

## Appendix F Meeting Transcript

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ILLINOIS DEPARTMENT OF TRANSPORTATION  
GRAND CROSSING RAIL PROJECT

PUBLIC HEARING

Thursday, May 17, 2012  
6:00 p.m.  
New Beginnings Church  
6620 South King Drive  
Chicago, Illinois

Reported by: Donna T. Wadlington, CSR

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3 MS. TROTTER: Good evening and  
4 welcome, everyone, to the CREATE Grand Crossing  
5 Rail Project.

6 First I want to thank Pastor  
7 Brooks and his New Beginnings Church staff for  
8 allowing us to have our event here this evening.

9 I'm Jakita Trotter, and I'm  
10 with the Illinois Department of Transportation.  
11 I'm the CREATE outreach manager there.

12 And this evening we are going  
13 to talk about the purpose of the meeting. This  
14 is a redo of our December meetings, and it will  
15 not present any new content, you know, that was  
16 presented at the December meeting.

17 But I'm glad that you took the  
18 time today to come out and to attend. And so  
19 that the meeting proceeds in a productive,  
20 timely, and respectful manner, I will go over  
21 the meeting guidelines.

22 Please silence your cellphone.

1 When someone has the floor, please respect their  
2 input and do not interrupt. Please refrain from  
3 side conversations, as they are disruptive to  
4 those speaking. And we ask that conversations  
5 remain focused on project-related concerns.

6 This evening you will hear  
7 about the CREATE Grand Crossing Rail Project and  
8 have an additional opportunity to review and  
9 comment on materials here and the presentation.

10 I'm going to introduce the  
11 CREATE project -- program project team members  
12 now. Actually, if they would stand and  
13 introduce themselves.

14 MS. STEWART: I'm Danielle Stewart.  
15 I'm with IDOT. I'm the CREATE program manager.

16 MR. HARRIS: I'm Michael Harris. I'm  
17 with IDOT in acquisition.

18 MR. SRIVER: I'm Jeff Sriver. I'm  
19 with CREATE programs for the City of Chicago,  
20 Department of Transportation.

21 MR. ALLEN: Chuck Allen. I represent  
22 Norfolk Southern, as well as Herb Smith from

1 Norfolk Southern.

2 MR. BUSTAMANTE: Good evening. My  
3 name is Bernardo Bustamante. I work for the  
4 USDOT, the Federal Highway Administration. I am  
5 here representing the federal interests here  
6 with this program.

7 MR. MONTE VERDE: Hello. I'm Charlie  
8 Monte Verde. I'm with Amtrak Government Affairs  
9 and Community Relations here in Chicago.

10 MR. PAKELTIS: I'm Tony Pakeltis. I'm  
11 with Parsons. We are consultants to IDOT on the  
12 Grand Crossing Rail Project.

13 MS. TROTTER: Thank you, everyone.

14 The purpose of this meeting is  
15 to provide an overview of the project, review  
16 the project's purpose and need for improvement,  
17 obtain additional public input on the project,  
18 including its purpose and needs statement.

19 Before we start, I wish to  
20 acknowledge any elected officials or their staff  
21 that may be in the audience. If so, would you  
22 please stand.

1                   Okay. And thank you,  
2 everyone, for attending again. We are going to  
3 start the presentation. After the PowerPoint  
4 presentation, there will be a question and  
5 answer.

6                   Shoshi. Shoshi Mabina, please  
7 come up here. I'm sorry. This is Shoshi  
8 Mabina. She's with our Highway/Construction  
9 Careers Training Program, which is at Dawson  
10 Technical Institute, and she will speak on that  
11 right now.

12                  MS. MABINA: Thank you. Good evening,  
13 everyone. I'm glad that you guys were able to  
14 make it out tonight. You guys have a vested  
15 interest in this program, which is very  
16 understandable.

17                   What I want to do is I want to  
18 communicate with you that there is a training  
19 program for individuals who are interested in  
20 working on virtual work. I'm sorry, horizontal  
21 work.

22                   So what does that mean? As

1 far as the bridges, as far as the railroad, as  
2 far as the road work, how do you go about  
3 working on those projects. The first step is  
4 getting the training, getting certified.

5 So what IDOT has done they  
6 have created a program called the  
7 Highway/Construction Careers Training Program.  
8 What that is, is where IDOT is sponsoring for  
9 individuals to get trained to do carpentry,  
10 welding, plumbing, blueprint reading, trade  
11 math, all the necessary things that you need in  
12 order to work on a job site. We also work with  
13 the U.S. Department of Labor, as far as getting  
14 an OSHA card. Right now the current cohorts  
15 have been getting OSHA 10. The next ones are  
16 going to be getting OSHA 30. What does that  
17 mean?

18 Because to a contractor all  
19 they're seeing on the top of your head is a  
20 dollar sign. What does that mean? That means  
21 that are you safe, are you going to injure  
22 yourself or make some kind of harm out in the

1 field. So you need to know how to be safe on a  
2 job site. So you get that training there at  
3 Dawson as well.

4 There are a lot of things that  
5 you need to know coming into this training  
6 program. The one main factor that I'm finding  
7 that a lot of people don't recognize is trade  
8 math. We hone on that. So if you haven't done  
9 trade math in the past 20, 30 years, Dawson, we  
10 have a math lab. In that math lab, it's open to  
11 the public. Anyone -- anyone in this room can  
12 go there. It's free. It's no charge. Get your  
13 math skills together. Because what's involved  
14 in this construction is knowing algebra, all  
15 these different calculus theories and how to do  
16 them.

17 So if you're not ready, that's  
18 fine. Come to Dawson. Get the math. Spruce up  
19 your math, and then come speak with me. Because  
20 what's going to happen is that there is going to  
21 be a certain score that I'm going to look for  
22 during the entrance exam. All right. Now let's



1 go back to the Highway/Construction Careers  
2 Training Program, what Dawson and what IDOT has  
3 in mind.

4 What they are doing is that;  
5 it's a no-brainer. There is no excuse for you  
6 not to be able to come to school. So if we have  
7 someone who says you know what, I can't afford  
8 the tuition. IDOT is paying for them. Okay.  
9 If you say you know what, I can't afford the  
10 books because the books are costing about three  
11 to \$400 apiece, and that's not even including  
12 the workbook, IDOT is paying for it. Okay.

13 Now that I'm going out in the  
14 field, they're asking me to bring my own tools.  
15 IDOT is paying for that, too. They tell me I  
16 need work boots with steel toe. IDOT is paying  
17 for that, too.

18 Now, the class is an  
19 accelerated program. It's a 32-week training  
20 program that's been now broken into an  
21 eight-week training program. So that means you  
22 need to move fast.

1                   Whatever it is that's going on  
2 in your personal life, you need to have that  
3 taken care of before you come to this training  
4 program. Because what you would normally learn  
5 in one to two weeks in that 32-week training  
6 program, you're now learning in one day. So  
7 that means you cannot miss a day. Because if  
8 you miss that day, when you go on the job site,  
9 then you don't know what to do; okay.

10                   And you need to be able to  
11 sell yourself. Because now I'm going to ask you  
12 to create a resume and I'm going to ask you to  
13 put on there your training experience. And you  
14 won't be able to say what you learned in that  
15 one missing day that everybody else has because  
16 I'm going to be going through the resumes; you  
17 understand. So I need you to get yourself  
18 together before you come to the training  
19 program. All right.

20                   There are a lot of things that  
21 are going to be looked at because of the fact  
22 that, let's say, with this CREATE project, high

1 voltage. What happens when you contact your  
2 body with high voltage? Anybody answer.

3 RESPONSE: You die.

4 MS. MABINA: It's a kind of given,  
5 right? All right.

6 So what I want you to  
7 understand that this is a dangerous job, but we  
8 will train you so that you can be alert; okay.

9 Now, as far as the days, it's  
10 Monday through Friday, 7:00 a.m. to 5:00 p.m.  
11 Why is it 7:00 a.m. to 5:00 p.m? Anybody?

12 What time do you think you  
13 have to be on the job site?

14 RESPONSE: 6:00.

15 MS. MABINA: Yeah, 6:00, 6:30.

16 Okay. Your lunch is going to  
17 be a half an hour. Why? Because, typically,  
18 your lunch is a half an hour on the job site. I  
19 mean, I'm going to instruct you to bring your  
20 lunch everyday. Definitely eat your breakfast  
21 and I'm going to instruct you to bring your  
22 lunch everyday. Because when you go out there

1 in the real world, you do not leave the job  
2 site. There is no going to the so-and-so  
3 barbecue or getting a hot dog. And that's not  
4 even good because you're not feeding yourself.

5 And one of the things that we  
6 are going to be training you on is physical  
7 fitness because we are looking at your core.  
8 Because you are constantly going to be bending a  
9 certain type of way; okay. So this program is  
10 designed for you to do well. All right.

11 The other thing is, if you  
12 tell me that I have to be somewhere from 7:00  
13 a.m. to 5:00 p.m., Monday through Friday, how am  
14 I supposed to get there? Bus cards. You get  
15 bus cards. And you receive a stipend.

16 So when I say that this  
17 program is a no-brainer, it's a no-brainer, but  
18 it's only for the serious. So if you come  
19 knocking at my door, there are a lot of  
20 questions I'm going to ask you. I'm going to  
21 ask you about tools, what position do you want  
22 to do, why do you want to do that. Because this

1 is not a job. This is a career. The CREATE  
2 project is not the only construction project in  
3 the whole wide world.

4 And something else I want you  
5 to keep in mind, if you plan on referring anyone  
6 or anyone in this room, construction projects do  
7 not happen around the corner from your house.  
8 So this is the Grand Crossing project, which  
9 happens to be around the corner from your house.

10 I may tell you there's a  
11 project going on in Louisiana. I'm going to  
12 need you to be able to pack your bags tomorrow  
13 and go. So if you're not in a position because  
14 you have family or anything else, that's fine.  
15 There's nothing wrong with that. That's  
16 understandable.

17 But this construction  
18 industry, it's not around the corner from your  
19 house. So if you are looking for a job that's  
20 around the corner from your house, this is not  
21 for you. Okay.

22 Now, my contact information,

1 if you have paper and pen, my phone number is  
2 773-451-2082. I'll repeat that again. That's  
3 773-451-2082. My email is S as in Sam, M as in  
4 Mary, A, B as in boy, I, N as in Nancy, at  
5 ccc.edu. Ccc stands for City Colleges of  
6 Chicago because Dawson is a subsidiary of the  
7 City Colleges, dot edu.

8 Okay. My name is Shoshi.  
9 That's S-h-o-s-h-i. Shoshi Mabina.

10 Give me a call. It's best to  
11 come speak to me. I'm at Dawson Technical  
12 Institute, which is on 39th and State. There's  
13 free parking on the Wabash side. I'm in Room  
14 201G.

