11
39:14 67:5	funded 75:24	G	54:22 77:23	42:13,14	3:7 4:19 5:8	103:21,23	123:22
70:7 132:17	funder 88:10	gain 5:21	85:12 88:5	43:14 44:24	30:20 32:13	104:7,8,10	134:19
137:11	88:11	126:3	95:14,15	45:10 46:19	39:12 51:15	105:2,5,23	guided 140:7
front-line 18:4	funders 88:10	gaining 5:16	96:5,8	47:5 49:15	51:17,18,23	114:19	gym 1:11 2:2
FTE 112:23	89:4,10	gaps 28:5	108:25	49:23,25	56:15 65:24	146:2	3:14,23
fuel 51:16	funding 1:17	121:19	146:16	50:8 52:10	73:9 81:25	graduate 115:17	4:11,19
66:6 81:15	4:7 30:23	123:8 124:4	giving 116:9	52:23 56:24	102:4	117:9	5:10 10:24
fulfill 82:7	33:25 35:25	124:5,21	glad 65:8	57:7,8,10	124:14	150:18	28:25 29:4
fulfilled 11:9	37:11 49:24	126:23	114:4,4	57:16,18	127:11	graduated 30:2	29:9 38:8
44:2 111:9	53:17 55:24	gas 81:14	go 8:8 15:8	58:18,18	141:5,14	graduating 117:16	48:7 63:7
	75:18 79:13	gazillion 158:7	17:17 19:6	59:10 60:11	149:9 155:5	graduation 133:20	63:20,25
		General 94:15	26:6 30:7	60:21 61:24	160:12	grant 36:25	64:6,19,23
		generated 85:9	40:9 42:11	63:13 64:14	gotten 25:25		64:25 89:14
			45:19 50:25	67:18 70:22	government 34:21 91:16		91:2 92:19
				73:13,25	Governor 35:25 89:25		
				83:10,12,16			
				83:22 84:16			
				85:12,17,25			

Joint Committee on Children and Youth and Education
April 11, 2016

Page 8

93:11,20	handwriting	44:19 46:14	10:22 13:14	41:2	148:8	7:25 8:16	improvement
94:6,13	151:3	46:14 100:9	16:3 17:8	hire 121:5	Huey 108:8	8:21,24	24:19 77:4
97:8,12	happen 14:4	138:19	20:8 22:12	hired 61:4	huge 19:21	12:10,16	improveme...
98:18 100:3	22:24 52:13	150:22	26:25 27:2	hiring 52:8	51:4 105:6	14:20 15:25	22:21
100:8 101:5	57:7 114:13	155:20	27:5 29:25	96:3	human 7:8	19:14 24:22	improving
101:11,15	123:24	163:25	38:13 39:9	historic 81:11	8:7	28:8 39:6	17:2 30:25
102:7,11,20	happened	hearing 2:3,5	39:10 50:23	historical	hundreds	61:13,14	69:13 89:12
103:24	42:5 56:16	2:24 3:15	51:25 68:6	103:8,8	6:19,21	85:25 86:25	in-school
104:14	160:11	5:14,19,20	70:17,19	historically	69:21	90:16 124:6	69:23
105:21	happening	29:13,18	75:17 78:21	80:13,17	hydration	159:14	incentive
106:2 109:3	8:13 18:9	62:13 92:23	79:8,10,11	history 104:9	20:14	impacted	63:2
109:8	122:24	95:17	79:15,21	135:10		11:25 99:12	incidental
110:22	123:11	132:18	106:20,22	hmm 137:15	I	120:4 127:4	28:6
111:2,8,16	151:22	143:23	107:11,13	hoc 123:16	IB 112:20	impacting	include 79:17
113:3,17	happens 17:4	149:8	107:17,24	Hold 161:25	idea 132:25	14:6 47:13	93:19 94:12
115:2,10	27:23 74:2	162:16	108:7,16,18	hole 84:18,22	133:4	impacts 7:15	95:4 159:23
118:5	happy 59:17	165:7	111:18,19	holes 123:7	135:23	56:14	included
119:16,21	154:23	hearings 1:16	111:24	holistic 15:16	142:9	140:25	27:11 94:2
120:14	hard 16:6,9	4:6 6:14	113:6,15	home 16:5,8	ideal 52:24	impasse	94:9
121:14	17:3 49:7	20:11 28:11	116:15	118:23	56:25	37:13	includes
122:20	69:24 72:7	45:14 46:3	132:5	142:25	ideas 123:18	implementa...	36:25
125:21	114:10,21	87:10 95:16	133:23	143:7 159:9	142:6 148:6	44:6	106:15
128:6	122:17	heart 151:9	134:8	161:17	148:10	implemented	including
130:23	145:6,11,12	160:24	136:16	homeless	identification	44:8	15:20 22:6
131:5,17	harder 67:4,5	heavy 135:18	141:17	15:18	15:21 18:6	importance	47:19 73:4
143:15	85:6	held 8:5	145:3	honest 38:22	identified	19:25 84:12	107:9
145:19	Harris	16:23	152:22	honor 59:19	56:8 59:15	85:2 129:22	incorporate
149:3	148:23	155:13	153:6	hope 3:7,20	71:22	important	160:2
154:21,25	149:15,16	165:14	156:22	21:4 80:11	110:23	2:25 3:16	increase
161:25	150:7	HELEN 1:11	high-need	144:21	111:5	8:12,17	21:20 37:2
162:13	154:24	Hello 149:15	26:5 27:3	148:4,5	120:21	13:20 21:15	63:21,23,24
163:12,20	155:2	155:4	58:13	hopefully	identify 57:8	21:22 29:21	64:4 102:22
164:18,21	161:23	help 6:6 16:9	high-quality	83:5 118:8	67:23 68:19	54:2 77:9	119:10
165:2	162:19,21	18:7 23:11	138:15	horizon 72:21	68:22 69:25	84:4 104:17	120:12
	163:12,19	89:24 91:3	139:3	74:5,10	141:14	114:3	122:3
H	164:20	124:16	higher 33:3	horrifying	identifying	117:20	increased
Haitian 158:5	Harrisburg	145:11	41:4,9,22	108:4	82:19	151:6	104:5
half 45:17	91:19	154:6	41:24 50:16	Hospital	IEP 15:22	152:19,20	increases
93:5 94:18	hate 115:19	157:22	highest 83:3	154:4	IEPs 120:22	163:16	52:2,3
96:7	headed 21:19	160:5	139:23	hospitals	120:24	164:3	120:5
hall 1:7 95:16	health 86:25	161:13,16	152:10	154:6	ignored 81:21	impossible	increasing
halls 6:17	healthcare	helping 30:6	153:7	host 106:25	II 101:21	104:23	103:20
16:16 107:2	17:22	54:9 62:17	165:14	145:23	103:10	145:15	incredibly
hallways	hear 10:3	helps 6:3	highlight	hosted 6:14	104:6	impoverished	11:2 114:11
134:5	21:18 30:19	122:8	23:21 86:23	hot 132:22	illness 151:13	30:12	incurring
hand 30:18	46:13 74:23	heritage	highlighted	hot-button	imagine	improve 3:11	60:15
99:12	77:9 125:10	127:21	78:17	136:21	114:10	12:14 16:20	indicate
147:12	142:6 145:8	130:16	highly 26:15	hour 154:11	155:22	23:15	67:22
handbook	149:5	Hey 137:17	135:6	hours 108:16	immaculate	124:17	indication
162:23	152:13	Hi 137:18	136:13	108:17	134:5	125:8	107:6
handle 18:14	154:22	149:9	146:21	111:10	immigrants	improved	indications
122:24	heard 18:19	high 6:17,18	Hill 146:23	114:8	26:19	118:12	99:10
handling	44:10,13,16	6:18 9:20	hindsight	housing	impact 1:17	124:18	individual
41:18					4:6 5:22		

