

**August 18, 2020 and August 19, 2020 Budget Public Hearings
Written Comments Received Monday, August 10th through Thursday, August 20th
Submitted via Written Comments Form**

1.

I hope everyone is well. I am sending information about a program called ReadyRosie. I have been an Early Childhood Educator for over 15 years, and since remote learning started

A budget relying on \$343 million in nonexistent federal funding is not a stable budget. This is not the first time CPS has closed a budget gap in the hundreds of millions by relying on potential legislation. The district did the same in 2016 and in 2017.

In FY16 CPS passed a budget relying on \$480 million in relief from the state. What happened in the spring when that funding didn't materialize? Furloughs, \$120 million in school cuts, 5% cuts to student based budgeting. In FY17 CPS relied on \$215 million, on legislation that was ultimately vetoed by the governor - again leading to mid-year cuts, furloughs, a freeze on discretionary school funds, cuts to school programs. These cuts were inequitable - on racial and class lines. Latinx schools were cut at twice the rate as white schools.

So we've seen how this type of budget play out before. This year students and staff are starting remotely with minimal planning time. Throughout this semester there is the uncertainty of whether schools will reopen physically at all. And if they do, will they be resourced and safe? This budget allocates \$75 million for remote learning and covid safety on reopening, but earlier this year this board approved \$75 million to cover covid related costs for just 4 months.

Now with this budget there is further uncertainty of looming mid-year cuts.

To be clear, this is not an either or situation. We DO need the federal government to step up and provide school districts and local governments with relief, likely for multiple years. AND the district must push to have every local resource available. That means this board must pressure the city to step up, with real revenue options during this crisis to shore up this budget. Mid-year cuts at CPS should not be an acceptable solution.

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Research

ReadyRosie is an [redacted] and [redacted] family engagement and early learning resource. Learn more below about the evidence base, the expected outcomes, and ongoing academic research on the impact of ReadyRosie with families and children.

Initiative and the Learning Technologies Project at New America) and Michael Levine (child development and policy expert and founding director of the Joan Ganz Cooney Center)

- ◁ *Beginning Spring 2017* – ReadyRosie is partnering with Seattle Children's Hospital's [Center for Child Health, Behavior and Development](#) to research the effectiveness of ReadyRosie in building increased language engagement between infants and caregivers when access to ReadyRosie is done in conjunction with well-

I have lived in Chicago for over 40 years and attend a CPS high school at northside when I lived in Chinatown it took me over an hour one way.

Id. CPS accessibility terminology is distinct from the Americans with Disabilities Act (ADA) terminology and definitions: Under the ADA, buildings are referred to as “accessible,” “first floor accessible,” and “inaccessible” or “not accessible.” CPS’s term, “usable” is not equivalent to “accessible” under the ADA, however, a student with a mobility disability can still attend a usable (generally accessible) school and participate in school programs although not everything is perfectly accessible.



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I have certain doubts, how will the process be during the fall, I have two girls with IEP and 504, since during the spring, they could not spend so much time paying attention, and the teacher called their attention, and the school has everything the paperwork of the medical diagnosis, of the girls. And I was able to observe that the teachers demand of them the same as other children and they do not realize that many children need a little more support, like us as parents, for example. the language, how to support the children with strategies so that they can do their homework, the lack of opportunities that they do not give them so that they can respond, during the classes etc, it would be great to see teachers who will take an annual course to work with children of Education



ALL CPS PARENTS,
PROPOSAL : EDUCATIONAL STIPEND FOR CPS STUDENTS
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OVERVIEW

PROPOSAL

The children need essential supplies, furniture that promotes substantive learning (desk, chair, etc.) and encourage mental stimulation for academic success and guidance while they receive their education from home. The CPS school system serves predominantly low-income families. The system is made up of 76.4%³ of students who are economically disadvantaged. Online learning has created an unexpected expense on families already devastated from domino effects of COVID-19. Families need additional funding. They need \$375K (GXFDWLRQDO 6WLSH The Educational Stipend for CPS Students is designed to serve economically disadvantaged students. Each child will be given \$500 per quarter. The funds will help with re-occurring expenses, converting a home into a hybrid classroom/home, and possibly assist with childcare expenses. This stipend should remain in effect until the children are at school, in-person 100% of the time. CPS only scratched the surface of an economic issue CPS families face. The Educational Stipend for CPS Students has the potential to accomplish more for CPS students. The stipend should remain in effect until CPS students return to school (in-person), 100% of the academic school year.

Rationale

- x Research
- x Expense Report (March 2020 - June 2020)
- x Data

Timeline for Execution

Key project dates are outlined below. Dates are best-guess estimates and are subject to change until a contract is executed.

Description	Start Date	End Date	Duration
Project Start	August 18, 2020	September 1, 2020	2 Weeks
Milestone 1	September 1, 2020	September 8, 2020	5 Days
Milestone 2	September 8, 2020	September 15, 2020	5 Days
Phase 1 Complete	16 22.32 re W* n /P <		

Stipends to be presented by CPS, the City of Chicago, the State of Illinois, and all entities involved in budget decisions concerning CPS, is to bridge a financial gap that CPS families experience while remote learning is in session.

Due Date*

Quarter 1 Stipend

20th Day 2019-2020		Bilingual		SpED		Free/Reduced Lunch	
Grade	Total	N	%	N	%	N	%
District Total	355,156	66,946	18.8%	51,691	14.6%	271,179	76.4%
Pre-School Ages 0-3	3,192	860	26.9%	984	30.8%	1,604	50.3%
Pre-School Age 4	14,300	3,876	27.1%	2,007	14.0%	9,169	64.1%
Kindergarten	24,241	5,913	24.4%	2,119	8.7%	15,284	63.1%
First Grade	24,526	6,159	25.1%	2,586	10.5%	18,311	74.7%
Second Grade	24,766	6,866	27.7%	2,898	11.7%	18,817	76.0%
Third Grade	26,053	7,064	27.1%	3,370	12.9%	20,243	77.7%
Fourth Grade	25,871	6,555	25.3%	4,024	15.6%	20,333	78.6%
Fifth Grade	26,602	6,019	22.6%	3,968	14.9%	21,028	79.1%
Sixth Grade	27,442	5,199	19.0%	4,005	14.6%	21,772	79.3%
Seventh Grade	27,357	4,346	15.9%	4,431	16.2%	21,867	79.9%
Eighth Grade	26,073	3,248	12.5%	4,268	16.4%	20,749	79.6%
Ninth Grade	26,378	3,052	11.6%	4,362	16.5%	20,569	78.0%
Tenth Grade	27,515	2,873	10.4%	4,419	16.1%	21,735	79.0%
Eleventh Grade	25,904	2,492	9.6%	3,925	15.2%	20,401	78.8%
Twelfth Grade	24,936	2,424	9.7%	4,325	17.3%	19,297	77.4%

Note: "Economically Disadvantaged Students" come from families whose income is within 185 percent of the federal poverty line. The District formerly referred to these students as "Free or Reduced Lunch Eligible Students," and adopted the new term after the federal government, under the Community Eligibility Provision, funded breakfasts and lunches for all students if more than 30 percent of students qualify.

Note: "Bilingual" refers to the state definitions of students who are English learners.



Qty	Description	\$ per Unit	Total	Qty	Description	\$ per Unit	Total	Qty	Description	\$ per Unit	Total	Qty	Description	\$ per Unit	Total
1	PC	\$145.99	\$145.99	1											