15 Now, remember I told you how  
16 stringent I will be asking you all these. Let's  
17 say for instance you are not able to get in. We  
18 have a Peoples Gas program. We have a ComEd.  
19 We have a lot of different things at Dawson.

20 Now, I'm not going to go into  
21 all that. My main reason for coming here is to  
22 talk about the Highway/Construction Careers

1 Training Program, but I just wanted to let you  
2 know that Dawson not only has the GED program,  
3 if you don't have a GED. Because you need a  
4 high school diploma or GED and a driver's  
5 license. We do have a GED program.

6 Dawson has a lot. So come to  
7 me. Let me know what you need, and I could help  
8 you and tell you where to go from there. Cool?  
9 All right. Enjoy yourselves.

10 (Applause.)

11 MS. TROTTER: Thank you, Shoshi, very  
12 much.

13 Before we get started, I want  
14 to make sure that everybody has a blank card.  
15 Hold up your hands if you don't. Because we  
16 want you to jot down your questions that you may  
17 have as you watch the presentation. And from  
18 that that's where we would do the Q&A and our  
19 lovely panel of CREATE partners up here will,  
20 you know, do the honors of responding to the  
21 questions and Tony.

22 Is everyone good?

1                   Margerite? Is Margerite  
2 available?

3                   Margerite will do a safety  
4 briefing.

5                   MS. WYPYCHOWSKI: I just want to go  
6 over a few safety and logistical items before we  
7 get started. The emergency exits are to the  
8 left here, along the side. There is a fire  
9 extinguisher here at the back of the room right  
10 next to the vending machine.

11                   And in the event of an  
12 emergency, a member of our project team, Brian  
13 McNuckle, who is sitting right back here is  
14 trained in CPR.

15                   And finally, the restrooms are  
16 located right outside the room to the left.  
17 Just go down the hallway and they are at the  
18 corner.

19                   And if you have any other  
20 questions, there'll be -- one of us will be at  
21 the sign-in table throughout the presentation.  
22 So feel free to come by and ask any questions.



1 MS. TROTTER: All right. Thank you.  
2 Now the presentation.

3  
4 (WHEREUPON, a video  
5 presentation was played.)  
6

7 MS. TROTTER: Okay. Well, now it's  
8 Q&A time. And for those that have any questions  
9 that they jotted down, we have someone on the  
10 side there that will pick it up from you. I  
11 have a few here to start with.

12 Will there be any changes in  
13 this project that is being presented tonight; if  
14 there is a change in funding of the project,  
15 especially in the community? Danielle.

16 MS. STEWART: Well, as of right now,  
17 we only have funding for the planning phase of  
18 this project, so we are accepting input. But as  
19 far as the design and construction, we are still  
20 seeking funding for those portions of the  
21 project.

22 MS. TROTTER: Okay. Does Norfolk

1 Southern intend to build a railyard in any  
2 neighborhood besides Englewood? Chuck.

3 MR. ALLEN: Well, we are expanding  
4 railyards in Chicago. We have just completed an  
5 expansion in the landers area of 75th and  
6 Western. We are currently in the process of  
7 expanding what we call our 63rd Street yard,  
8 63rd and Prairie, and then we will also be  
9 expanding the yard south of Garfield between the  
10 Norfolk Southern line, which is approximately  
11 Stewart, and the Metra line which is Wallace.  
12 And that line -- that yard eventually could be  
13 extended as far south as 60th Street.

14 The only location that we are  
15 actually buying private residential property is  
16 the area south of Garfield.

17 AUDIENCE MEMBER: Can you repeat that.  
18 We didn't hear you.

19 MR. ALLEN: Yeah, south of Garfield I  
20 said. South of Garfield between Stewart and  
21 Wallace down as far as about 60th.

22 MS. TROTTER: That was Chuck Allen

1 with Norfolk Southern.

2 Are you still considering  
3 luring 76th Street and what streets will be  
4 involved south and north of 76th Street? Tony.

5 MR. PAKELTIS: I believe that question  
6 is related to some information that we presented  
7 at the March public meetings related to the  
8 range of alternatives.

9 As part of that we are looking  
10 at a new railroad connection between Canadian  
11 National Railyway and Norfolk Southern Railway.

12 And as part of that  
13 connection, we would have to lower 76th, and so  
14 that is something that we are still considering.  
15 And then 75th Street to the north would also be  
16 affected by that project, and we were  
17 considering and evaluating potential lowering of  
18 that street as well.

19 AUDIENCE MEMBER: What are the areas  
20 affected? What areas to the north?

21 MR. ALLEN: What are the north/south  
22 streets?

1 AUDIENCE MEMBER: Yes, east or west.

2 MR. PAKELTIS: It's Greenwood on the  
3 west and at Avalon on the east for 76th Street  
4 in that area.

5 AUDIENCE MEMBER: In the written  
6 responses, I believe you included the option of  
7 closing 76th Street, which I had not heard  
8 before. Is that -- are you actually considering  
9 closing 76th Street?

10 MR. PAKELTIS: We will have to look at  
11 what the feasibility is of lowering the street  
12 and if it -- if it isn't practical to lower the  
13 street, closing would be something we would have  
14 to consider.

15 AUDIENCE MEMBER: Closing it from  
16 where to where?

17 MR. PAKELTIS: In that area that I  
18 just mentioned between roughly Greenwood and  
19 Avalon where it goes underneath the railroad  
20 tracks.

21 AUDIENCE MEMBER: Where -- so has it  
22 been thought about how that would be rerouted?

1           MR. PAKELTIS: It's still something  
2 that we are evaluating at this time. I can't  
3 say for -- I can't tell you one way or the other  
4 now if we are going to lower it or if it has to  
5 be closed. But as part of that evaluation, we  
6 would look at how traffic would divert from that  
7 location.

8           MR. SRIVER: Thanks. Jeff Sriver from  
9 the City of Chicago, Department of  
10 Transportation.

11                   Yes. This is an IDOT project,  
12 but CDOT is a partner in it, and CDOT, of  
13 course, owns and operates the local city streets  
14 around the city.

15                   And as it relates to 75th  
16 Street and 76th Street, what would be very  
17 useful at this time with the study is to  
18 understand from the community the role that  
19 streets like 75th and 76th play in the community  
20 and the importance that they have for  
21 circulation in the community and to provide that  
22 in writing as part of the comments.

1                   So that when we are faced with  
2 the technical considerations of to lower the  
3 street or not to lower the street or to reroute  
4 traffic and things like that, we have that  
5 information from the community to understand how  
6 important these streets are to the community.

7                   Maybe in some neighborhood  
8 there might be some people that say, well, XYZ  
9 streets, you know, boy, we'd love if that street  
10 were closed. It's a nuisance. We don't like  
11 the traffic there. But in another community  
12 they might say, well, no, this street is a vital  
13 street. It has to remain open for these  
14 reasons.

15                   Those are -- that's the type  
16 of input that would be really helpful for us at  
17 this stage to have a better sense from everyone  
18 who lives around and uses these streets how they  
19 are important and what to preserve. That's  
20 important in the community.

21                   AUDIENCE MEMBER: I don't know what  
22 lowering means. What do you mean by lowering?

1           MR. SRIVER: Lowering means that if  
2 the -- the new railroad tracks, like the rebuilt  
3 railroad bridge that would go over the top, if  
4 there's not enough clearance so that vehicles  
5 and cars and trucks can get underneath, the  
6 street would have to be rebuilt so that the  
7 pavement on the street would be so many feet  
8 below where it is now. So it would dip under  
9 the bridge.

10           If you notice that there's  
11 some viaducts around the city where the street  
12 dips down to go under them. That's what  
13 lowering means. But it usually involves  
14 replacing the sewers and stuff underneath so  
15 that it's -- clearly water is going to drain  
16 down and it needs to be someplace. So it's not  
17 as simple as just digging and paving. There's a  
18 lot of utility work that goes on with that, too.

19           AUDIENCE MEMBER: (Inaudible.)

20           MR. SRIVER: And that may potentially  
21 need to be lowered still. That's something that  
22 needs to be determined.

1 MS. TROTTER: Okay. Moving along.

2 AUDIENCE MEMBER: Can I ask a  
3 question? I wanted to kind of back on what she  
4 was saying about the lowering.

5 Now, in our communities even  
6 now with our viaducts that are lowered when it  
7 rains, when we have a heavy flood, we have a lot  
8 of flooding, so you can't even get through the  
9 viaducts.

10 So in this process, are you  
11 going to make the sewers better so that we will  
12 not have to find another route to go, you know,  
13 with the viaducts?

14 MR. PAKELTIS: As part of our  
15 evaluation, we will have to look at the drainage  
16 associated with that street and make the  
17 necessary improvements so that we don't worsen  
18 any conditions in the area. But that's --  
19 that's something that we'll get into as the  
20 project progresses a little further. We don't  
21 have details on that at this time.

22 AUDIENCE MEMBER: And another question



1 I'd like to ask, too, because I missed coming in  
2 on all of this, and I want to read further on  
3 it.

4 The other concerns too is the  
5 noise in our community. You know, is that  
6 something that you are going to entertain also?  
7 Because, you know, where it stands now, I live  
8 directly on Avalon, Woodlawn and you know the  
9 trains run along there, and you actually hear  
10 the noise. So is that something that you are  
11 going to also put into your project?

12 MR. PAKELTIS: Well, we are going to  
13 evaluate noise as part of the Environmental  
14 Impact Statement, and we will determine where if  
15 there are noise impacts associated with the  
16 project. And if so, we would look at ways to  
17 mitigate that noise.

18 But, again, we don't -- that's  
19 something -- that's kind of the things we will  
20 be looking at as we move forward in the project.  
21 The Environmental Impact Statement is due out  
22 the early part of next year. So the results of

1 those analysis would be available at that time.

2 AUDIENCE MEMBER: I would like to ask  
3 another question. On the -- what is the  
4 projection for the completion of this project?

5 MR. PAKELTIS: Well, at this time  
6 we're conducting the Phase I portion of the  
7 study, which is preliminary engineering and  
8 environmental clearance. From there if funding  
9 was available and the project was moving  
10 forward, it would go into Phase II, which is  
11 final design and property acquisition. And then  
12 after that Phase III is construction.

13 At this point with where we  
14 are we anticipate completion of this Phase I  
15 study around February of 2014, and so at that --  
16 at that pace we don't anticipate that  
17 construction would begin any sooner than 2016.

18 AUDIENCE MEMBER: So we're going to  
19 have more meetings so we can get more  
20 understanding?

21 MR. PAKELTIS: As part of -- as part  
22 of this project, we will meet with the community

1 advisory group a couple more times, and we also  
2 have the public hearings which would occur after  
3 publication of the Draft Environmental Impact  
4 Statement. At this point we anticipate that to  
5 be around the first quarter of next year.