Joint Committee on Children and Youth and Education
April 11, 2016

Page 9

8:22 15:14	108:16,17	153:2	82:15 83:6	June 32:24	kids' 61:18	144:5 150:4	large 13:14
15:25 18:4	110:10	investigation	83:17 84:5	33:15 88:19	kind 52:12	151:16	33:18 35:3
18:5 53:18	111:10	160:12	84:8,21	117:15	54:3 57:13	155:19	51:3,4
105:2	114:9	investment	85:4,19,21	Junior 39:9	58:19,21	156:13,21	105:8
107:22	116:18	35:9,16	85:24 86:20	justifiably	59:3 66:7	157:8,9,12	157:25
individually	163:10,11	70:16,20	86:23,24	7:10	68:2 70:25	157:16	largely 138:6
4:21	instructional	75:13,16	88:6 89:11	K	71:12 77:7	158:8,22	larger 5:21
individuals	12:22 22:7	78:7,14	96:14	K 9:2 10:11	81:4 84:6	159:3,22	77:8 120:8
22:23	68:5 155:16	83:5 96:21	117:11	11:6 23:25	103:8 104:9	160:9,23	largest 120:4
inequity	156:15	104:5 143:8	136:21	75:20 99:11	117:3 122:4	161:2,12	120:6,8
80:14	insulin 18:13	investments	144:13	102:23	122:14	163:4	late 33:9,15
inform 77:3	insurance	20:2 23:23	145:23	104:17	123:16	knowing 21:6	33:15 44:8
information	46:23	24:7 27:8	164:8	105:4,23	137:4,20	knowledge	162:24
3:12 20:23	integral	34:3,4,12	item 132:22	145:4	139:13,15	155:18	163:3,7
75:11,25	77:17	35:12,14	J	152:19	139:20	knows 5:13	Latin 158:2
103:17	intention	52:6 57:18	jails 46:10	K-12 80:2	140:6	26:14	law 36:7
140:16	41:3	68:4,6	Jannie 1:11	K/1 100:14	152:25	Knudsen	47:17 61:19
156:7	intentional	76:13 77:15	2:14	100:14,19	kindergarten	72:11	92:14
159:15	99:24 100:2	77:19 96:18	January	Karyn 107:6	99:5	L	lawsuits
informed	100:5,9,13	98:6,9,16	12:17	keep 39:18	kinds 57:18	L 1:11 166:14	46:24
31:13	100:18,22	104:21	jeopardized	45:25 135:7	112:5	labor 22:10	lay 85:5,24
informing	101:7,13	119:7 126:5	13:2	141:4,14	know 3:2	93:18	87:4 98:3
77:3	102:5	invited 133:7	job 49:6 84:3	142:19	12:10 17:19	labs 22:12	laying 69:22
inherited	interest 5:15	133:20	110:5,8,14	145:13	17:20 19:20	70:19	85:11 88:9
73:18	23:4 124:9	involved	147:17	152:14	19:22 23:3	lack 9:11	lays 34:13
initially 44:19	129:12	27:18 53:23	154:18	keeping	30:21 34:7	12:5,23	lead 20:11
78:9	130:9	66:20 98:14	jobs 94:22	68:11	38:22 45:14	18:21 24:4	52:18
initiative 5:21	interested	144:6	147:13,16	138:23	47:14 48:25	47:24 69:14	Leaders
9:4 77:16	60:12 62:13	iPads 69:15	John 38:14	keeps 114:15	49:4 58:14	80:24 81:10	155:7
78:4	62:19 130:4	80:19	Johnny 56:18	Kenyatta	59:13 62:22	147:7	leads 52:18
initiatives	interesting	ironically	Johnson 1:12	1:12 2:15	67:19 69:2	lacking 7:24	lean 50:17
17:22 22:6	53:6	84:14	2:15 29:10	key 7:2 32:3	72:6,7	laid 87:21,24	learn 36:25
66:21	internal 53:5	issue 2:25	29:11 32:16	87:8 88:10	73:18,23	language	116:7
innovation	71:9 93:18	3:15 7:7 8:4	32:21 35:23	88:10,11	86:21 88:14	26:4,13,19	130:18
127:14	130:2	9:18 16:21	36:8,15	kid 39:12	91:7,8 92:3	107:12	157:22
inside 42:10	internally	17:15 20:13	37:6,19	117:16	97:7 100:7	107:12	158:11
47:18 62:8	62:2,20	25:12 29:21	38:6 40:22	135:11	104:16	112:17,19	learner 26:4
133:13	76:21 93:24	47:12,22	41:7,12,24	137:5	105:13	112:22	learners
136:19	international	48:2,2 51:2	42:7,25	kids 17:8	106:3	115:4	26:13,20
158:6	112:15	52:2 84:4	43:18,23	25:7 45:19	107:12	118:21,22	115:4
insights 5:21	interrupt	84:15 87:20	44:23 49:3	45:20 47:18	110:16	119:10,11	119:10,11
instance	83:19	96:12,15	131:19,20	56:21 90:23	113:13,21	127:7,21	127:8,21
75:15	interview	98:4 109:19	132:20	90:24 108:8	114:2	128:16	128:16
instances	42:19,19,20	116:2 127:5	137:17	108:9	115:14	129:19,23	learning 7:16
45:7	introduce	132:8,22	139:6	113:24	116:10	130:14,15	8:14 11:8
institute	91:22	141:5	140:10,19	114:7	118:6 120:5	130:17,18	39:3 105:5
23:18 77:20	inventory	146:12	142:3,8	115:18	123:9 133:7	150:25	lease 142:17
78:23	21:3	159:17,19	143:16	129:2	133:10	languages	leave 49:18
institutes	invest 25:22	163:15	join 146:9	150:16,16	134:12	106:21	59:22
78:19	35:21	issues 3:2	joint 1:3 2:5	150:21	135:15	113:2	125:10
institutions	142:23	50:21 52:4	165:5,17	152:15	136:16	127:22	148:2
46:10	invested 76:6	61:22 64:13	judgments	153:20	141:18	129:4 158:8	153:20
instruction	investigating	82:10,13,14	64:8 95:6	154:7	143:5,7	158:19	154:20
						laptops 75:20	

Joint Committee on Children and Youth and Education
April 11, 2016

Page 10

149:18 left 2:14 57:20 107:20,22 139:20 150:2 151:9 left-to-rot 81:21 legal 15:19 60:16 61:6 62:2 63:11 63:14 93:9 legend 11:4 14:8 Legislature 90:3 91:4,9 91:24 Let's 47:7 level 9:6 23:9 23:25 24:4 34:20 45:22 47:20 50:15 61:14,17 68:3 75:17 76:5 77:2 81:24 94:23 99:14,15 104:22 108:17 110:9 123:11 134:18 141:10,17 levels 17:10 17:11 49:21 108:18 leverage 63:3 136:8 librarian 161:5 library 106:24 161:3,3,7 licking 136:15 lieu 57:6,19 life 31:2 134:4 161:21 lifetime 39:11 light 52:23 58:24 90:12 limit 10:10	limited 49:24 59:22 72:4 limits 9:21,24 Lincoln 133:22 line 22:2 47:25 lines 35:25 93:19 lingua 158:15 listen 39:17 73:20 80:9 133:10 listened 107:17 literacy 9:4 22:6,8 77:16 78:3 78:5 104:21 105:12 litigating 94:23 litigation 45:12 60:22 60:25 61:4 61:21 135:3 145:24 little 9:14 10:2 12:2 17:21 26:21 29:17 33:3 34:5 38:17 39:20 40:7 47:15 56:12 63:22 66:24 67:4 76:7 77:14 80:5 85:6 126:4 127:8 133:24 138:19 140:22 151:15 159:9 162:7 live 7:5 15:6 17:20 129:16 136:19 138:17 159:13 160:25 lives 18:9 135:12	living 31:22 local 62:17 locally 57:16 location 20:21 Logan 4:15 5:5,5 77:12 77:12 99:2 99:23 100:6 100:10 101:9,14,20 102:10,17 105:8,25 106:3 108:20 109:5,13 110:25 111:4,12,21 113:9 114:14 115:25 117:21 119:9,17,23 121:3,21 124:7 126:18 128:22 129:5 long 15:13 67:6 73:17 115:12 137:10 153:4 long-term 69:6 85:3 86:25 87:20 88:18 96:13 97:13 98:4 115:15,21 115:25 117:17 136:18 longer 86:12 90:9 141:19 148:3 longer-term 98:9 look 5:24 20:13 21:9 21:21 22:15 25:8 34:25 50:6 61:5 64:18 67:20	70:13 71:14 71:16 72:19 86:11 87:6 94:7,8 96:13 105:2 105:22 108:19 124:12,16 124:21 129:8 133:17 136:17 137:14 141:15 146:8 159:5 159:11 looked 22:9 137:19 looking 17:15 38:3,11 51:3 61:25 62:6 64:11 71:2 81:13 82:6 96:17 98:12 104:18 117:19 120:16 122:13 124:9 125:3 129:13 137:13 146:4,5,13 147:7 looks 21:10 62:22 looming 24:12 looping 100:19 lose 101:2 156:12 losing 107:14 147:19 loss 15:23 lost 12:23 57:10 107:19 113:24 114:7 lot 11:3 15:3 15:5 16:4 19:19 20:6	23:3,6 24:16 32:25 45:16 49:7 52:7 73:21 76:22 83:6 84:5 88:14 106:4 107:11 117:2 118:24 122:6,9 123:19 125:10 127:25 129:11 132:12,13 134:12 144:12 145:11 146:17 149:25 150:9 151:18 152:3 155:18 160:7 161:9 love 142:6 162:17 low 51:16 66:6 low-income 145:7 Lower 146:23 lowest 50:12 50:13 lump 85:2 lunch 157:18 Lynch 107:7 M Madam 3:24 29:12 38:8 48:12 63:6 115:7 145:18 magic 7:20 mainstream 129:3 maintaining 35:15 major 48:2 majority 14:19 making 5:17	16:24 20:17 23:8 25:13 27:23 34:4 34:11 35:9 35:16 71:3 97:4 115:18 117:18 125:4 130:13,17 134:11 male 133:5 133:13 134:23 137:4,7 140:13 males 133:2 manage 14:7 14:21 91:17 management 52:25 53:2 66:17,21 71:8 manager 67:2 mandates 107:9 111:20 113:8 Mansfield 30:5 Mansion 119:2 155:10 160:24 map 11:4 14:9 mapping 126:10 maps 6:11 8:11 March 34:9 68:2 Marge 4:15 28:18 Maria 1:13 2:17 Marie 148:24 155:6 Marjorie 4:23 Mark 1:13 92:22 market 140:2 Mary 56:19	massive 137:22 master 138:3 Master's 30:4 match 6:2 22:18 materials 22:7 68:5 68:14 93:20 93:23 106:5 math 125:11 125:12 151:3 mathematics 78:15 79:6 125:7,9,15 125:17 127:23 matter 30:17 79:20 85:11 151:16 166:7 maximum 10:12 101:22 Mayor 143:24 mean 41:2 46:22 56:3 74:13 83:19 94:8 109:10 114:9,22 116:10 120:7 122:21 132:13 160:12 meaning 133:19 139:12 means 12:21 15:8 17:17 18:15 25:4 25:8,22 73:25 87:7 88:24 89:4 114:2 166:22 meant 77:3 medication 18:7 meet 43:3,19 56:18 60:17	100:25 113:8 meeting 40:20 43:17 61:18,19 76:23 106:11 meetings 153:16 members 2:10,10 men 133:9 144:2 mention 27:15 mentioned 20:16 22:12 23:17 52:4 62:10 83:7 95:9 116:14 118:18 131:4 Merion 146:23 mic 152:2 MICHELE 166:14 mid 3:19 middle 69:20 106:19 145:4 152:23 middle-class 147:15 midst 30:23 million 12:13 21:17 24:13 24:14 30:19 31:6,8 32:6 32:8,14,22 33:18 34:16 35:10,14 36:13,16,22 37:8 46:3,4 51:12,13 52:6 63:15 63:15,16,16 63:17,17,18 64:23 68:8 74:2 82:22 84:18,18 85:13,17 93:4,5,8
---	---	--	--	--	--	---	---

Joint Committee on Children and Youth and Education
April 11, 2016

Page 11

96:8 97:18 97:19,22 131:9 millions 69:22 mince 41:6 mindful 45:15 minimum 78:13 111:20 minutes 10:22 12:22 163:2 missing 108:10 123:14 143:22 151:8 155:14,21 Mitchell 3:4 145:9 model 56:11 56:17 148:10 moment 21:8 Monday 1:8 36:19 37:14 money 9:11 33:23,25 35:8 36:3 36:13 49:25 52:7 53:15 61:3 62:23 62:23 65:17 67:6 68:11 68:17,18 73:25 81:15 82:5,7 86:2 86:4 89:23 90:5 94:25 97:23 145:25 146:8 151:18 153:7 monies 85:25 monitor 117:24 monitored 140:6 monitoring 49:20 112:4	122:6 monopolize 60:8 Monson 4:16 5:2,2 32:12 32:18,19,22 36:6,10,17 37:9 50:5 51:9 53:5 55:9 58:3 63:10,13,22 64:3,9,21 64:24 65:8 65:11,25 67:17 69:17 81:13 82:9 83:24 90:6 93:2,10,13 93:22 94:10 96:2 97:11 97:17 111:25 131:6 month 16:6 37:11,16 64:15 156:4 month's 34:17 months 28:13 46:20 47:25 113:13 122:23 morning 2:3 2:22 4:20 5:8 13:11 32:13 mornings 7:19 Morton 38:15 Motivation 132:4 Motivational 38:13 mouth 39:18 move 31:13 47:7 59:4 115:7 118:7 118:9 127:22 148:18 moved 16:19 21:11 56:10 57:12	moving 6:8 21:6 34:6 43:5 53:3 54:13 60:20 62:21 63:2 76:2 78:16 79:24 125:5 125:19 129:25 132:9,11,14 138:10 139:5 multilingual 158:9,14 multiple 20:8 140:24 multiplicity 82:10,12 multitude 43:12 44:4 MURPHY 166:14 music 91:14 92:6 106:15 107:14 161:2 N name 4:22 32:17,19 149:13,14 149:15 150:24 155:6 names 148:20 national 141:7 Naviance 76:8 106:4 nearly 9:23 82:22 necessarily 23:22 49:13 72:14,21 need 17:11 18:13 23:5 24:5 27:7 27:19 30:24 54:6,25 57:5 58:14 62:5 67:2 70:6 78:12 81:14,15,15 82:6 83:3	85:21 87:12 87:14 88:11 90:4 91:13 92:5 96:17 98:13 112:16,18 117:5 120:25 121:16 122:7 123:13 128:20,24 128:24 141:12 144:19 152:16 154:15 157:10 162:21 needed 89:3 121:8 124:15,15 124:17 136:12 needing 35:20 needs 6:2,2 15:4,5,16 23:2 26:7 30:24 35:19 53:12 57:4 57:15 61:18 82:19 84:5 98:23 113:5 118:13,15 118:17 120:17 121:17,22 122:11,12 122:21 123:6,12,23 123:24 124:20 125:24 129:13 145:10 146:4 149:20 154:2,9,12 Neff 4:15,23 4:24 28:19 28:21 40:19 40:24 41:10	41:17 42:2 42:14 49:5 54:15,24 58:2 59:6 59:13 60:4 60:24 66:23 89:17,20 91:3 112:2 140:21 142:5 146:11 negative 35:4 96:14 neglect 28:8 negotiates 59:19 neighborho... 6:16 26:24 27:5 135:6 135:11,22 135:22 138:16,25 143:3 neighborho... 81:9 136:9 137:8 150:13 159:20 160:23 neighbors 135:7 net 122:5 Network 155:7 never 10:19 14:17 52:23 56:24 66:7 67:21 110:4 126:17 163:5 nevertheless 31:25 new 13:24,25 21:3 24:19 26:19 33:14 34:23 35:9 35:14 36:24 37:5 48:18 51:17 75:25 134:16 152:25 newcomer 127:9	news 46:14 46:17,18 nice 145:8 niche 127:20 night 114:15 ninth 79:22 79:24 152:18 155:21,23 156:8 no-brainer 47:5 non-student 60:14 non-union 73:5 normal 36:18 37:2,12,15 48:18 52:12 87:15 normally 52:15 84:25 North 155:8 162:5 Northeast 120:3 133:23,24 notes 166:6 notice 44:14 157:14 notion 138:13 November 88:22 107:22,25 124:12 number 15:19 22:5 33:11,18 36:24 49:24 51:5 67:21 93:7 100:12 100:13 102:22 103:20,23 104:6,8 105:6,9 106:6 108:11 119:24 120:12 121:9 122:3 135:2,24 159:3	numbers 8:18 12:18 64:11 93:2 102:9 119:3 120:5 120:5,9 145:25 151:18 numerous 72:12 106:9 nurse 17:18 18:3,15,21 19:4 95:25 96:4 151:10 nurses 17:16 25:12 95:11 95:18 96:22 149:23 nursing 151:5 nutrition 17:24 157:12 O objections 166:4 obligation 43:3,20 obligations 40:20 95:3 106:11 112:7 obviously 29:14 38:16 43:15 46:18 50:21 53:11 66:6 69:18 69:20 82:25 83:9,17 84:2,20 104:15 117:9 123:18 129:15 132:7 occasionally 108:2 October 107:21,21 offer 2:18 108:23 110:19 157:20 offering 44:20	107:12 office 34:21 66:15,18 94:15 108:19 112:3 113:21 122:4 125:12 Officer 5:3,9 32:20 37:21 75:11 140:16 officers 150:4 offices 75:3 officials 47:19 offsetting 37:5 oftentimes 116:11 Oh 1:12 2:16 65:4,5,12 67:10 68:25 72:6 74:15 74:19 80:3 83:18 89:15 89:18 91:6 92:20 133:16 134:9 150:3 oil 66:7 okay 29:4,5 42:25 43:21 46:17,21 60:6 65:5 68:25 80:3 98:2 101:9 118:3 130:21 136:10 139:6 143:5 150:7 151:12 152:8 153:4 154:24 162:3 163:19 old 41:18 153:21 OMB 66:15 on-site 42:22 once 48:16 68:18
--	---	---	---	--	--	--	--

Joint Committee on Children and Youth and Education
April 11, 2016

Page 12

113:22	options 38:3	panel 4:12	participating	102:4,13	118:19,25	80:13 91:13	34:6,7,13
127:16	43:12	58:3 148:17	77:21	pedagogical...	119:2 132:5	91:20,25	35:2,13
160:4	109:14	151:23	participation	11:14,16	132:6,6	92:12 95:22	52:14 58:11
one-directio...	orchestras	panelists	77:25	102:14	147:5	129:7 133:3	65:20 67:14
125:25	81:3	27:16	particular	Penn 142:21	percentage	133:14,19	67:15,15
one-time	order 2:4	paper 145:10	26:15 30:11	Pennsylvania	49:25 50:17	134:8	69:12 72:16
68:13 70:16	9:10 31:18	154:8	49:5 120:11	1:7 30:3	55:20 56:5	141:25	72:18,24
70:20	62:5 112:20	papers 3:3	126:13	106:14	percentages	143:10	73:16 74:11
one-week	organization	parent 25:16	129:20	pension 37:3	56:4 120:8	153:9 154:5	74:12 75:5
78:23	144:3,15	108:4	136:3	86:8	perfect 61:15	155:8 158:5	75:6,8,12
one-year	outcomes	109:22,23	146:18	pensions	131:11,13	159:7 162:6	77:18 79:23
67:14 85:2	1:18 4:9	117:15	164:2,6	86:10	performance	Philadelphi...	80:5 82:21
ones 14:12	23:13	149:20	particularly	people 3:6	65:24 67:16	6:20 7:4	82:21 83:11
64:18	outdated 76:3	155:7	11:19 99:4	10:16 11:3	138:13	philanthropic	83:14 84:24
ongoing	outrageous	161:19	115:14,22	13:19 15:4	performanc...	78:2 124:9	86:5,22
78:24	110:13	Parental	141:9	15:5,6,16	52:25	Philly 48:23	87:24 90:7
open 29:9	outside 40:10	161:8	partner 125:2	16:21 17:13	period 35:15	62:14	91:15 98:11
152:11	40:13,17	parents 7:12	148:10	17:19,21	64:5 82:23	PICA 69:3	128:13,15
opening 2:18	41:14,21	18:17,18,19	partners	20:7,15	104:17	73:24 83:23	130:4 133:4
operating 5:9	60:16,22	19:10 106:7	27:22 125:8	23:12,14	periods 13:13	84:2,6,9	133:12,12
33:19 34:18	62:7 64:8	107:4 123:2	148:5 164:7	27:17 28:9	13:18	85:21 86:3	133:15
34:19 37:21	71:11 93:6	130:16	partnership	29:23 30:7	person 7:10	86:15,23	134:21
51:10 52:19	93:15 94:3	149:5 160:2	40:11	31:2 38:18	31:24 51:19	87:23,25	136:25
82:15 97:20	94:7,19,25	160:8,17	142:21,24	45:17 47:13	51:21 112:7	pick 18:16	139:11
operational	124:15	161:9 164:7	parts 11:12	48:24,25	112:9	19:11	150:15,17
20:21	134:5 143:4	Parsons	pass 36:2	49:8 53:23	personal 7:17	picking 136:2	152:13,14
operations	outstanding	76:18	103:4	54:6 63:2	15:15 17:12	piece 36:10	153:14,21
14:21 97:25	162:15	part 5:20 8:3	passionate	80:8 86:12	39:7 40:2	piggyback	planned
opinion 47:22	overall 120:6	29:13 32:9	47:11	87:5 92:15	47:22	89:20	21:10
opportunities	120:11	51:4 55:25	pat 151:2,3,4	96:10	personally	pilot 55:5	planning 69:5
67:20 68:13	122:14	57:17 77:17	path 90:18	115:17	67:18	79:16	69:7 73:15
68:15 72:19	overcrowded	79:15 82:13	Patterson	124:6	personnel	pipeline	74:25 77:8
110:15	10:17 15:12	83:10 94:21	38:14 132:6	126:17	15:10 25:22	29:23 45:6	77:10 84:12
129:15,19	99:6	100:17	Paul 11:10	135:21	27:24 112:2	pivot 115:3	85:3 87:20
148:8	overcrowding	121:12	117:4	141:23,24	perspective	place 13:6	126:21
opportunity	9:19 10:5	122:22	pay 44:20	143:4 144:8	34:17 70:18	66:14 72:16	138:4
21:22 29:14	overfill 52:11	125:23	117:4	147:18	perspectives	90:19 92:11	plans 75:4
29:18 49:2	overnight	126:21	142:11	148:21	23:6	96:10 100:5	80:7,12
70:14 72:20	87:13	127:15	143:6	150:5,10	pertaining	123:14	81:14
72:22,23	oversaw 69:5	128:12	paying 62:24	165:13	28:23	134:15	123:20
78:19,22	oversight	129:24	62:25	people's	Peter 117:3	148:3	play 52:20
109:18	84:7	130:9	117:13	118:17	PFT 16:17	153:16	plays 50:24
116:7 128:3	overtime	140:11	123:6 153:6	percent 12:19	40:12 59:4	157:17	51:25
131:13,22	68:14	142:22	payment	12:21 13:23	phenomenon	158:13	please 4:12
147:13,14	overview 31:4	163:5	36:12,18	14:13,16,18	81:8	161:16	pleased 48:23
157:6	overwhelmed	partially 84:3	37:7,12,15	26:11,18	Philadelphia	placed 103:9	plenty 86:18
158:10	122:10	participate	84:9,11	34:19,22,24	1:2,7,18 4:9	111:22	plus 78:21
opposed	156:24	48:22 78:23	142:25	35:20 37:24	5:23 6:17	placement	point 19:24
40:18 57:23		78:25	payments	41:20,25	7:12 9:22	15:21 47:3	30:9 33:10
72:3	P	participated	94:2	47:2 50:10	20:25 29:24	47:24	40:23 55:11
oppressive	p.m 165:19	48:20	pedagogical	63:21,23	30:10,13	placing 42:13	62:16 63:9
11:2	packets 6:10	participates	9:9 99:24	64:4 74:7,8	36:4 42:10	plan 21:12,23	64:22 69:3
option 105:20	paid 25:19	79:4	100:23	94:17	69:11 73:8	23:10 24:23	90:8 91:11
	47:7						