6 AUDIENCE MEMBER: Thank you.

7 MR. PAKELTIS: Here's the timeline up  
8 here, and you see the -- with the red -- the red  
9 lettering is the community meeting we are at  
10 now. We are moving forward with our evaluation  
11 of alternatives, and I'll prepare that  
12 Environmental Impact Statement, and then that  
13 Environmental Impact Statement will be  
14 available, and then we present at the public  
15 hearings early next year.

16 AUDIENCE MEMBER: I have a question.

17 MR. PAKELTIS: We're going to go  
18 through the cards first and then answer  
19 questions.

20 MS. TROTTER: How did the Governor or  
21 Transportation Secretary come up with 1500 jobs  
22 associated with the Englewood flyover is the

1 first question. Is there who -- anyone here at  
2 the table that can address that?

3 MS. STEWART: Well, the Englewood  
4 flyover is a separate project. It's part of  
5 CREATE as well.

6 And the way the jobs are set  
7 up, I'm not going to go into specifics here. I  
8 don't have them in front of me, but they use a  
9 formula, and it includes indirect and direct  
10 jobs. It's based on the federal formula. It's  
11 from the Office of Management and Budget.

12 AUDIENCE MEMBER: We can't hear you.  
13 (Inaudible.)

14 MR. SMITH: The number -- the 1450  
15 came from the Office of Management and Budget  
16 through the White House for all the  
17 stimulus-funded projects, which is every \$92,000  
18 in spending approximately creates one full-time  
19 equivalent job. That's broken out that 66  
20 percent of that is a direct and 33 percent is  
21 indirect. So that's -- you know, when you're  
22 looking at a \$130 million project divided by

1 \$92,000 that's an approximation. What's an  
2 equivalent job is, you know, for a quarter -- or  
3 within a full calendar year. So each quarter --

4 There won't be 1450 jobs at  
5 any one given time or from that project. There  
6 might be 30 or 40, but over the course of the  
7 two plus years that takes to construct, you  
8 know, roughly, there will be about that number  
9 of people involved.

10 MS. STEWART: Thank you.

11 How many jobs would be  
12 appropriated with the Grand Crossing Project?

13 We don't know that at this  
14 point. We are just in the planning study right  
15 now. We don't have a cost estimate put together  
16 for construction or funding.

17 MS. TROTTER: Any contact with Metra  
18 to rebid contracts?

19 No. Metra will, you know  
20 address that themselves directly for the 63rd  
21 Street Flyover Project.

22 What will IDOT do to ensure

1 minority compliance?

2 MS. STEWART: As part of our normal  
3 protocol here based on the -- and it's per  
4 project, per specific qualifications are needed.  
5 We set a DBE goal placed on pre-qualified firms  
6 in that particular specialty. So that's how we  
7 set them internally within IDOT and that  
8 basically -- that sets our DBE goal, which is  
9 disadvantaged business enterprise goal,  
10 including minorities and including women-owned  
11 businesses below a certain threshold.

12 MS. TROTTER: How many people will be  
13 hired from the community?

14 Hopefully, a lot. When that  
15 time comes, you know -- well, you know it's way  
16 down the road right now. This is Phase I.  
17 Phase III is the construction phase.

18 Who will be in charge of the  
19 jobs for the project?

20 MS. STEWART: I guess you're asking  
21 who would let the project, who would put it out  
22 there for bid. And at this point it would be

1 the railroads at that point. It's the same  
2 similar process, although that was through Metra  
3 for the Englewood flyover project. So it would  
4 be through bids.

5 What are the current solution  
6 levels at the tracks in the Grand Crossing area?

7 MR. PAKELTIS: We are not able to  
8 answer that question specifically at this time.  
9 We will conduct an air quality analysis as part  
10 of the project. So when the draft Environmental  
11 Impact Statement is available, we would be in a  
12 position to discuss that with additional  
13 specifics at that time.

14 MS. TROTTER: Okay. I was looking for  
15 Shoshiwa. This is a question for her.

16 What is the project commitment  
17 to the African-American contractors  
18 specifically, not minority contractors. Is  
19 that -- what is the project commitment?

20 MS. STEWART: In terms of -- and I  
21 don't know who wrote that but in terms of the  
22 construction side --

1 AUDIENCE MEMBER: I can't hear you.

2 MS. STEWART: In terms of the  
3 construction side, I'm not sure where the  
4 question came from.

5 AUDIENCE MEMBER: What is the  
6 question?

7 MS. STEWART: What is the project  
8 commitment to African-American contractors  
9 specifically, not minority contractors.

10 So as part of our process,  
11 when this project goes out for bid, we will  
12 set -- as I've mentioned before, we will set a  
13 disadvantaged business enterprise goal based on  
14 the qualifications that are needed and the firms  
15 that are prequalified to do that work.

16 AUDIENCE MEMBER: Where would you go  
17 for the information on putting in a bid for  
18 African-American contractors?

19 MS. STEWART: I missed the middle of  
20 what you said.

21 AUDIENCE MEMBER: Where would you go  
22 to put in the bids for African-American



1 contractors that live in the area?

2 MS. STEWART: Well, based on the  
3 regulations and the wording that we can put in  
4 there, we can put in a disadvantaged business  
5 enterprise percentage.

6 AUDIENCE MEMBER: How will we go about  
7 putting in the bids?

8 MS. STEWART: The information should  
9 be on the IDOT website. I can give you my  
10 business card as well.

11 AUDIENCE MEMBER: Okay. I appreciate  
12 that.

13 MS. TROTTER: Does Norfolk Southern --  
14 did we do this one?

15 MS. STEWART: Yes.

16 MS. TROTTER: Is Norfolk Southern --  
17 Norfolk Southern hiring?

18 MR. ALLEN: The answer to that is yes,  
19 as I think are most of the railroads here in  
20 Chicago. I think there are links both on the  
21 CREATE website and certainly links on the  
22 Norfolk Southern website that takes you to

1 employment page applications. You can search as  
2 to what jobs are available in the Chicago area,  
3 and in the state of Illinois and in Indiana.

4 So the answer is yes. It's  
5 for specific jobs and those jobs are posted on  
6 our website. And there is a link on the CREATE  
7 program that goes to each of the railroad's  
8 employment websites. So if you're interested in  
9 personally to go that direction, fill out the  
10 application on line and you'll also see a pretty  
11 detailed description of what's expected of each  
12 of the jobs or what the qualifications are they  
13 are doing.

14 But, you know, it ranges from  
15 conductors, people that will maintain the signal  
16 system, maintain the freight cars, and maintain  
17 the locomotives and maintain the tracks.

18 MS. TROTTER: Thank you, Chuck.

19 And the next was -- is IDOT  
20 hiring? I would direct you to IDOT's website.  
21 They have on there whatever jobs are available,  
22 and what you -- what qualifications are required

1 for those particular jobs and who's hiring now.

2 As Chuck pointed out, the  
3 railroads definitely are hiring in a multitude  
4 of different areas, and we encourage you to go  
5 to the CREATE website or we also have at the  
6 front desk a list of, you know, the railroads  
7 with their websites or on the CREATE website all  
8 the links that go to their job, you know, page  
9 on their website and follow the directions  
10 there. But we encourage anyone that's  
11 interested in that to do so.

12 Shoshi, do we see her?

13 What meeting will allow us to  
14 know when the work -- or when the work and job  
15 application process starts?

16 I'm not sure how to answer  
17 that. It won't be within this, you know, this  
18 phase, which is the first phase. Specifically  
19 when, we don't have that information yet. Phase  
20 II must be funded in order to proceed on.

21 Does anyone want to add to  
22 that?

1                   RESPONSE:  No.

2                   MS. TROTTER:  Okay.

3                               When and where does Community  
4   Advisory Group, and can we get report of that  
5   group?

6                               That information is on the  
7   grandcrossingrailproject.com website.  So we --  
8   what's posted on there are the community  
9   advisory group meeting summary and included in  
10  that is where the meeting, you know, was held  
11  and also information about past public meetings  
12  that we've had and project materials.  So it's  
13  chockful of information about the project, and I  
14  encourage you to go and check it out.

15                              Are dates of future meetings  
16  already scheduled?  If so, where are they --  
17  what are they and where?

18                              No.  There are -- future  
19  meetings have not been posted yet or -- and/or  
20  scheduled for the public.

21                              Comments requested by 6/1/12  
22  should be sent where and to whom?  I believe

1 that information is indicated on the back of  
2 your comment form, and we can also post it up  
3 here. So that it should be sent to Tony  
4 Pakeltis here, who will be happy to give you his  
5 home phone number and address and email.

6 (Laughter.)

7 MR. PAKELTIS: You can see me after  
8 the meeting for that.

9 MS. TROTTER: How were the community  
10 advisories -- advisers chosen?

11 We seek out the information  
12 from the elected officials within the community,  
13 from the state legislative level to the local  
14 level with the Aldermen and asked for  
15 recommendations as to whom should be on the  
16 community advisory group committees, so...

17 And who are they and from  
18 where?

19 They're from a diverse group  
20 of people, from businesses, residents, community  
21 organizations, police, fire, school. It's a  
22 multitude of people that are reflective in the

1 community advisory groups. And, again, they  
2 were -- the information for them were provided  
3 to us from the Aldermen and the elected -- other  
4 state-elected officials themselves. We will not  
5 give out their private information because of  
6 just that. It's private.

7 MS. FEDERICO: There's a list of names  
8 on the website.

9 MS. TROTTER: As Liz pointed out  
10 there's a list of names of the individuals and  
11 the CAD meeting summaries are even posted on the  
12 website.

13 How effective would you rate  
14 your communication to city officials, state  
15 reps, police districts and three, two, seven,  
16 six -- of districts 3, 2, 7, 6.

17 The reason that there is so  
18 little representation is a concern. In our  
19 community these offices respond to us as --  
20 respond to us as a community. Why is there so  
21 little presence from these offices?

22 I personally don't have an

1 answer for that as to why they are invited and  
2 that's the most we can do and encourage to come.  
3 So why, you know, there is no representation,  
4 I'm not exactly sure. I would suggest that, you  
5 know, you might want to inquire directly with,  
6 you know, your representative, you know, at  
7 these different districts here.

8 AUDIENCE MEMBER: The reason why that  
9 question was raised simply because when we are  
10 here you ask for them and they are not here. It  
11 seems to be a situation that's CREATE and the  
12 people.

13 These individuals are the  
14 representation, whether they are law enforcement  
15 and -- I picked this up, a copy here, and it  
16 says offices of all the State Senators, State  
17 Representatives, Chicago Police Department, 2,  
18 3, 7 and then I'm including 6, Chicago Public  
19 Library, (inaudible), Grand Crossing,  
20 (inaudible), Gary Coleman. I'm saying -- and  
21 there's some others here.