Joint Committee on Children and Youth and Education
April 11, 2016

Page 13

92:25 94:24	6:8 14:10	116:22	problems	61:19 79:5	148:11	pushing	29:7,16
103:3,18	PowerPoints	130:11,20	69:5 73:21	105:14	157:17	58:12	30:18 32:4
104:4 118:2	6:10	principals	73:22	108:24	provided	put 9:5 19:16	44:25 48:6
126:9 128:9	practice	13:7 27:6	135:14	128:4	42:4 109:11	24:2 34:7,9	49:18 65:7
128:12,20	11:15	54:4 68:16	proceedings	programs	provides 42:9	37:3 47:17	65:14 73:13
136:4	pre-K-to-co...	70:8 100:15	166:4	35:8 61:17	providing	50:9 57:19	92:24 98:21
141:11,20	45:6	110:7 116:6	process 6:4	75:14 80:12	38:10 69:15	67:21,24	132:12
pointed 90:7	prep 9:14	117:24	6:12,13	128:3 129:6	prudent	70:2,2,3	155:11
policies 7:5	13:13,18,20	128:19	15:22 28:12	129:11	97:24	81:16 82:4	quick 44:5
62:14,20	116:10	130:3	38:21 40:6	138:5	PSATs 157:4	84:24,25	58:24 62:22
policy 57:11	preparation	printers	47:14 53:20	144:13	psychologists	87:9,10	115:9
62:18	59:9	80:20	53:24 64:13	158:13	121:6	92:10	quickest 83:4
128:21	prepare	prior 75:19	65:21 67:12	161:20	psychology	135:21	quickly 38:4
pool 159:8	13:21 14:3	138:3	71:3 81:12	progress	38:23	139:11	43:11 68:18
poor 81:9	52:11 60:10	priorities	92:10,11,15	59:11 76:12	public 2:4	157:13	68:24 74:14
pop 72:19	prepared	5:25 21:24	126:21	project 66:7	8:11 20:25	putting 52:7	118:8,10
pops 72:25	28:22 29:2	22:3,5,16	131:10	projected	29:24 42:10	74:7 86:20	Quinones-S...
population	31:18 99:8	22:19 23:16	139:18,21	33:11,12	43:6,24	86:21 129:2	1:13 2:17
26:3,4,12	155:24	25:3 26:7	158:23	53:17 96:5	45:6,19	139:18,22	48:10
26:23 27:9	presence 2:9	31:7 32:7	161:7	96:9	47:18 52:8	162:16	117:23
populations	137:7	57:9 82:20	processed	projecting	66:4 106:13		quit 151:13
1:18 4:10	present 1:10	98:22	157:15	34:14 97:17	107:14	Q	quite 45:20
26:5 27:2	12:7	prioritization	processes	projection	118:6,7	qualifying	46:23 82:17
portion 83:23	presentation	97:6	125:23	34:6 64:20	131:22	124:4	116:5
position	35:12 78:18	prioritized	137:20	projects	139:18	quality 31:2,3	125:13
52:10 59:23	presented	24:8	procurement	75:13	148:15,19	81:25	quorum 2:10
109:15	10:8	priority 6:21	62:13	proliferated	148:21	157:17	quote 16:3
positioned	presenting	20:6 33:7	product	73:7	150:9,12	161:21	
43:13	153:17	39:3 54:21	29:24 138:2	promise	165:7,10	quantifying	R
positions 62:6	President	70:11 77:22	professional	14:14 25:11	166:15	124:4	raised 74:9
101:24	143:24	82:25 96:25	47:18 68:14	promises	public-priv...	question 31:9	120:20
positive 65:22	press 58:19	108:24	professionals	16:24	142:20,24	37:22 38:7	range 38:13
73:3 145:9	pretty 74:13	114:24	11:10 45:18	proper 154:2	publicly 10:8	40:14 53:7	104:18
161:14	113:14,15	pristine 134:6	46:13 47:16	properties	34:9 43:25	54:16 58:18	ranged 19:5
possibility	137:22	private 40:10	proficiency	139:25	48:3	71:19 74:17	rate 12:15,19
159:23	previous	42:9 66:5	112:22	140:4,5	pull 164:15	81:17 93:16	14:13 37:24
possible	36:23 53:22	proactive	127:17	property	pulling 29:12	98:25 99:3	38:5 41:4,9
68:24 71:18	price 139:23	18:5 62:4	129:4	140:7	punished	101:10	41:20,23
102:2 128:5	140:2	66:22 67:3	profound	proposed	109:4	104:25	47:3 50:23
149:4 159:5	prices 66:8	probably	70:21	24:21 41:21	punishment	113:18	63:24
159:7	primarily	19:23 30:10	program	proposing	109:6,9	115:3	147:20
potential	9:10 53:8	76:7 86:10	23:18 56:21	74:6	punitive	118:10,11	rates 44:20
42:18 44:15	primary	88:22 91:19	75:25 76:9	protect	146:20	121:13	rating 34:22
140:8	105:4,11	100:6	77:4 79:22	139:13,14	pupil 58:7	128:10	ratio 119:19
potentially	106:17	117:25	127:9	provide 71:13	pupil-based	139:7	119:25
21:3	114:17,18	124:23	128:17	81:19 103:7	53:10	140:11	133:5
poverty 15:6	prime 141:9	126:23	130:15	103:16	purchase	155:12	re-spending
17:20 55:20	principal	134:3	138:4 157:7	104:12	143:8	157:11	33:23
56:5 58:8	28:2 49:5	135:13	157:19,19	105:14	pure 105:17	159:17	reached
power 49:11	53:20 57:21	problem	157:24,25	109:17	105:19	questioning	152:5
powerful	61:10	33:16 44:15	158:14	113:4	purely 94:3	108:12	reactive
147:9	100:16	86:7,13	161:15	126:10	push 33:25	questions	66:23
PowerPoint	108:2	95:2	programmi...	127:13	pushed 68:8	10:21 22:17	read 3:25
						24:17 28:23	148:20