22 But the officials -- even if

1 the individuals is not there, their staff has  
2 representatives. And when I do not see them, I  
3 say how effective is your communication because  
4 as you know --

5 MS. TROTTER: I'm sorry.

6 AUDIENCE MEMBER: It's important.  
7 It's important. It's very important that you  
8 rate your communication. Because when we are  
9 here, you're telling us that we have to get to  
10 them personally, and I'm -- what is the  
11 relationship you have here?

12 Because we are concerned.  
13 Because when we come here, we are here because  
14 of the efforts and our energies that we are  
15 communicating to our people to get them here.  
16 And I would like to see them do their jobs.  
17 They should have something on their newsletter,  
18 something that's supporting us in this effort  
19 here.

20 And so I need to know how  
21 effective -- how are you rating your  
22 communication. Because that's the reason why we



1 are here for this meeting now because the  
2 initial meeting did not come to us, and we had  
3 to come here from that time for this to happen.

4 So I'm asking that CREATE in  
5 some manner or form also go to their table and  
6 determine how effective your communication is  
7 when you have communication.

8 MS. TROTTER: Thank you very much for  
9 your comments.

10 (Applause.)

11 MS. TROTTER: Well, we do have, as a  
12 matter of fact, an elected official here that is  
13 present from his ward.

14 AUDIENCE MEMBER: (Inaudible.)

15 MS. TROTTER: Alderman Cochran is  
16 here. Would you like to say a few words, sir?

17 ALDERMAN COCHRAN: Good evening,  
18 ladies and gentlemen.

19 I want to make some  
20 corrections about the elected officials, myself  
21 in particular, at these meetings that have gone  
22 forward in the past. Each of one of these

1 community meetings that have been held on this  
2 CREATE project in Grand Crossing, in Washington  
3 Park, here today in Woodlawn I have been at.

4 The next thing I want to say  
5 is that my website contains this information,  
6 and we do send out fliers. We do send out  
7 newsletters on a weekly basis informing people  
8 about the activities, not only from our ward but  
9 any activity that is going on when people submit  
10 that information to us.

11 This CREATE project is a very  
12 important project in the 20th Ward, in the City  
13 of Chicago, in this state.

14 And so sometimes people don't  
15 get communications and it's unfortunate that you  
16 haven't gotten any communication. I would love  
17 to get your email address or contact information  
18 to ensure that you get information from my ward  
19 office. I'm here and I have seen you at various  
20 meetings before and so I'm glad to see you  
21 engaged.

22 So, again, the Alderman of the

1 20th Ward is very involved in this process. You  
2 have some questions, want to make sure that you  
3 are getting the answers that you get and that  
4 the followup is done so that we can make sure  
5 that whoever needs to be here the next time is  
6 here the next time.

7 I'm hearing a lot about jobs.  
8 I'm hearing a lot about contracting and so, you  
9 know, there has been a bidding process that's  
10 taking place. And I think it would be real  
11 important that the next meetings that we have we  
12 have some people from that area who are -- who  
13 have been awarded these contracts and who can  
14 answer questions about jobs. And so if you  
15 would do that for me, I'd appreciate it. That  
16 way when people do come the next time, one of  
17 the most sensitive areas in our community and  
18 their concerns can be addressed.

19 Again, I have somebody here  
20 taking notes. I don't know if there's another  
21 staff member from another Alderman's office that  
22 is here.

1                   Is anybody here from the 6th  
2                   Ward? Is anybody here from the 16th Ward?  
3                   Okay. There are representatives here, and  
4                   sometimes our schedules conflict.

5                   It just so happens that I have  
6                   come over here from another event earlier and  
7                   had to leave that event to get here. And so I'm  
8                   sure that my colleagues have the same type of  
9                   issue areas and scheduling.

10                  But anytime you want to get a  
11                  question to us, please reach out to the 20th  
12                  Ward. 311, could you connect me to the 20th  
13                  Ward, and we'll be glad to answer those  
14                  questions. Thank you.

15                  AUDIENCE MEMBER: Excuse me.  
16                  Alderman, the person who has the floor, right.  
17                  Okay. I know you have been to some of the  
18                  meetings and I also know one of the things that  
19                  you brought to confide to was because of the  
20                  things had not gone the way you -- and if you  
21                  -- (inaudible) -- had originally discussed.

22                  But I'm asking you, sir, as an

1 Alderman, that you communicate with other  
2 Aldermen whose areas are impacted on that. You  
3 be the leader. Because if they're sending a  
4 representative, then the representative can  
5 represent and stand for them.

6 We have a situation where we  
7 are not communicating with each other and our  
8 leadership is not as effective as it should be.  
9 So since you are making your presence, then my  
10 challenge to you is that you connect with the  
11 other Aldermen and communicate with them and let  
12 them know how important it is to have someone  
13 here. So when Ms. Trotter gets up and asks for  
14 the leadership or officials that someone is  
15 here. We are not accepting -- (inaudible) --

16 (Applause.)

17 AUDIENCE MEMBER: (Inaudible.)

18 I have no qualms about the  
19 business of your schedule, but we all have  
20 schedules. We all -- but we are here. And when  
21 there -- they are not just that person and we  
22 are not paid. Yes. We are not being paid.

1                   So I'm asking you, challenging  
2 you, which means when we come next time and you  
3 make a stand there, you have some other Aldermen  
4 with you.

5                   ALDERMAN COCHRAN: No. I'm not going  
6 to take the responsibility of wearing the jacket  
7 for another alderman. The other aldermen in  
8 this city are fully aware of this project.

9                   And so for you to say that you  
10 want me to do it is not going to happen. It's  
11 not going to happen.

12                   And so don't -- I'm not even  
13 going to accept that challenge. Willie Cochran  
14 is going to be here. Willie Cochran gets paid  
15 and Willie Cochran is doing his job and getting  
16 information out. And I'm glad that you're here  
17 doing your job; okay. All right. There's  
18 another hand.

19                   AUDIENCE MEMBER: What I'd like to  
20 just say is that I agree with you. I'm in the  
21 8th Ward, and Alderman Harris sent out emails to  
22 people that, you know, give her the email --

1 your email address informing me that there was a  
2 meeting tonight.

3 What we need to do is not to  
4 make him responsible. Make your own self  
5 responsible.

6 ALDERMAN COCHRAN: Thank you.

7 AUDIENCE MEMBER: Other thing too is  
8 that if you -- if you're in touch with your  
9 alderman's office, you know who your alderman is  
10 and you let them know that you have concern.  
11 Give them your email address and they do send  
12 out notes. And if they are not, then you need  
13 to make your alderman responsible for your area.

14 AUDIENCE MEMBER: That's true.

15 AUDIENCE MEMBER: Well, you know what  
16 we do, the other solution to that -- I know  
17 sometimes people don't. So we formed a block  
18 club. So I informed other people that, you  
19 know, we put out like a little and your alderman  
20 will do this also. She will create flyers for  
21 you to put in people's mailboxes that cannot --  
22 that don't have email. But we need to make our

1 Alderman and the people elect more responsible  
2 for that.

3 So if you get that information  
4 to them, they will get the information to you  
5 regarding things that are going on in your  
6 community.

7 ALDERMAN COCHRAN: How many people are  
8 from the 8th Ward? Okay. Were you notified?

9 AUDIENCE MEMBER: Yes. I'm very  
10 active in my ward.

11 ALDERMAN COCHRAN: And how many people  
12 are here from the 6th Ward? Were you notified?

13 RESPONSE: No, not through the  
14 Alderman. I was notified with the notification  
15 from this organization.

16 ALDERMAN COCHRAN: Okay. Very good.  
17 But listen, I want you all to understand this.

18 It requires a network of  
19 individuals spreading information around your  
20 community. You cannot depend on one source of  
21 information. You can't do that. And so you  
22 have just as much responsibility to inform your



1 community as to what's going on in your  
2 community, to keep your community informed.

3 And so whenever I send out  
4 information, one of my last or preceding notices  
5 is please share this information with your  
6 network. And so I will ask you all to do the  
7 same thing. I will continue to ask you to share  
8 this information with others so that we can be  
9 efficient and inform our community.

10 You just cannot depend on the  
11 State Senator. You cannot depend on the State  
12 Representative. You cannot depend on the  
13 Mayor's office. You cannot depend on your  
14 brother. You cannot depend on your sister. You  
15 cannot depend on people in your lives for  
16 various things.

17 So we know that we have to do  
18 and stretch and go the extra step. If we see  
19 this deficiency, we cure the deficiency, and  
20 it's only going to be done with you.

21 AUDIENCE MEMBER: With the attitude of  
22 something like this --

1 MS. TROTTER: Thank you, Alderman.

2 AUDIENCE MEMBER: -- with the Alderman  
3 that has been elected, you put up billboard  
4 signs when you want to be elected. You can send  
5 out flyers everywhere when you want to be  
6 elected. Something that is affecting our  
7 community like this and we want to be a part of  
8 it, I see no reason why you can't send out  
9 flyers the same way. You walk the streets when  
10 you want to be elected.

11 (Applause.)

12 AUDIENCE MEMBER: I want that same  
13 thing. Let me finish. Let me finish. And I  
14 want -- I walked the streets --

15 AUDIENCE MEMBER: Moderator.  
16 Moderator.

17 AUDIENCE MEMBER: I am the moderator  
18 right now.

19 MS. TROTTER: She can say what she  
20 needs to say.

21 AUDIENCE MEMBER: I pay taxes like you  
22 too; okay. So let me speak.

1                   So that you want us to know  
2 about, you get it out there. That you don't  
3 want us to know about, you can care less.

4                   ALDERMAN COCHRAN: Let me explain  
5 something to you.

6                   The CREATE notices and  
7 responsibility is part of their funding strip.

8                   AUDIENCE MEMBER: Thank you.

9                   ALDERMAN COCHRAN: Not the Alderman.  
10 We don't get funding for this. The people who  
11 are sitting here, the Illinois Department of  
12 Transportation, Metra and anybody involved in  
13 this -- you let me talk now. I let you.

14                   So the media campaign that is  
15 associated with this, the notices, the  
16 requirements for those notices are written by  
17 State law for them to send out notices on these  
18 meetings. And so if you didn't get a notice, we  
19 will let -- we will put the microphone in  
20 somebody's hand who is charged through State law  
21 for getting those notices out to you; okay.

22                   But the media campaign on this

1 is built into the budget that is at this table,  
2 not my budget. But besides that, I still get  
3 out my notices.

4 So could you answer that  
5 question how are you required to make those  
6 notices and what steps you have done to do that.

7 MS. TROTTER: Well, yes, I can, and  
8 it's a lot. We have available on the table how  
9 we get the word out, which is pretty extensive.  
10 Josh is handing that to you right now.