Joint Committee on Children and Youth and Education
April 11, 2016

Page 14

readily 20:18	reasoning	record 4:22	regular 19:9	163:13	147:8	rewarding	S
readiness	43:2	48:5 149:14	132:5	representing	respect 38:21	147:16	sacrifices
22:10,11	reasons 11:16	150:9	reimbursed	155:9	158:3	rhetoric	59:20
reading 23:20	12:6 52:5	162:17	37:4	represents	160:14,15	146:17	sacrificing
99:14	88:23	recovery	reimburse...	33:19	160:16,18	rich 81:2	81:25
125:18	100:24	117:8	37:2	reproduction	respected	right 2:15 7:9	sad 114:11
162:23	reassurance	recruit 159:8	reimplement	166:21	65:9 158:20	34:15 43:2	sadness
readjust	151:12	recruitment	161:18	republican-...	respond	45:21,25	113:23
83:15	rebuilding	133:2	reinforce	91:24	15:15 89:22	46:7,9	safe 18:18,25
Ready 36:24	125:12	134:22	127:10,13	repurpose	140:21	48:25 64:2	95:24
real 23:5 33:7	receive 36:5	137:3,3	reinvest	66:9	144:22	64:3,25	161:15
33:16 47:11	36:12 37:13	140:13	68:23	requested	responds	85:12 93:6	safely 25:18
58:24 66:22	67:14 78:25	158:23,24	relates 31:7	20:20,23	160:11	94:13 99:16	safety 1:17
74:4,6	79:4,12	159:8	142:13	requesting	response 29:3	103:25	4:8 7:18 8:2
80:22 88:16	101:20	recurring	relatively	30:22	29:8 154:23	109:12	12:25 25:23
90:2 98:4	116:24	98:15,16	13:25 118:8	requests 6:24	164:25	121:21	122:5
115:9	159:15	redistributi...	released	76:22	responsibili...	128:22	165:11
122:24	received	133:17	131:10	required	15:20 95:5	135:3 136:3	sale 139:19
149:25	33:12 37:7	reduce 61:8	reluctance	106:19	responsibility	136:21	139:22
reality 39:19	37:14 78:3	62:3 104:6	55:22	requirement	31:19 82:8	147:23	140:6 152:6
46:5 87:11	78:4 161:10	reduced 1:17	remaining	159:11,12	responsible	150:4,6	sales 33:3
realize 110:3	receiving	4:7 104:8	127:15	requirements	15:17 18:5	151:7,16	SANCHEZ
129:22	90:11	reducing	remains	106:19	rest 24:22	153:24	48:11 51:6
really 2:25	108:15	33:11	123:21	115:23	68:10	156:9 159:6	52:22 54:11
11:7 24:6	118:24	redundant	remarks 2:19	155:23	restoration	rights 7:8 8:7	54:18 56:22
25:8 48:13	120:23	29:17	remediate	research	21:25 57:9	ripple 19:18	58:17 59:8
48:25 54:16	150:20	reemergence	114:5	78:10	restore 25:4,8	rise 11:22	59:25 60:5
60:12 62:19	156:17	11:22	remediation	100:21	113:7	rises 9:25	62:9 115:6
66:17,20	163:9	refer 55:2	23:10	136:5	restricted	risk 34:25	115:12
67:2 70:12	recessed 5:14	reference	remember	residential	56:2	67:2 135:21	117:12
72:9 74:24	165:8	149:22	31:15 40:15	145:13	result 19:7	rob 117:3	118:3 128:8
76:11,23,25	recognition	referring	150:23	residents	65:17 67:7	robbed	128:23
77:9 80:24	9:25	reflect 21:23	renaissance	134:16	77:24	150:19	130:21
81:13 85:24	recognize 2:9	50:19 137:8	24:20	136:18	134:14,17	robust 112:5	131:2,7
88:23 89:11	19:25 45:16	reflection	repeated 20:7	resolution	results 73:3	129:11	sat 151:23
98:23	92:21	11:20	27:4	1:15,15 4:2	76:22	role 110:6	SATs 157:5
104:18,25	recognized	136:18	replacing	4:3 159:18	resume 42:21	roll 52:20	save 9:11
113:20	7:8 10:8	reflects 24:17	69:15	159:25	retain 21:15	room 1:7	48:5 62:23
115:3	recognizes	Reform 4:24	report 40:2	165:4,7	retest 21:3	19:24	saves 67:6
121:15	48:9 65:3	refresh 22:7	40:15	resolutions	retrenchment	Rosalinda	saving 62:23
122:5	131:18	22:12 68:6	reporter	153:18	69:21 72:2	148:23	savings 31:5
124:20	143:17	106:5	166:24	resources	72:17	149:16	41:3 51:15
126:17,22	recognizing	refreshing	reports 83:2	7:23 57:5	return 83:4	round 48:6	51:15,17,18
128:14	10:9 35:18	70:16,18	represent	69:15,25	returned	60:9 63:5	51:24 52:16
129:3 138:2	71:4 84:13	regard 61:19	39:23 43:9	70:7 71:24	154:14	roundtable	52:17,18
138:23	85:3	89:24 144:2	155:6	72:4 80:25	reuse 140:5	133:8	66:9 67:22
148:14	recommend	144:16	representat...	81:2,9,10	revenues 33:2	row 89:25	67:23
163:22,24	154:12	regarding	5:19 26:9	81:20 89:2	33:4 34:19	RPR-Notary	saw 12:21
reason 43:19	recommend...	132:2	representat...	98:5,8	36:21 37:5	166:15	14:8 46:17
84:24 143:4	61:7,24	region 44:12	21:4 162:5	110:20	84:16 85:7	run 102:8	saying 39:11
reasonable	125:5	regionally	164:13	112:13	85:8 98:15	running 13:5	46:11 55:22
87:25 88:2	recommend...	126:22	representat...	133:18	reverse 50:6	13:13	57:6 72:14
88:4,5	34:20		91:21	135:19	review 121:25	152:15	72:15 91:8

Joint Committee on Children and Youth and Education
April 11, 2016

Page 15

104:2,3	69:11 70:17	156:25	107:11	Secretary	September	share 8:10	120:12
114:6	70:19 75:17	157:12	108:12,25	92:9	3:21 99:21	37:10 50:6	121:7
121:19	76:5 78:12	159:21,24	111:24	section	105:24	63:10	122:15
137:5	79:3,12	161:11,14	112:16,24	148:19	107:16,20	shared 34:8	140:23
154:14	81:5,5,6	161:18	116:13	sector 66:4,5	119:6	77:5 95:15	significantly
163:4	82:8,11	163:3,14	119:15,20	129:20	sequence	sharp 146:19	7:24 14:15
Sayre 6:18	87:2 88:7	164:9	120:10	secure 78:7	106:23	sheet 91:14	17:16 18:20
48:22	91:12 95:6	school-by-s...	122:12	see 3:20	112:25	92:6	27:2 120:4
says 78:11	95:10 96:4	76:24	123:25	10:13 11:5	series 106:14	Shippensbu...	signing 136:5
135:25	96:5 106:10	school-to-co...	125:17	16:2 24:12	serious 12:11	159:2	signs 152:7
154:17	106:20,22	29:22	126:13	35:2 42:3	19:13 28:13	shock 113:23	similar 55:3
scaffolding	107:13,17	school-wide	128:18	59:10 65:8	86:24 87:5	shocked 10:2	84:14
124:19	107:24	56:11,17	129:10,14	72:20 73:2	88:24 95:2	shocking	142:21
schedule	108:8,16,18	schoolhouse	130:15	79:16 90:3	108:19	15:23 18:8	single 13:12
37:17	109:4,9,12	110:9	131:15	96:6 105:2	121:17	108:5	25:10 76:20
scheduled	109:25,25	schools 1:18	132:2	115:20	123:5	147:25	106:17,22
37:16	111:18,19	3:10,10,11	133:19	126:22	146:12	shop 114:22	163:6
school 3:4	111:20	4:9 5:17 7:6	134:2,13,17	128:14	165:11	short 85:13	sit 39:17 46:2
4:24 5:3,6	113:6,8,15	7:24 8:2,7	134:25	147:25	seriously 38:4	85:17 117:8	87:6 88:16
5:24 6:17	116:15,22	8:15 9:8,19	135:2,11,24	149:18	43:11	shortage	89:9
6:18,18,25	119:5,13	12:5,16,24	135:25	150:17	serve 25:5	44:11 141:8	sit-down
7:19 8:23	121:18	13:15,18	136:3,22,25	160:19,20	122:5,11	156:11,16	88:23
9:20 10:3	122:10	14:17,19,24	137:23	160:21	service 29:20	shortchanged	sitting 56:19
10:23,25	126:12	14:25 15:2	139:3,8,10	seeing 9:24	56:20 66:4	25:25	situation 7:11
11:21 12:7	129:7 130:5	15:24 17:5	139:18,19	17:11 94:24	services 1:17	shot 45:17	16:20 52:24
13:24 14:21	130:7,7,9	19:3,20	139:22	165:2	4:8 5:17 7:2	shots 18:14	56:25
15:8,14	130:19	20:8,8,22	144:6,7,11	seen 14:17,19	15:22 17:2	show 13:3,10	101:17
16:4,5,8,18	132:5,16	20:25 21:24	144:17,25	15:13 57:10	22:2 25:4	83:2 100:23	109:22
16:23 17:7	133:3,6,14	22:8,23	145:14	81:23 94:16	26:21 27:20	showed 97:24	115:20
17:8,15,17	133:22,23	24:19,23,24	147:8 152:5	96:24	41:19 56:14	shown 107:5	156:6,23
18:3,10,11	134:8,20	25:5 26:16	152:9,11,15	102:21	57:10 58:12	shows 14:11	158:9
18:12,15,21	135:4,5,8,9	26:25 27:24	153:3,6	SEIU 59:5	118:13	shut 39:18	163:17
18:23 19:6	135:13,14	29:25 35:21	157:14	sell 136:7	120:23	sick 19:11	situations
19:17 20:12	135:17	38:15 40:4	159:6	142:18	121:19,25	151:14	18:8 19:13
20:14 22:12	136:6,7,7	42:11 45:19	162:22	152:8,9	122:18	side 19:24	147:7
22:22 25:11	136:15,17	47:19 50:19	165:12	selling 140:3	146:3	73:20,20	six 64:22
25:12,17	137:21,22	53:18 56:15	science	142:16	165:12	82:16 151:9	156:5
26:9,14	138:8,13,15	57:3,19	106:24	Senators	serving 26:22	sign 75:17	size 84:19
27:5 28:2	138:16,24	58:13 67:25	115:22	91:21	26:25	136:9	sizes 23:11
29:25 30:2	138:25	68:9,10,23	scratch 43:5	send 18:22	session 42:23	signed 99:8	skills 106:24
34:23 36:4	141:17,25	72:5,23	seat 111:13	25:17	sessions	significant	114:20
38:12,14	142:13	73:6,7,10	149:10,12	senior 115:20	48:16,21	6:24 8:9,16	slide 12:2
39:9,9,10	143:25	77:21,22,23	seating 10:19	seniors	set 8:18	9:3,24	slight 21:19
43:14,16	145:3,4,9	78:3,21,22	second 3:15	115:15	153:15	11:22 12:10	small 100:13
44:9 50:9	146:22	78:25 79:8	32:9 45:23	117:7	settle 14:3	13:9 15:19	159:3
50:15 53:8	148:12	79:10,11,15	60:8 78:8	sense 6:4 7:17	settlement	20:6 24:18	smaller 23:11
53:19,21	149:24	79:21 80:9	83:19	7:25 22:24	94:2,8 95:5	26:8 61:7	smelly 81:22
54:10 55:8	151:5,11	80:15,18,19	105:17,18	45:9	seven 51:20	61:13 77:19	Smith 135:4
55:9,11	152:23,23	80:20,25	121:12	sent 39:24	66:19 67:11	79:9,16	135:13
56:8 58:5	153:24	81:21 82:2	129:23	93:4,7	72:8 73:19	82:3 85:19	sold 150:14
59:11 60:13	154:3,13	95:19 97:14	130:18	separate	74:18	94:16,17	solid 147:15
61:14,17	155:9,15,17	105:7	secondary	91:15	seventh 108:9	108:13	solution 73:3
62:15 68:7	156:21,23	106:13	141:10	117:10,11	severe 38:13	109:2 119:3	141:19

Joint Committee on Children and Youth and Education
April 11, 2016

Page 16

somebody 3:8	129:23	31:8 50:7	118:13	statements	80:2	141:16	94:20
15:9 18:16	130:17	56:9 61:3	119:18	29:7	student-wei...	146:4	summaries
39:16 58:3	speaking 7:22	65:18 86:9	122:14	statistics	53:3 54:14	156:25	163:25
81:17	75:10	94:14	staggering	147:22	55:2,24	157:4,9	summer
somewhat	150:23,25	spinning	94:20	status 20:21	131:12	158:11	22:13 23:4
128:25	speaks	123:17	102:21	40:5 132:15	138:21	159:15,19	23:18 77:20
son 151:8	118:22	spirit 28:15	114:10	stay 143:13	146:7	160:6	79:19,21,23
soon 7:18	158:2	spite 30:8	147:20	149:4 153:4	students 7:12	161:22	108:23
sore 126:8	special 26:3	split 9:2,7,15	staircases	staying 155:3	8:22,25	students'	109:4,9
sorry 32:18	27:3 53:11	11:5,13,17	81:22	STEM 125:9	10:5,10,13	23:2	125:4
74:20 89:19	53:12 54:7	11:23 23:19	stance 129:18	125:10	11:23,24	stuff 57:14	126:12
93:14	55:12 58:9	24:3 99:4,9	129:25	stenographic	13:2 16:2	58:25 81:23	Sunday
121:11	61:10,15	99:20,23	130:10	166:6	17:9 18:9	94:4 151:19	145:10
131:8	115:5	100:4,18	stand 91:22	stepping	18:11,12	style 39:5	sunset 73:24
sort 50:5 71:8	118:13	101:8,16,21	99:19	116:16	19:2,5 24:3	subject 141:6	83:22 84:7
109:17	120:16	101:25	standard	steps 110:14	26:18 27:3	submitted	Superinten...
138:11,25	121:20	102:12,16	165:14	stone 153:15	27:10 31:15	6:20	77:18
sound 11:14	122:16	102:18,22	standardized	stop 60:21	55:21 56:5	subs 116:3	superinten...
11:16 46:12	124:20	103:9,11,12	31:25	story 145:9	56:7,10	substance	54:8 72:13
47:10 59:23	126:6 141:8	103:21,23	standards 8:6	strategic	76:9 78:6	157:22	110:8
sounds 30:20	146:3	104:7,8,10	standpoint	133:12	79:2,7,19	substitute	112:12
80:4	149:20	105:5,23	46:12	strategy	79:22 99:6	14:12,18	116:5
Source 60:23	154:8	146:2 157:3	start 44:8	140:12	99:11	31:12,21,23	supervision
Source4	specialist	spoke 10:16	49:17	Strawberry	105:17	32:9 38:2	166:23
35:22	125:14	13:7 111:25	137:12	119:2	107:25	38:24 39:2	supplemental
Source4Tea...	specialists	164:13	141:18	155:10	108:14,24	39:5,13	52:7
12:3,14,20	23:20 78:4	spoken 7:6	142:12	160:24	108:25	40:9,12	supplies
14:14 37:23	78:5	8:3 76:14	started 8:19	strengtheni...	109:4,18,21	41:16,19	25:18 93:21
37:25	Specialized	spot 81:16	31:14 77:20	23:7	110:10,15	42:9,12	93:23
145:24	121:25	spots 13:16	130:2	stressful 11:2	110:17,17	44:12 47:23	supply 44:11
sources 20:22	specific 26:7	squatters	starting 10:4	strive 66:2	110:23	52:2 115:21	support 9:14
21:4	45:2 68:6	139:15	10:14 24:24	strong 30:6	111:6,9	117:17	11:7 15:22
South 6:17	126:4,7	Squilla 1:13	38:18 43:5	31:20 44:8	112:20,23	131:25	16:25 23:11
30:10 48:23	specifically	92:22	67:12 102:8	71:23 137:6	114:16,17	156:2,3,4	26:21 74:16
134:7	36:3 40:3	SRC 4:14	117:25	139:4	114:17,18	substitutes	76:4 78:12
Southwest	75:10 77:4	28:18,24	130:4	stronger 71:8	115:5 116:3	12:5,15,23	79:14 110:7
145:7	118:12	34:8 54:19	state 1:17 4:7	struck 134:9	116:7,12,17	13:10 38:12	122:12
space 10:19	119:8 132:3	61:2 146:18	4:21 5:16	struggle 16:5	116:24	38:20 50:22	126:16
Spanish	137:2	150:5	21:20 32:17	struggling	117:4	115:16	127:13
158:3,16,16	specifics	SRC's 59:2	33:17,21	152:12	118:20,25	116:2	128:24
158:17	42:15	SRCs 72:12	34:23 36:21	student 1:18	119:18	suburbs	134:20
speak 16:22	speech 126:7	stability	48:4 49:14	4:10 6:2	120:9,13,21	158:25	141:3
53:21 58:4	154:9,11	97:14	57:12,14	16:3,12,15	120:22	succeed 27:12	161:12,13
60:25 64:10	spend 32:8	stable 148:3	68:20 82:4	26:12 38:25	121:7,10	successful	supporting
74:22 75:2	33:6,15	staff 13:10	82:7 85:9	39:6 53:15	122:7 123:2	147:11	78:10
75:2 76:7	50:11 82:23	70:5 71:5	85:15 86:8	55:7,8,13	124:20	148:13	102:12
99:17 104:9	101:6,7	76:21	88:10 89:23	55:14 60:12	125:15	sudden 11:21	124:19
118:12,20	spending	116:23	91:13,21,21	68:9 75:25	126:6,11	sufficient	supports 5:6
133:20	5:25 21:12	122:10	92:13,14,14	107:18	127:4,14,19	34:11 35:6	24:5 26:2
150:12	21:23 22:6	130:19	98:12 106:7	108:7	127:24	98:5	27:7 77:13
152:3	39:10 65:17	165:13	106:9,12,12	127:18	128:2	suggestion	79:17 115:4
162:10	82:25	staffing 7:2	141:8	131:11	129:16,20	146:11	115:18
speakers	spent 24:13	44:16 113:7	149:13	student's	129:21	sum 85:2	118:24

Joint Committee on Children and Youth and Education
April 11, 2016

Page 17

122:4	sustainable	80:19 86:7	107:24	team 71:8	tested 121:8	163:20,23	55:9,24
123:13	92:11 96:21	88:15	108:9,10	114:23	121:10	164:10,16	56:15 59:23
125:17	switching	107:18	111:15	teams 81:3	testified	164:17,18	61:14,23
supposed	34:5	127:6,8	112:18	tech 22:12	138:6	164:19,20	65:25 66:11
15:15 40:16	system 19:7	131:12	113:25	106:5	testify 4:13	164:21	66:21,23
116:25	25:6 27:18	146:6 147:3	115:9 116:8	technology	62:12 149:6	165:14,15	67:7,18,19
Supreme	29:25 39:19	150:15	146:15	69:14 70:2	164:24	thankless	69:17 71:17
90:13	41:18 49:9	152:2	147:13	70:18 75:12	165:3	49:6	75:6 77:8,9
sure 3:18	49:11 51:22	talked 9:23	155:22	76:3	testimony	Thanks 149:8	82:9,16
5:18 6:23	58:16 67:24	12:25 13:6	156:2,3,5	tell 42:7	19:8 28:18	theatre	83:8 84:3
11:17 21:18	76:2,3,19	13:8 17:16	158:23	157:4	28:22 29:2	106:16	84:10,11,23
22:2,18	82:19 89:13	22:20	160:9	telling 153:21	131:23	theft 139:16	87:8,19
23:8 27:19	90:22	133:16	teacher's	ten 74:12	148:21	theme 140:24	89:25 91:9
27:23,25	systemic 28:7	138:18	39:5	100:17	162:14	therapy	93:2 96:11
39:22 46:23	systems 53:13	149:21	teachers 9:9	tends 66:15	163:22	126:8	98:20
71:21 94:11	systemwide	151:17	9:12,15,22	tenth 155:25	testing 20:24	thing 72:17	101:23
110:10	22:21	talking 9:4	13:24 14:6	156:8,10	31:14 38:19	72:25	105:15
114:21		16:12 23:24	16:9 24:5	term 67:7	tests 157:5,5	136:16	107:6
115:17	T	25:21 26:2	25:9 32:10	73:17	thank 2:7	156:18	116:14
116:12,17	table 4:18	33:10 39:7	38:2 41:16	141:19	3:13,22,23	157:23	120:17
117:4,13,18	47:6 54:5,9	49:3 50:21	42:10,12,17	terminating	4:16,20	158:21	123:6
117:23	65:13 89:10	55:3 72:9	44:12,14	43:4	5:10 28:20	159:10,16	124:14
119:23	124:24	72:10 111:3	47:24 52:9	terms 5:25	29:11,12,19	160:13,22	125:9 131:5
126:19	149:2	132:13	69:23 70:7	8:5,13 9:25	29:20 30:16	161:24	132:11
128:2	take 20:13	134:24	78:6,11,20	22:25 26:8	32:11,12,21	162:4	133:22
134:11	21:8,9	144:18	79:18 99:7	30:25 32:13	37:19 38:8	things 3:7 6:7	135:8
148:12	22:15 31:18	147:6	105:10,11	33:5 34:4	48:7,11	7:3 8:12	136:23
162:2	49:16 66:5	talks 12:2	105:13	35:24 38:4	49:4 63:5,6	23:12,17,21	137:6,9,13
163:16	67:8 70:10	54:20 130:2	116:9	39:3 46:7	63:7 65:2,5	28:6 30:24	141:2,10,11
surplus 21:14	70:10 71:23	tax 33:2,4,8	119:14,20	56:3 59:20	65:11 74:19	44:4 49:12	141:19
30:19,20	82:3 87:15	33:13,14	119:22,24	77:8 79:14	74:20 80:4	56:15 57:22	142:11
31:6 51:2,3	90:22	62:25 73:24	121:4 133:6	83:4,7 88:8	89:14,15	62:4 66:5	146:14
51:7,10	105:22	83:23 84:15	133:13	94:19 95:2	91:2 92:17	68:7 69:16	148:5 149:6
52:19 65:16	109:16	86:2,3,15	134:23	95:8 101:18	92:19 99:2	70:5 71:6	151:22
65:16,22,23	110:14,16	86:16,23	137:4,8	113:25	101:15	74:23 81:4	158:13
96:6 97:18	113:7,10	89:7	140:14	118:15	113:17	98:13 106:6	160:3
97:20,22	121:23	taxes 74:5	141:5,7,14	120:17	114:14	106:25	163:16
surpluses	130:24	teach 137:5	141:15	123:10	118:4	108:21	thinking
46:5 54:22	135:9 143:6	159:13	142:11	132:9	125:21	111:22	76:10
surprise	146:2	160:15,17	146:13	134:19	128:6	112:5 117:3	114:16
87:14	149:10,12	161:5	147:6,8,19	135:19	130:22	117:22	143:3 146:5
126:23	153:16	teacher 8:16	147:24,25	137:20	131:20	122:13	160:11
146:14	154:8,12	8:17 10:20	153:3	138:8,10,18	132:20	123:20	thinks 51:22
surprising	taken 166:6	12:4,7,12	159:11,12	138:20,23	140:10,19	124:2,10	third 99:5
148:2	takes 71:5	13:4,9	160:3,17	139:4 140:3	143:13,15	128:19	103:13
surrounded	90:18	15:10 31:20	teachers'	141:3	143:20	143:12	104:11,16
146:22	Talent 140:15	31:21,23	23:6	142:12	145:17,18	149:7	105:18,19
surrounding	talk 3:7 7:21	38:23,24	teaching 8:14	146:13	145:19	151:15	108:10
142:13	9:18 15:3,4	39:14 40:9	11:8 116:19	147:4,21,23	148:16,22	think 7:3	third-party
154:5	15:9 17:19	60:22 61:11	116:23	terrible	149:11	8:11 10:6	76:17
survive 85:23	21:7 43:25	75:20 78:19	137:9	109:19	154:25	13:18 24:6	thorough
sustain 90:9	45:5 46:3	100:20,25	141:24	test 31:16,19	155:2	24:15 35:22	164:12,14
98:15	49:23 51:14	107:15,20	147:17	31:25	162:11,13	47:20 54:24	thought 6:3
	58:20 77:14						