11 Again, and to your point about  
12 jobs, you know, we are not hiring at this phase  
13 in the project of this right now. And I hear  
14 you and know that everyone is concerned. That  
15 is a very, very big concern for the community.

16 But in light of that, we do  
17 have information as to how you can go about  
18 seeking jobs with the railroads, with Shoshiwa  
19 here who will answer some questions about the  
20 CCC program and whatever else that we can share  
21 with you.

22 You know, if we've got it

1 we're going to give it up to you, really. You  
2 know, the jobs for Phase I of this project don't  
3 exist now, you know. That would be in Phase  
4 III. Will there be something going on before  
5 Phase III gets here, you betcha. When? We've  
6 got to finish Phase I first.

7 AUDIENCE MEMBER: Will there be a job  
8 fair? Will there be a job fair?

9 MS. TROTTER: Probably. But, you  
10 know, for me to say when, will, what and, you  
11 know, when will that happen, it's a step at a  
12 time. Something is required for the next phase  
13 of the program. I'm not sure how many ways I  
14 can say that.

15 ALDERMAN COCHRAN: Ladies and  
16 gentlemen, ladies and gentlemen --

17 AUDIENCE MEMBER: But Jakita, to your  
18 point about the way that -- the ways that you  
19 get the word out. One of our requests is that  
20 we -- you share the sign-in sheets with us  
21 because we need to be in communication with our  
22 bodies. Because the point of fact that we're

1 the -- the communities are the ones carrying the  
2 weight of getting the word out. Well, let me  
3 ask you this. Let me ask you a question.

4 Your sign-in sheet has a check  
5 box that says how did you hear about this  
6 meeting, and I assert that, you know, just from  
7 my standing of it -- you would know better. But  
8 my perception is that people are not -- people  
9 are hearing about it from word of mouth and from  
10 the coalition putting the word out. But we  
11 would like to see those statistics.

12 MS. TROTTER: It's on the website.

13 AUDIENCE MEMBER: Alderman, I  
14 appreciate what you're saying; I really do. I  
15 looked in the newsletter and I looked on the  
16 website. I did not see where this meeting was  
17 posted, and I'm sure you pointed out to me --

18 MS. TROTTER: Yes. And also the  
19 sign-in sheets -- the sign-in sheet is posted on  
20 the website. The public meeting summary is  
21 still being reviewed and finalized, and that  
22 will be posted on the website. So that

1 information, you know, to your question is  
2 available for public view and downloading.

3 ALDERMAN COCHRAN: Ladies and  
4 gentlemen, listen, this meeting here today is  
5 really vital in terms of your input on this  
6 project. The message that you have delivered  
7 about getting the word out and how we  
8 disseminated that word has been accepted and we  
9 understand that. We don't want to waste any  
10 more time on it. We want to move on to other  
11 areas.

12 These billboards that you see  
13 back here are a demonstration of what it could  
14 be and what you would like it to be. They are  
15 depictions of what the roadways, the railways  
16 and how that will effect your community. Should  
17 it affect your community by removing homes or  
18 can there be walls that are up. This meeting is  
19 to get your input and your insight on how these  
20 things are taking place in your community.

21 And so when you see those  
22 boards back there, if you have questions on

1 these, these people are here to answer those and  
2 to take your input about what you think are on  
3 those schematic drawings there, and in those 3D  
4 drawings they say to generate questions that may  
5 be -- that may come up to you.

6 So let's focus our attention  
7 on how this is going to impact our community and  
8 we're going to focus our attention on getting  
9 the information out the best that we possibly  
10 can and even better. But yet, as you know, we  
11 could put information out -- we could put a  
12 thousand letters out and 75 people will come.  
13 35 people will come. It does not mean that the  
14 message has not gotten out.

15 So let's stay on point. We  
16 have people here who can answer questions and  
17 who could deliver your information and shed  
18 light on the reality of how this is going to  
19 impact your community. And the more that you  
20 ask these questions, the more notes and -- can  
21 be answered on that website or on the  
22 information that we need to get to you. We want



1 to help you. We want to share information with  
2 you and we want to answer your questions. Yes,  
3 sir.

4 AUDIENCE MEMBER: Okay. I live in an  
5 area that's going to be very close to the train  
6 tracks, and I want to know, like, how the  
7 vibration is going to affect my house as far as  
8 like tuckpointing, my house shifting, and --  
9 (inaudible) -- and the noise pollution and so  
10 forth as far as being able to rectify.

11 ALDERMAN COCHRAN: Okay. That  
12 would -- I have been involved in this process  
13 for some time and that issue right there is one  
14 of the things that I brought to their attention.

15 We want to have vibration  
16 sensors put in the homes on this -- along this  
17 work site. And we want pictures and evaluations  
18 of these homes and buildings along this work  
19 site. So that if damage occurs to your  
20 foundation, your walls, it can be measured.

21 AUDIENCE MEMBER: Okay. All right.

22 ALDERMAN COCHRAN: Okay. That has

1       been done and we are going to make sure that  
2       that process is in place.

3               AUDIENCE MEMBER:   Because I haven't  
4       received a vibration sensor.

5               ALDERMAN COCHRAN:   It hasn't happened  
6       yet.  It won't happen until it's time to work;  
7       okay.  And that is this -- as this process moves  
8       forward, that's a question that you want to ask  
9       again.  Who's doing the work, when will they get  
10      into my neighborhood and how do we determine and  
11      see what kind of measures are being found in our  
12      community.

13              AUDIENCE MEMBER:   Not only like  
14      foundations but it will go so far as to affect  
15      sewage, plumbing, everything, roofing and every  
16      aspect of a house if it's vibrating too much,  
17      you know --

18              ALDERMAN COCHRAN:   I'm with you man.  
19      Infrastructure is something that we always have  
20      to be concerned with.  Because it happens to  
21      come out my budget when it has to be replaced.

22                                      So yes, I'm concerned about

1 the water lines. I'm concerned about the sewer  
2 lines. I'm concerned about having those  
3 electronic devices and the readings from those  
4 electronic devices to let us know the vibration  
5 levels and see if they are associated with any  
6 damage. We have been over that.

7 Thank you. That's a good  
8 question.

9 AUDIENCE MEMBER: Okay.

10 ALDERMAN COCHRAN: Yes.

11 AUDIENCE MEMBER: At whose cost will  
12 that be?

13 ALDERMAN COCHRAN: It's part of the  
14 project costs.

15 AUDIENCE MEMBER: When you say that  
16 are you saying that for people who own homes  
17 that the project cost will take that part of  
18 that?

19 ALDERMAN COCHRAN: Okay. Let me --  
20 let me say this.

21 Part of the project costs for  
22 determining air quality, determining whether or

1 not your homes -- if vibrators are put into  
2 those homes. Now, everybody's home will not get  
3 a vibrator put in it. No. It will be in areas  
4 along the work site specifically done through  
5 engineering standards, and we will make sure  
6 that those standards are put in so you'll have  
7 knowledge of it. So everybody's house won't get  
8 no vibrator.

9 AUDIENCE MEMBER: You are using this  
10 to determine --

11 MR. PAKELTIS: To close out the issue  
12 of vibrations, as part of the Environmental  
13 Impact Statement, we will conduct a vibration  
14 study. There is -- there are set procedures for  
15 the conduct of that study that have been  
16 developed as part of the CREATE program and  
17 those are available. We'll be following them  
18 and they are available at the CREATE program  
19 website.

20 As I mentioned earlier, we are  
21 not at the stage where we have any details of  
22 those analyses. As shown on the timeline here,

1 we're at the part of the project where we're  
2 just going to start evaluating alternatives.

3 So, again, the evaluation that  
4 we'll conduct is going to be -- is going to  
5 follow the CREATE vibration guidelines, and in  
6 terms of any type of mitigation and who bears  
7 that cost, if there are project-related impacts  
8 that are identified as part of our study and  
9 mitigation is required for it, then the project  
10 would bear those costs.

11 MS. TROTTER: Okay. Let's go to  
12 Shoshi so we can move forward. We are going to  
13 politely move forward with the questions we had  
14 for Shoshi.

15 MS. MABINA: Okay. So I understand  
16 that you guys have a couple questions.

17 How many people have been  
18 hired by the contractors from highway  
19 construction crews training programs at Dawson  
20 for the CREATE project?

21 Now, I think that question has  
22 already been answered; just from looking at the

1 timeline that we are not even there yet.

2 AUDIENCE MEMBER: I'm talking about  
3 any CREATE program.

4 MS. MABINA: This is for CREATE. So  
5 the CREATE hasn't even started.

6 AUDIENCE MEMBER: Is says the program  
7 is ongoing. (Inaudible.)

8 MS. MABINA: Okay. Not a problem. To  
9 answer that question, no.

10 AUDIENCE MEMBER: Zero?

11 MS. MABINA: Zero.

12 AUDIENCE MEMBER: I thought so.

13 MS. MABINA: But that doesn't mean  
14 that it won't be. And that's the reason why I'm  
15 here.

16 And as far as that zero  
17 number, I don't want to harp on it too much  
18 because I can list other projects that I have  
19 placed people on. Even though we're here to  
20 talk about the CREATE project, there are other  
21 construction projects. The main thing that I  
22 want you to get out of the Highway/Construction

1 Careers Training Program is the prep work that  
2 you need, and that's something that I had shared  
3 earlier as far as the trade math.

4 As far as right now today,  
5 anybody that you refer for this program I want  
6 you to tell them start going to bed at 9 o'clock  
7 every night. Because that's going to get your  
8 body together. So then that way you can wake up  
9 early enough to make yourself breakfast and get  
10 to class on time so then that way you can get to  
11 work on time. There's a lot of prep work that  
12 needs to be done; okay.

13 Another question.

14 For training, is there an age  
15 limit for math lab and highway construction  
16 32-week training program?

17 Okay. So I was speaking  
18 earlier that Dawson has a free math lab. There  
19 is no age restrictions. It's open to the  
20 public. As I mentioned, anyone in this room can  
21 go to the math lab today, tomorrow for the math  
22 lab and get free math training. So then that

1 way you can get ready.

2 Because just as you are  
3 comfortable in this room, the reason you're  
4 comfortable in this room because someone shot  
5 the grade. Someone made this room plumb.

6 And I'm using construction  
7 terms for a reason because I want you to  
8 understand that the construction industry  
9 involves a lot of math; okay. So for this  
10 structure to be stable and for it to be squared  
11 the way it is for the 90 degree angles to meet  
12 for you to be comfortable, you have to know and  
13 understand math; okay. And that's something  
14 that I really want you guys to know and  
15 understand. So there are no age restrictions to  
16 answer that question in the highway construction  
17 32-week training program.

18 What I was explaining earlier  
19 is that the highway construction training  
20 program is eight weeks, which is comprised of 32  
21 weeks. So essentially originally what you see  
22 when you're taking the class it's a 32-week



1 training program.