Joint Committee on Children and Youth and Education
April 11, 2016

Page 18

93:15	75:18	126:15	106:21	understand...	Uri's 49:16	75:8	142:2,14,14
115:13	101:20	tremendously	109:13	31:11 32:5	use 3:12	volunteered	143:12
162:8,14	103:10,10	9:3	112:25	45:4 99:20	66:18 68:17	130:3	151:20
164:2,11,13	104:5,6	trend 103:9	116:4	103:18	119:24	volunteers	157:16
thoughts	today 2:8	trends 83:15	117:10,11	118:16	139:19	161:19	158:8
124:13	8:20 14:24	tried 23:21	118:20	124:5	usually 33:7	vote 59:18	161:11
thousands	29:2 31:14	truancy 19:7	129:14	160:10	utilization	voters 39:24	162:2,8
12:22 24:2	43:9 138:20	163:9	130:3	understand...	137:25	votes 162:9	165:10
69:23 99:10	140:24	true 86:14,15	132:24	23:14	138:7,12	vulnerable	wanted 8:10
114:7	150:8,10	144:17	134:2,24	understood		1:18 4:10	11:17 34:2
three 24:19	151:17,23	166:7	136:20	163:5	V	18:8	48:4 74:22
24:24 28:13	152:13,14	try 47:6 60:2	142:16	underutilized	vacancies		86:11 98:3
47:25 59:6	153:11,22	65:21 118:7	143:12	135:18	8:16,18,24	W	101:9
59:21 92:5	155:8	152:14	149:5 157:2	unforgiving	12:4,12	wage 62:25	113:20
122:23	164:13	trying 3:6	two-year	146:19	13:9 51:23	73:24 83:23	128:8 131:3
134:25	165:6	9:18 12:11	12:13	unfortunat...	51:24,25	wait 63:4	133:9
135:25	told 53:22	13:15 28:14	type 34:12	55:16 65:16	52:17 70:6	86:6 87:16	143:25
144:18,20	89:16 91:10	34:10 35:5	39:13 70:19	70:8	73:5 108:13	waited 86:12	149:19
156:2 163:2	top 74:8	35:18 41:8	types 23:12	unfulfilled	109:2,20	waiting 36:9	162:20
time 10:20	143:13	45:3 66:9	27:8 57:22	38:12 132:4	111:7,11	121:10	164:15
13:20,21	topic 151:7	70:4 93:24	70:9 71:15	unintentional	114:23	walk 7:18	wants 51:23
30:11 31:22	topics 150:8	102:15	87:9	101:8	122:15,19	134:6,7	51:24 58:4
33:14,24	total 35:13	118:9 119:4	typically	unit 160:5	127:3	walked 73:18	109:16
35:11,20	36:21 50:10	122:2,11,22	116:21	University	140:22,23	wand 7:20	warning
44:13 45:5	93:7,9	134:20		30:3,5	141:22	want 3:11,13	86:18
49:17 68:20	135:2,24	139:23	U	unmentioned	146:15	10:13 11:7	wasn't 41:3
69:3 71:5	136:23	145:11	Ultimately	26:6	148:13	11:8 14:2	46:16 69:19
71:13,25	totally 30:13	149:22	53:16	unplanned	vacancy	19:25 21:8	123:8
72:16 79:3	totals 120:7	153:14	umbrella	72:22	50:23 52:16	22:17 27:14	wasted 13:17
79:18 80:7	touch 22:21	tubes 18:10	75:9 120:19	unusual	110:11	28:11 30:16	watching
84:25 86:9	touched	turn 69:25	unacceptable	100:15	115:9	32:4 38:7	153:9
91:11 101:3	151:24	136:15	125:16	upcoming	116:22	39:21 40:7	160:20
101:6,8	town 6:16	turnaround	uncapped	79:12	127:4	49:4,12	water 20:5,11
104:13,17	16:16 95:16	3:9 22:8	73:12	update 6:4	Vallas 72:10	60:7 64:18	20:13,22,24
110:4	107:2	24:14 147:3	uncertain	28:11	Vallas' 11:10	74:25 77:14	21:4 25:20
111:13	track 23:24	turned	33:13	updates	valuable	83:20 85:5	80:21,22,22
127:17	train 115:13	145:15	under-prov...	21:18	149:7	89:12,22	way 8:9 50:10
135:20	training 9:14	twelfth	80:18	upgrades	value 129:22	90:17,19	56:13 58:4
139:10	42:23 78:24	107:17,19	underfunded	20:3	valued 20:18	94:11 96:20	58:22 75:3
143:14	87:23 88:3	107:23	80:17	uphold 21:16	147:9	100:11	80:16,17
144:9 145:6	transcript	108:6	undergrad...	Upper 146:24	vandalism	101:6,7	90:14
151:14	166:8,21	Twelve 88:2	30:5	upset 160:8	139:14	103:2,15	123:25
155:14,16	transition 6:5	two 26:5,18	understand	upside 143:7	various 53:13	105:9 111:5	137:10
157:8	79:25	31:6 32:3,6	8:17 13:19	urban 50:13	145:23	115:3,14	142:10
162:12	transparent	33:19 47:25	17:4 28:14	urge 20:12	vendor 42:6,9	117:13,14	151:22
163:24	58:22	62:15 78:13	41:8 85:5	urgency 45:9	44:22	120:15	161:10,12
times 122:9	trauma 15:7	80:23 89:25	87:7 88:12	45:22 47:21	versus 62:7	127:6,8	161:14
160:7	trauma-inf...	96:7,14	89:4 92:16	Uri 4:16 5:2	81:5 151:16	132:24	ways 27:12
tired 16:10	16:25	97:4 98:6	119:4	32:19 58:24	vett 42:24	135:7,9,20	50:18
16:11	travel 81:3	100:20,24	152:17	65:7 75:16	vetting 42:11	135:23	138:22
title 4:2,22	tremendous	103:6,11,14	156:20	81:13,16	Virginia	136:6	141:12
55:19,25	7:25 17:12	103:25	157:25	131:3,6,7	152:24	138:14	we'll 4:14 8:8
56:2,17,19	19:17 80:14	104:3	158:12,24	137:14	vision 104:20	139:2	21:18 51:12
			160:4		visionary	141:15,21	