2 Gentlemen, do you mind taking  
3 that conversation outdoors because I don't know  
4 if other people can hear me. You guys are more  
5 than welcome to stay.

6 AUDIENCE MEMBER: Sorry. Excuse me,  
7 please.

8 MS. MABINA: Not a problem. Not a  
9 problem.

10 But just like you guys want  
11 your questions answered, these people want  
12 theirs and I don't know if they can hear me, so  
13 just to be fair.

14 AUDIENCE MEMBER: Thank you, ma'am.

15 MS. MABINA: So as far as the 32-week  
16 training program, what that means is that what  
17 you would normally learn in one to two weeks,  
18 you would learn in one day. That's what I was  
19 trying to explain earlier. So it's not a  
20 32-week training program. In actuality once  
21 you -- once you finish the program, it's been  
22 eight weeks, but it is a 32-week training

1 program.

2 AUDIENCE MEMBER: Where do we take  
3 that at?

4 MS. MABINA: That would be at Dawson.  
5 Dawson Technical Institute which is located at  
6 3901 South State.

7 Let me go ahead and answer the  
8 next questions and then I could take any other  
9 questions.

10 ALDERMAN COCHRAN: He wants to know  
11 how much it costs.

12 AUDIENCE MEMBER: When is the next  
13 class?

14 MS. MABINA: I think I missed you  
15 earlier. So the Highway/Construction Careers  
16 Training Program, it's a free training program  
17 where IDOT is sponsoring you. They are paying  
18 for your tuition, your books, your training,  
19 your boots, your tools, your CTA pass, as well  
20 as given a stipend. So it's Monday through  
21 Friday, 7:00 a.m. to 5:00 p.m. So that cost is  
22 none whatsoever.

1                   So by the time I'm done  
2 calculating all the costs, it comes out to be  
3 about five to \$6,000 per person.

4                   AUDIENCE MEMBER: When does it start?

5                   MS. TROTTER: The next session, it  
6 starts January of 2013. So right now what I  
7 would like anyone to do who's interested in  
8 getting into the program that you refer or  
9 anyone that's in this room come to my office at  
10 3901 South State, Room 201G. Come and fill out  
11 an application. The application process is  
12 going on now.

13                   What I'm going to do is I'm  
14 going to contact you to let you know when the  
15 test is, which is an entrance exam. That's  
16 where I'm going to test you on that math, and  
17 I'm going to test you on your reading. Okay.

18                   And then after that I'm going  
19 to bring you in for an interview. I want to  
20 know why is it that you want to get into the  
21 construction industry; okay. Is it because of  
22 the CREATE project. What is it about the CREATE

1 project that interests you; okay. So you want  
2 to become a welder. What is it about being a  
3 welder.

4 I want you to know about the  
5 construction industry because, as I mentioned  
6 earlier, this is not a job. This is a career.  
7 Because I'm going to introduce you to  
8 contractors, to developers, to individuals who  
9 are in the union, who are carpenters, who are  
10 welders, who are plumbers. Each one of them at  
11 the end of the day, they are going to sell you  
12 that their job is the best in the whole wide  
13 world. Me, I'm a carpenter by trade. I'm going  
14 to sell you forever on being a carpenter.

15 But because I'm doing the  
16 program I'm not going to do that. But as far as  
17 the one-on-one, that's what I love to do. I'm  
18 in the construction industry; okay. I decided  
19 to take my hands-on application --

20 AUDIENCE MEMBER: What's your name?

21 MS. MABINA: Shoshi Mabina.

22 S-h-o-s-h-i Mabina.

1                   AUDIENCE MEMBER: (Inaudible.) Like  
2 prequalification for the class.

3                   MS. MABINA: It's an entrance exam.  
4 Right. So you have to pass the entrance exam.

5                   AUDIENCE MEMBER: So it's an entrance  
6 exam. Do we have to pass the entrance exam to  
7 move forward to the interview?

8                   MS. MABINA: You would.

9                   AUDIENCE MEMBER: Do you have a  
10 process for those who can't pass the entrance  
11 exam?

12                   MS. MABINA: There's a math lab. So  
13 what you want to do, are you strong in math?

14                   AUDIENCE MEMBER: The thing is this,  
15 I'm a college student, so...

16                   MS. MABINA: Are you strong in math?

17                   AUDIENCE MEMBER: Look --

18                   MS. MABINA: Because in order for you  
19 to be part of this program, sir, and I really,  
20 really want you to answer the question. In  
21 order for me to do that, I have to focus and  
22 make sure that we are going in that right

1 direction. Because I don't want us to get lost  
2 on too many tangents.

3 So as far as the math, to  
4 answer your question, what is it that I'm  
5 looking for in order for you to be in this  
6 program, I'm looking for algebra, calculus,  
7 trigonometry; okay. These are all the things  
8 that are comprised in building this room alone;  
9 nevertheless this building. So if you are  
10 good --

11 AUDIENCE MEMBER: So what you really  
12 will advise is for a person who's not affluent  
13 in math --

14 MS. MABINA: To come to Dawson.

15 AUDIENCE MEMBER: -- go to the math  
16 lab first.

17 AUDIENCE MEMBER: Come to Dawson,  
18 which has a math lab which is free to the  
19 public.

20 AUDIENCE MEMBER: Once they finish the  
21 program, right?

22 MS. MABINA: No, I understand.

1                   Because I really, really want  
2 to make sure that we move forward because I  
3 really want you to take what I have and then go  
4 with it.

5                   AUDIENCE MEMBER: What's the hire  
6 percentage?

7                   MS. MABINA: Before anybody gets  
8 disgruntled, there are two other questions that  
9 I need to answer and we can talk one-on-one.

10                   Take my phone number. It's  
11 773 -- let me know when you're ready.

12                   AUDIENCE MEMBER: I'm ready.

13                   MS. MABINA: 451-2802. Ask me all the  
14 questions you want.

15                   All right. The next question  
16 is, has anyone in the audience actually talked  
17 to Shoshiwa Mabina? Who asked that question?

18                   Okay. I don't know how best  
19 to answer that question but yes.

20                   Probably now. All right.  
21 This is the last one. Will people with felonies  
22 on their criminal record be able to apply to the

1 training program?

2 Yes. That won't be an issue.  
3 Having a criminal background is not an issue.  
4 Felony is not an issue. The only time, once you  
5 get into the real world, once you complete the  
6 program, let's say you work for a contractor who  
7 has a federal project to do. You won't be able  
8 to work on that federal project. That doesn't  
9 mean you can't work for the contractor. It  
10 doesn't mean that you can't work in the  
11 construction industry. You are able to work in  
12 the construction industry with a misdemeanor or  
13 a felony.

14 Okay. That's the last  
15 question. So I just wanted to make sure that we  
16 are keeping on task with the cards.

17 MS. TROTTER: Thank you, Shoshi.  
18 Thank you very much.

19 Okay. Moving along with the  
20 questions and answers. The question is, will we  
21 have to move from our homes, and I'm going to  
22 give that to Mike Harris here who will address



1 that.

2 MR. HARRIS: Okay. The person asked  
3 will we have to move from our homes.

4 In full acquisition cases,  
5 yes. If your home is part of the selected  
6 process where we take that alternative, which  
7 won't be decided until early 2014, yes. That's  
8 a possibility we will have to take the home.  
9 But we are currently in Phase I, as we stated  
10 before, so we are a long ways from that.

11 I have another question. How  
12 will this project influence whether we are  
13 relocated from our homes or not? Again, it  
14 depends on the alternative that's selected.

15 MS. TROTTER: Thank you, Mike.

16 Okay. Ambiguity of written  
17 response. The gray area of who is legally  
18 responsible for underpass upkeep, buck passing,  
19 blight, funding to whom for maintenance of  
20 walls, gutters, painting and something I can't  
21 read at the bottom.

22 Who will -- Jeff Sriver from

1 CDOT.

2 MR. SRIVER: I assume the question  
3 pertains to the railroad rights of way, the  
4 viaducts, the embankments, all the physical  
5 facilities associated with the railroads, as  
6 they are now, is responsible for their upkeep  
7 and maintenance.

8 But, typically, there's two  
9 parties that could be responsible. If it's the  
10 streets and sidewalks, curbs, gutters, drainage,  
11 lighting, that goes on underneath the viaduct  
12 that would be CDOT's responsibility, Chicago --  
13 City of Chicago's Department of Transportation.

14 If there's an issue about  
15 those streets, and sidewalks, curbs, gutters,  
16 drainage and lighting under the viaduct, they  
17 should be directed to 311. That's the City's  
18 information line.

19 Give the location, the nature  
20 of the problems and be sure to get the ticket  
21 number or just the claim number that goes along  
22 with it so that if the problem is not addressed

1 within a reasonable amount of time, usually it's  
2 a matter of weeks and maybe a month or so for  
3 things like that to be gotten to, then you can  
4 follow up with either 311 or follow up with your  
5 Alderman.

6 But it's very helpful to, once  
7 a claim is made, if you are going to follow up  
8 with an Alderman, they are going to want to know  
9 what is that claim number so that that's where  
10 they go to follow up with and why wasn't this  
11 taken care of.

12 However, if the -- if the  
13 problem is related to the embankment, if the  
14 grass is sloped or trees sloped, that the train  
15 might run on, or the retaining walls, the walls  
16 that hold up the structure that it's on, or the  
17 abutment walls, the walls inside of the bridge  
18 or the columns or the deck that supports the  
19 railroad, so everything above the ground level,  
20 that would be the railroad's responsibility.

21 But there's lots of different  
22 railroads, and they sometimes share tracks, and

1 it's very complicated to figure out which  
2 railroad is responsible for what.

3 So what we have done is we  
4 have partnered with the railroads so that any  
5 questions related to the railroad property also  
6 can go to 311, and they will get directed to a  
7 person within the city government who can then  
8 go down and figure out what, once you give the  
9 location and nature of the problem, can figure  
10 out is that a City issue or is it a railroad  
11 issue. If it's a railroad issue, which railroad  
12 is the issue with.

13 So, basically, the shorter  
14 answer is no matter what the nature of the  
15 problem is all of the issues should go through  
16 311. But just be very specific about where the  
17 problem is, what's the nature of the problem and  
18 then be sure to get that claim number or ticket  
19 number in case you need to follow up, if the  
20 problem is not addressed within a reasonable  
21 amount of time.

22 MS. TROTTER: Thank you, Jeff.

1                   And to add to that, we do have  
2 a fact sheet on the front desk that we set at  
3 the sign-in desk that has the information of  
4 what Jeff just spoke about. So, you know,  
5 please feel free to pick up one.

6                   The next question is how will  
7 this affect the Metra line that goes downtown;  
8 intersect 75th and South Chicago.

9                   MR. ALLEN: I can do that.

10                  MS. TROTTER: Okay. Chuck Allen of  
11 Norfolk Southern.

12                  MR. ALLEN: The answer to that is not  
13 at all. This project has no effect whatsoever  
14 on the Metra Electric line that runs, you know,  
15 from the south suburbs to downtown. The only  
16 thing that's lined up is -- or this project is  
17 proposed to do is go over top of that on an  
18 existing bridge.

19                  And I took this, Jakita,  
20 because I had another question. There was  
21 another question about Grand Crossing would  
22 jeopardize a low cost connection and transfer

1 between the Metra Electric district and the  
2 extended north central service from O'Hare and  
3 northern and western suburbs to McCormick Place.  
4 No, it won't because this project does not  
5 affect Metra Electric.

6 Now, I understand there is a  
7 preliminary study going on to study a route, a  
8 high speed route from O'Hare to downtown that  
9 would go to McCormick Place. And if that did --  
10 if that was built, it did connect to McCormick  
11 place, this project has no effect on the Metra  
12 Electric in getting to McCormick Place.

13 MS. TROTTER: The City Council  
14 Committee on Transportation is holding its  
15 meeting on Metra and its capital improvement  
16 program. Can your public comment period be  
17 extended in order to fully record the public's  
18 interest in Metra programming?

19 This doesn't have anything to  
20 do with that. So, no. I'm sorry.

21 Since there will be funding  
22 for this project, it will -- will there be any

1 funding toward regentrification for those  
2 communities being impacted by this project?

3 MR. PAKELTIS: The answer to that  
4 question is no. Any types of -- any type of  
5 mitigation for a property impact would be just  
6 related directly to displacements.

7 Mike, I don't know if you have  
8 anything additional to add to that, but there  
9 would be no -- there is no -- there is no  
10 funding towards regentrification.

11 Thank you.

12 I have got a couple here I  
13 think I can run through as well. The first one,  
14 is there a possibility that they will extend the  
15 boundaries to 61st Street. Is the person who  
16 asked that question here?

17 Okay. I'm not sure I follow  
18 that question. Could you elaborate?

19 The project just west of  
20 the -- sorry. Just west of the Dan Ryan, the  
21 project is around 61st Street. So is that --  
22 I'm not sure I --

1                   AUDIENCE MEMBER: I heard the  
2 gentleman say it was Garfield south from Stewart  
3 to Wallace to 60th Street. I'm at 61st Street,  
4 Normal, which are -- which is between the two.  
5 So that's my question.

6                   MR. PAKELTIS: Okay. Well, the answer  
7 to your question is our project is very close to  
8 that area and after the question-and-answer  
9 session, we have got some aerial photography  
10 over there. If could you just pinpoint, we can  
11 talk right after. We can go to the map, and I  
12 can show you exactly what my -- you know, based  
13 on where we are what the potential impact might  
14 be at that location. Is that okay?

15                   AUDIENCE MEMBER: Sounds good.

16                   MR. PAKELTIS: All right. Thank you.

17                                   And then I've got a couple on  
18 this card. I'm concerned that the property  
19 along the train tracks east of 75th and South  
20 Chicago. Will the project damage the structure  
21 of the property?

22                                   I'm not certain if this



1 question is related to vibration or if it's  
2 related to property acquisition.

3 In terms of property  
4 acquisition, we don't anticipate property  
5 acquisition in that area. If it's related to  
6 vibration, as I mentioned earlier, we will  
7 conduct a vibration study as part of the project  
8 to identify any potential impact that the  
9 project will cause.

10 Another question on this card,  
11 would the EIS report be available to the public.  
12 The draft -- both the draft and the final  
13 Environmental Impact Statements will be  
14 available to the public. They will be posted on  
15 the website, and they will be available at local  
16 libraries for review as well. So they will  
17 definitely be available to the public.

18 And then the last question on  
19 this card. The video stated that the CREATE  
20 project would create a public safety and how, if  
21 so.

22 And as part of the CREATE

1 program, a number of the projects would improve  
2 safety. As part of the CREATE program, there is  
3 various railroad and railroad signal  
4 improvements which will create a safer railroad.  
5 In addition to that, there's also grade  
6 separation projects where currently roadways may  
7 intersect at grade with railroad tracks where  
8 you have grades and flashing lights and so forth  
9 and in those -- and in 25 locations grade  
10 separations are proposed where the roadway would  
11 be separated from the railroad traffic and,  
12 that's certainly considered a safety improvement  
13 as well.

14 MS. TROTTER: One more.

15 MR. PAKELTIS: Thank you.

16 We need to know the result of  
17 the Environmental Impact after report is  
18 finished. Public record once it's final. Oh,  
19 sorry.

20 We need to know the results of  
21 the Environmental Impact after report is  
22 finished. So, again, we'll be preparing what's

1 called the draft Environmental Statement.

2           There's an official notice  
3 that is put out when the document is completed  
4 and it's out for public review. That public  
5 review period will start in advance of the  
6 public hearing that we currently identified for  
7 March of -- approximately March of 2013. At the  
8 public hearings we'll have -- we'll have the  
9 document itself, as well as exhibit boards that  
10 you see here available that will summarize the  
11 information contained in that document.

12           Is this a followup to this  
13 question?

14           AUDIENCE MEMBER: Yes.

15           MR. PAKELTIS: Okay.

16           AUDIENCE MEMBER: What I want to know  
17 was that just for this particular project or  
18 would it be for all the projects that you're  
19 dealing with this?

20           MR. PAKELTIS: What we are talking  
21 about here tonight is for this particular  
22 project. So that -- the Grand Crossing -- the

1 timeline we see here, the draft Environmental  
2 Impact Statement we are talking tonight is for  
3 the Grand Crossing Rail Project.

4 Other projects are going  
5 through different forms of study where there's  
6 documents being prepared. But the information  
7 presented here tonight in terms of timeline and  
8 documentation are related just to the Grand  
9 Crossing Rail Project.

10 AUDIENCE MEMBER: I have a question.

11 MR. PAKELTIS: Is this a followup to  
12 the question?

13 AUDIENCE MEMBER: No.

14 MR. PAKELTIS: I think we -- are we  
15 through with the cards?

16 AUDIENCE MEMBER: She said I could ask  
17 my question.

18 MR. PAKELTIS: Sure. Okay.

19 AUDIENCE MEMBER: My question is, to  
20 you or anyone on the panel there, would you guys  
21 be satisfied and comfortable with an offer for  
22 your property from the railroad? Would you be

1 comfortable with the offer?

2 If it was your property in the  
3 area that would be purchased, would you be  
4 comfortable yourselves in that situation?

5 MR. HARRIS: The best way to answer  
6 the question is that we would pay fair market  
7 value for the property.

8 Whether I'm comfortable,  
9 whether you're comfortable is not the way it  
10 works. It's what's the fair market value of the  
11 property is and that's just the way it works  
12 out.

13 AUDIENCE MEMBER: My name is Beatrice.

14 I want to know exactly what  
15 kind of jobs exactly would the railway be  
16 offering to individuals and what kind of skill  
17 set would they need to acquire those jobs? And  
18 also, is it preferably better to apply directly  
19 to the railway as opposed -- to the railway  
20 companies for the job as opposed to going  
21 through other processes?

22 I'm looking for something in

1 the line of a job fair for the jobs. Because if  
2 we can do something like this, we can also do a  
3 job fair, and that's what I would like to know.

4 MS. TROTTER: Are you speaking of jobs  
5 for this project, the Grand Crossing Rail  
6 Project?

7 AUDIENCE MEMBER: For this job, yes,  
8 and any jobs, yes.

9 MR. SMITH: The railroad -- we don't  
10 hire for just a specific -- you know, a specific  
11 project. We hire on a rolling basis, and we --

12 AUDIENCE MEMBER: What does that mean?

13 MR. SMITH: On a rolling basis, so  
14 through attrition. So as employees are  
15 either -- through the normal process of, you  
16 know, people leaving for one reason or another  
17 or retiring, getting fired, positions are  
18 becoming -- become available, as is growth and  
19 demand, so you need additional positions.  
20 Because there's -- there's more rail traffic  
21 going through Chicago, greater need for  
22 maintenance, all of those sorts of things.

1                   So Norfolk Southern has in the  
2 past two years hired, I would say, approximately  
3 125 people here within just Chicago. And, you  
4 know, if you look at our entire 22-state network  
5 that we have, all the railroads are projected to  
6 hire about 15,000 people for each of the next  
7 several years. So that's just not working in  
8 Chicago. That's throughout the country. But  
9 Chicago is one of the hubs.

10                   And so the position that's  
11 most readily available where all of the  
12 railroads always are hiring, and as it seems  
13 like every month or two, is the conductor  
14 position. It's an entry level position. If you  
15 go to [www.nscorp.com](http://www.nscorp.com), there's a job seeker's web  
16 page that you can click on. And there is a  
17 video that explains the conductor position, as  
18 well as all the other trade positions that there  
19 are, supervisory positions.

20                   We have what's known as an  
21 operations supervisory trainee program. So if  
22 you have supervisory experience, that's

1 something to consider. We have a management  
2 trainee program. Those are for college  
3 graduates, and that's a longer, more extensive  
4 program. And it's, you know, designed  
5 specifically for management.

6 But the entry level positions  
7 are everything, as Chuck had mentioned  
8 previously, from repairing freight cars, to the  
9 track beds, to serving as a clerk, so more like  
10 a secretarial position, working in dispatch.  
11 All -- there are a whole number of positions  
12 that are always available.

13 But the railroads can't say,  
14 you know, in one month we know what's going to  
15 happen because we don't know who's going to  
16 leave the company, what the demand is going to  
17 be.

18 So it's a point to always go  
19 to all the railroad's websites, not just Norfolk  
20 Southern, because there are always hundreds of  
21 positions that are available. Whether it's for  
22 Union Pacific, the NSF, CSX, NS, Canadian



1 National, Canadian Pacific, Amtrak, Metra. So  
2 there are a whole bunch of resources out there.  
3 It's just a matter of monitoring, applying and  
4 looking at the description, looking for the  
5 railroad.

6 95 percent of the positions,  
7 90 are outside. So if you don't have outside  
8 experience, you're kind of like working  
9 construction. If you can't do math and, you  
10 know, you have to develop that skill set to be  
11 the most competitive.

12 Because we have literally  
13 hundreds and hundreds of applicants at times for  
14 one or two positions. But that shouldn't  
15 discourage you. You should just, you know,  
16 apply to as many of the positions that you can  
17 for what you feel suits you best, as well as  
18 look at all the rest of the suppliers, vendors  
19 and contractors here in Chicago. There are more  
20 than 140 within the State of Illinois.

21 So it's -- somebody has got to  
22 provide us with, you know, our materials to

1 maintain those track structures or to maintain  
2 our locomotives and our rail cars. So that's  
3 something as well to consider.