Joint Committee on Children and Youth and Education
April 11, 2016

Page 19

77:5 87:17	147:7,10,11	27:10	59:14 64:10	59:7 60:6	88:2,8	27:1 28:1	133:1 134:1
92:18 118:6	147:19	well-being	66:25 71:4	63:18,19	89:25 96:15	29:1 30:1	135:1 136:1
126:9	148:18	7:17 8:2	75:4 96:11	64:22 68:2	97:4 98:6	31:1 32:1	137:1 138:1
130:23	154:21	went 8:19	116:9 121:9	68:11 70:23	98:11	33:1 34:1	139:1 140:1
147:20	156:20	30:2 56:16	122:16	74:3 75:19	100:17,21	35:1 36:1	141:1 142:1
154:23	we've 6:12,13	56:17	125:6	77:20 78:8	103:6,12,14	37:1 38:1	143:1 144:1
we're 3:19,19	6:16,23	weren't 40:15	127:10	78:10,24	103:22,25	39:1 40:1	145:1 146:1
6:8,11 8:4	7:11 8:15	West 158:25	141:18	79:12,25	104:4 105:4	41:1 42:1	147:1 148:1
16:11 17:14	9:17 14:5	Wharton	142:22	82:21 83:11	106:17,20	43:1 44:1	149:1 150:1
22:17,25	14:24 19:19	135:12,15	156:20	83:13,14	107:5 144:5	45:1 46:1	151:1 152:1
23:8,23	20:20,23	what-have-...	works 47:14	84:18,24	153:23	47:1 48:1	153:1 154:1
25:19,21	28:13 37:2	159:22	116:23	85:13,17,22	yo-yoing	49:1 50:1	155:1 156:1
26:2 31:12	50:24 52:8	160:7	worry 16:4	85:23,23	96:18	51:1 52:1	157:1 158:1
32:2 34:10	52:13 57:10	willing 46:25	worse 133:11	86:18,22	York 34:23	53:1 54:1	159:1 160:1
34:14 35:5	59:15 61:12	Wilson 17:7	133:15	87:16,24	young 10:16	55:1 56:1	161:1 162:1
35:6,18	66:8 72:11	wind 134:16	worth 82:22	88:21,21,21	11:3 15:4,5	57:1 58:1	163:1 164:1
36:9,20	76:14,14,21	witness 4:17	149:8	90:5,7	15:6,16	59:1 60:1	165:1
37:15,17	77:18 79:8	148:25	wouldn't	93:12 96:8	16:21 17:13	61:1 62:1	Yves 148:24
38:3,19	81:23 99:5	Witnesses	71:19 82:3	96:16,19,20	17:19,20	63:1 64:1	155:6
40:6 43:7	99:7,9	4:17 148:25	82:6 142:18	96:23,24	20:7,15	65:1 66:1	
43:23 46:12	102:17,21	wonderful	wrap 44:24	97:10,19,20	23:11,14	67:1 68:1	Z
47:2,5,21	103:9	2:12 80:7	142:10	97:21 98:2	27:17 28:8	69:1 70:1	zoning
49:23 50:10	106:20,23	80:10	143:11	98:11,17	29:23 30:7	71:1 72:1	139:20
50:17 51:3	107:5	wonderfully	written 43:16	101:4,23,24	31:2,24	73:1 74:1	140:7,8,8
52:6,14,23	109:19	81:2	wrong 73:2	103:17	38:18 45:17	75:1 76:1	
56:24 57:6	111:22	wondering	wronged 7:13	109:12,20	47:13 48:25	77:1 78:1	0
57:18,20	119:19	109:10		111:23	107:25	79:1 80:1	
58:18 59:10	120:18	words 41:6	X	113:24	118:17	81:1 82:1	1
59:23 60:21	127:2	65:22 67:13		114:6,8,13	124:6	83:1 84:1	1,100 17:8
61:18 62:19	129:25	72:24 73:17	Y	119:12,13	126:16	85:1 86:1	156:25
62:22 64:9	137:19	work 13:11	y'all 47:6	121:6 122:3	133:9	87:1 88:1	1,250 17:8
64:13 66:9	138:18	16:7 19:10	151:17,17	122:15	135:21	89:1 90:1	1,900 11:24
67:3 82:5	139:9,16,21	40:11 48:14	151:20,24	127:5,11	147:18	91:1 92:1	1.4 36:21
83:12 85:12	146:16	49:7 54:9	152:2,13	129:8 130:5	165:12	93:1 94:1	1.438 36:22
85:16 86:19	week 36:12	61:5 62:19	153:11,20	130:8	younger	95:1 96:1	1:05 165:18
88:8,12,19	37:14,23	67:4,5	Yeah 62:9	144:20	11:19	97:1 98:1	10 14:18
90:4,9,18	38:19 62:11	70:10 71:3	64:24 72:6	150:15,17	youth 1:4,16	99:1 100:1	26:11 34:22
92:7 94:22	76:15,21	71:13,16	93:14 131:2	152:13	2:6 4:5 6:15	101:1 102:1	34:24 35:19
94:24 95:16	138:6	77:2 78:5	year 12:12	153:13	15:18 48:15	103:1 104:1	10,000 12:9
96:25 97:4	weekend 3:5	114:21	21:12,20	155:17	164:5 165:6	105:1 106:1	10:25 1:8
104:18	64:11	116:4 144:8	24:12 30:22	year's 36:2	165:18	107:1 108:1	100 63:23
113:11	weeks 33:19	145:11	32:15,25	97:23	YOUTH/E...	109:1 110:1	64:4 84:18
114:22	51:20 66:19	151:13	33:6,9,16	year-end	3:1 4:1 5:1	111:1 112:1	11 1:8 63:15
115:13,24	67:11 72:8	154:4 164:9	33:24,25	32:23	6:1 7:1 8:1	113:1 114:1	94:18
117:13,18	73:19 74:18	worked	34:6,7,13	years 1:17	9:1 10:1	115:1 116:1	11.4 93:8
117:18	133:8 156:5	144:10	34:15,25	4:7 5:22 6:6	11:1 12:1	117:1 118:1	94:14
123:25	weighted	workers	35:3,4,7,13	13:25 20:4	13:1 14:1	119:1 120:1	12 10:11
125:6	55:15	62:24 69:24	36:23 42:6	53:22 56:6	15:1 16:1	121:1 122:1	63:16 75:23
127:12,24	welcome	73:6	43:14,16	56:6 59:21	17:1 18:1	123:1 124:1	96:7
136:4 140:3	28:17,17	workforce	44:7,9,18	63:12 69:7	19:1 20:1	125:1 126:1	12-year-old
141:20	92:22 141:3	22:10 59:19	45:25 46:2	69:8,8	21:1 22:1	127:1 128:1	149:16
145:6,6,11	149:10	working	51:3,11,12	71:20 74:12	23:1 24:1	129:1 130:1	153:22
146:4,13,22	welcomed	38:19 43:15	51:16 52:8	78:13 83:13	25:1 26:1	131:1 132:1	12:30 118:8
			52:10,17				121 24:13

Joint Committee on Children and Youth and Education
April 11, 2016

Page 20

13 63:16	81:1 82:1	19th 135:12	3D 80:19	103:1 104:1	<u>6</u>	90 132:6
131 19:2	83:1 84:1			105:1 106:1	6 75:22	900 108:17
134 34:15	85:1 86:1	<u>2</u>	<u>4</u>	107:1 108:1	6.8 63:18	114:8
35:10 51:13	87:1 88:1	2 29:13	4 10:11 50:10	109:1 110:1	64:23	911 19:11
135 97:18,22	89:1 90:1	140:11	4/11/16-CH...	111:1 112:1	6.9 63:16	990 108:15
137,000	91:1 92:1	2,000 8:25	3:1 4:1 5:1	113:1 114:1	60 41:20,25	
125:15	93:1 94:1	11:24	6:1 7:1 8:1	115:1 116:1	47:2 68:9	
14 63:17	95:1 96:1	20 56:6 69:8	9:1 10:1	117:1 118:1	131:11	
149 105:7	97:1 98:1	79:10 144:5	11:1 12:1	119:1 120:1	600 9:23	
15 63:17 74:7	99:1 100:1	20-year 67:15	13:1 14:1	121:1 122:1	82:22	
74:7	101:1 102:1	200 8:19	15:1 16:1	123:1 124:1	62 36:22	
150 8:20	103:1 104:1	2010 63:14	17:1 18:1	125:1 126:1	85:17	
155 36:13,15	105:1 106:1	2016 1:8	19:1 20:1	127:1 128:1	63 51:11	
37:8 46:3	107:1 108:1	99:22	21:1 22:1	129:1 130:1	64 8:25 11:22	
160049 1:15	109:1 110:1	105:24	23:1 24:1	131:1 132:1	97:19	
3:1 4:1,3	111:1 112:1	107:16	25:1 26:1	133:1 134:1	102:23	
5:1 6:1 7:1	113:1 114:1	119:6	27:1 28:1	135:1 136:1	105:6	
8:1 9:1 10:1	115:1 116:1	2017 24:11	29:1 30:1	137:1 138:1	64,000 19:2	
11:1 12:1	117:1 118:1	2020 84:19	31:1 32:1	139:1 140:1		
13:1 14:1	119:1 120:1	2023 74:3	33:1 34:1	141:1 142:1	<u>7</u>	
15:1 16:1	121:1 122:1	84:10	35:1 36:1	143:1 144:1	7.8 131:9	
17:1 18:1	123:1 124:1	2024 84:10	37:1 38:1	145:1 146:1	7.9 68:8	
19:1 20:1	125:1 126:1	23 24:14	39:1 40:1	147:1 148:1	70 12:20 20:4	
21:1 22:1	127:1 128:1	24 119:2	41:1 42:1	149:1 150:1	74 101:23	
23:1 24:1	129:1 130:1	137:23	43:1 44:1	151:1 152:1	75 94:17	
25:1 26:1	131:1 132:1	139:10	45:1 46:1	153:1 154:1	77 10:24	
27:1 28:1	133:1 134:1	25 56:6	47:1 48:1	155:1 156:1	<u>8</u>	
29:1 30:1	135:1 136:1	250 63:21	49:1 50:1	157:1 158:1	8 24:2 93:5	
31:1 32:1	137:1 138:1	2nd 40:4	51:1 52:1	159:1 160:1	99:14	
33:1 34:1	139:1 140:1		53:1 54:1	161:1 162:1	104:22	
35:1 36:1	141:1 142:1	<u>3</u>	55:1 56:1	163:1 164:1	145:4	
37:1 38:1	143:1 144:1	3 9:2 10:11	57:1 58:1	165:1	8-year-old	
39:1 40:1	145:1 146:1	11:6 63:15	59:1 60:1	40 26:17	9:5	
41:1 42:1	147:1 148:1	99:11	61:1 62:1	400 1:7	8,000 12:9	
43:1 44:1	149:1 150:1	102:23,25	63:1 64:1	41 132:6	8.5 63:17	
45:1 46:1	151:1 152:1	104:17	65:1 66:1	440 35:14	80 14:13,16	
47:1 48:1	153:1 154:1	105:4,24	67:1 68:1	52:6 123:19	80-some	
49:1 50:1	155:1 156:1	128:13	69:1 70:1	45 12:19	73:10	
51:1 52:1	157:1 158:1	152:19	71:1 72:1	118:19	800 52:9	
53:1 54:1	159:1 160:1	3.0 58:11	73:1 74:1	47 37:24	107:3	
55:1 56:1	161:1 162:1	75:5,7,8	75:1 76:1	<u>5</u>	147:12	
57:1 58:1	163:1 164:1	3.1 63:15	77:1 78:1	5 34:18 63:16	87 132:4	
59:1 60:1	165:1,7	93:4	79:1 80:1	75:20	872 119:11	
61:1 62:1	16th 135:14	30 10:10	81:1 82:1	5,000 113:23	119:17	
63:1 64:1	17 153:23	11:23 32:24	83:1 84:1	5,150 111:6,8	88 21:17	
65:1 66:1	17-'18 129:7	118:25	85:1 86:1	126:11	30:18 31:5	
67:1 68:1	130:5	300 9:20	87:1 88:1	5.3 63:15	31:8 32:6,8	
69:1 70:1	17,000 14:25	31 14:25 78:3	89:1 90:1	50 10:23	32:14,22	
71:1 72:1	18 78:4	78:6	91:1 92:1	13:23 20:4	33:18 46:4	
73:1 74:1	180 8:20	33 10:11	93:1 94:1	77:21 78:21	<u>9</u>	
75:1 76:1	18th 5:14	34 12:13	95:1 96:1	84:18 85:13	9,600 8:21	
77:1 78:1	19 35:4 84:17	35 12:18	97:1 98:1	147:5		
79:1 80:1	85:18	350 74:2	99:1 100:1	500 157:3		
		39 10:5	101:1 102:1			