4 So if you would like to speak  
5 further with me afterwards, I'll be available.

6 AUDIENCE MEMBER: And IDOT, is a job  
7 fair being considered? Thank you.

8 MS. TROTTER: Thank you, Herb.

9 We will be wrapping this up so  
10 that people can go home shortly after -- I saw  
11 this lady in the back first.

12 AUDIENCE MEMBER: I just have a  
13 suggestion. (Inaudible.) Do we have a flyer  
14 that indicates all the job opportunities?  
15 Because all of our communities have people who  
16 need jobs but this is taking up a whole lot of  
17 times.

18 MS. TROTTER: Well, we do. We have it  
19 at the front desk. I'm sorry, the sign-in  
20 table.

21 And as far as the railroad  
22 names, it's on CREATE program's website. It's

1 also posted on the project website.

2 So, you know, I understand  
3 everyone's concern here, major concern. I  
4 seriously do. And we are addressing it to the  
5 best of our ability. This is, unfortunately,  
6 not a job fair. We are here to talk to you  
7 about the project, the CREATE Grand Crossing  
8 Rail Project, and the first phase of that  
9 project, the Environmental Impact Statement.

10 And we are looking for your  
11 input on this project. I understand your  
12 concerns in regard to jobs. There are none for  
13 this particular phase of this project, and you  
14 know I don't -- again, I can't say it too many  
15 different ways.

16 AUDIENCE MEMBER: I truly -- not to  
17 cut you off.

18 MS. TROTTER: But I do want to address  
19 everyone's concerns to the best of, you know,  
20 the ability that we can. We surely do want to  
21 do that. But we don't want to keep continuing  
22 to belabor it as well when there's not more

1 information that we have to offer in regards to  
2 a job on this project.

3 AUDIENCE MEMBER: That's not what I'm  
4 asking you. You need to know about some  
5 alternative routes after the EIS.

6 But I'm willing to -- if  
7 there's some type of flyers, I will take --  
8 (inaudible) -- that we have in our community so  
9 that we can pass this information on to those  
10 that need to be employed, but you have got some  
11 folks here tonight that didn't get some answers.

12 MS. TROTTER: You are more than  
13 welcome to take some of those flyers up there.  
14 You're more than welcome to. And if you need  
15 more, please let us know.

16 AUDIENCE MEMBER: All we need to know  
17 about are the alternative routes after the EIS.  
18 That is all we want to know.

19 MS. TROTTER: Alternative routes, you  
20 mean as far as streets or -- I'm sorry.

21 AUDIENCE MEMBER: Yes. If there is  
22 some interference while they are expanding, are

1       there going to be some alternative routes?

2               MS. TROTTER:  You want to answer that,  
3       Tony.

4               MR. PAKELTIS:  Yeah.  I think your  
5       question is related to potential detours as part  
6       of the construction activity.

7               AUDIENCE MEMBER:  Correct.

8               MR. PAKELTIS:  The details of that --  
9       the details of those potential detours will not  
10      be available as part of Phase I.  That would be  
11      after the other phases.

12              MS. TROTTER:  Okay.  Where's that  
13      lady?  There you are, ma'am.

14              AUDIENCE MEMBER:  My name is Lorraine  
15      Mosley.

16              MS. TROTTER:  Hello.

17              AUDIENCE MEMBER:  I have a question,  
18      if you can answer it.

19                      Do you all have any idea as to  
20      when people will be notified if their property  
21      is coming under the railroad?

22              MS. TROTTER:  If it will be displaced

1 as a result of the project?

2 AUDIENCE MEMBER: Do you all have any  
3 idea as to when will we be notified if your  
4 property will be affected by this railroad?

5 MR. PAKELTIS: As part of -- in  
6 advance of the public hearings, we will send out  
7 notices of the hearing to those who would be  
8 potentially displaced by the project.

9 AUDIENCE MEMBER: Do you all have any  
10 idea as to when this would be?

11 MR. PAKELTIS: Well, we think the --  
12 at this point we are estimating that the public  
13 hearings are going to occur in March of 2013.  
14 So it would be a little bit before that time.

15 AUDIENCE MEMBER: So like by 2013 we  
16 should know if our property is affected by this?

17 MR. PAKELTIS: That's when we'll  
18 know -- that's when we'll have the detailed  
19 information on the project.

20 Again, if you want to talk me  
21 after the meeting, we can go to the maps. I  
22 could probably give you an indication now if

1 you're potentially impacted.

2 ALDERMAN COCHRAN: You acted like you  
3 were hesitant to give it to me. Not in my  
4 house.

5 Ma'am, the boards back there  
6 have your homes on it. It should have a  
7 depiction of where you live.

8 Just like he said, this  
9 meeting is for information and to make those  
10 clarifications for you. If you meet him back  
11 there by those boards, he can tell you where  
12 your home is and it can demonstrate the levels  
13 and the grades as to if -- and will it affect  
14 you right next to the tracks.

15 Outside of that area, he may  
16 or may not be able to answer those, but that's  
17 why you're here tonight. That's one of the  
18 reasons they are here tonight to try and clarify  
19 that for you.

20 MS. TROTTER: Thank you very much.

21 Okay. That wraps it up for  
22 this evening.

1                   AUDIENCE MEMBER: Hold on. I got a  
2 question. I got a question.

3                   MS. TROTTER: I want to thank everyone  
4 for coming this evening. You're interrupting  
5 me. Excuse me.

6                   AUDIENCE MEMBER: Under the Open  
7 Meetings Act I can ask a question.

8   (Inaudible.)

9                   MS. TROTTER: What was your question?

10                   AUDIENCE MEMBER: Okay. Thank you  
11 very much. I figure I didn't get answered my  
12 question.

13   Turn that sign around young  
14 man back there. They have advisory boards.  
15 They asked her about advisory councils. You  
16 work for the Federal Government, sir. They  
17 refuse to tell us who is on the advisory  
18 council. They're saying that they represent us,  
19 but we don't know who they are. They say that  
20 they want to know who's getting jobs, but the  
21 same people that they are talking about she  
22 never answered the question.



1                   Now the reason why they didn't  
2 answer the question is because the community had  
3 no input. Bring the boards up. Bring the board  
4 up here. Bring it up here.

5                   (WHEREUPON, several people  
6                   speaking at the same time.)

7                   MS. TROTTER: Bring it on up here.

8                   AUDIENCE MEMBER: Bring the board up  
9 here. Let me show you what we talking about. I  
10 don't want to be confused.

11                   This is the community advisory  
12 board. The community has no input. So whatever  
13 the advice or whatever they are saying, the  
14 community is not a part of it.

15                   MS. TROTTER: Are there any community  
16 advisory group members here this evening? Oh,  
17 there's one. There's two. There's three.

18                   AUDIENCE MEMBER: We were not given an  
19 opportunity to be a part of that advisory group.  
20 We ask that it be disbanded. We're filing a  
21 formal complaint saying they're running a sham  
22 here.

1                   Now, they have brought you in  
2 this room. Now, you work for the Federal  
3 Government. You have to listen to what we are  
4 saying. If we are saying that there is a crime  
5 being committed where people has put a group  
6 together of people together who refused to hear  
7 from our community, you are required by federal  
8 law to make sure that no one breaks the law.  
9 They're letting these people break the law.

10                   So we would like to ask that  
11 we have a, you know, a personal meeting with  
12 you. I know you have a lot of business you got  
13 to take care of. But we're saying that the  
14 advisory is bogus. It's bogus. That's why we  
15 don't know nothing. It's bogus.

16                   And so they have to open it up  
17 and bring other groups in, sir. To have -- to  
18 bring other groups in. We really ask that this  
19 whole process stop. The whole process have to  
20 stop. Because what they're advising and what  
21 they're getting into is a bunch of window  
22 dressing. You work for the Federal Government.

1 You really need to be understood because you  
2 work for the Federal Government.

3 MR. BUSTAMANTE: Let me answer the  
4 question.

5 First of all, an advisory  
6 group is just one way to get public input.

7 AUDIENCE MEMBER: Well, they not doing  
8 it.

9 MR. BUSTAMANTE: The best way for us  
10 to get public input is right now at this  
11 meeting. Yes, I work for the Federal  
12 Government. We are going to take this input  
13 when it comes to the final EIS process. The  
14 Federal Government will get it approved or  
15 disapprove this process at the end of the day.

16 AUDIENCE MEMBER: That's right. It's  
17 federal funds, isn't it, sir?

18 MR. BUSTAMANTE: Yes. Mostly with the  
19 federal funds. It could be other funds from  
20 other sources.

21 AUDIENCE MEMBER: Could we have your  
22 card before you leave, sir? Because I would

1 like to formally get in touch with you because  
2 you at this meeting. We are saying that at this  
3 meeting they're making it seem like they are --  
4 that we have input. We would like to be able to  
5 make a formal complaint.

6 We also ask for federal  
7 investigation on just how -- who is on that  
8 board, how they got on the board, and why we  
9 wasn't given an opportunity to bring our input.

10 Well, she didn't even want to  
11 answer the question anyway.

12 MS. TROTTER: As I said, the  
13 information --

14 AUDIENCE MEMBER: I want to ask a  
15 question. I said what I had to say to you. We  
16 would like you to -- you don't have to answer  
17 the question.

18 MS. TROTTER: The information will be  
19 posted on the project website.

20 AUDIENCE MEMBER: Can I ask the  
21 question at first -- (inaudible).

22 MS. TROTTER: It will be posted on the

1 website. I suggest you go to the project  
2 website.

3 AUDIENCE MEMBER: It's not on the  
4 website.

5 MS. TROTTER: It's not as we speak.  
6 No.

7 AUDIENCE MEMBER: Well, they asked you  
8 a minute ago --

9 MS. TROTTER: Well, it will be on  
10 there. Just be a little patient.

11 But thank you very much for  
12 your comments and your time. I appreciate  
13 everyone coming out this evening. Thank you  
14 very much for attending and have a good evening.

15

16 (WHICH WERE ALL THE PROCEEDINGS HAD  
17 IN THE ABOVE-ENTITLED MATTER.)

18

19

20

21

22

1       STATE OF ILLINOIS    )  
                                  )  
2       COUNTY OF C O O K    )

3  
4  
5                            I, DONNA T. WADLINGTON, a  
6       Certified Shorthand Reporter, doing business in  
7       the County of Cook and State of Illinois, do  
8       hereby certify that I reported in machine  
9       shorthand the proceedings in the above entitled  
10      cause.

11                           I further certify that the  
12      foregoing is a true and correct transcript of  
13      said proceedings as appears from the  
14      stenographic notes so taken and transcribed by  
15      me this 11th day of June, 2012.

16  
17  
18                            \_\_\_\_\_  
19                            DONNA T. WADLINGTON  
20                            CSR #084-02443  
21  
22

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