Agenda

Introductions: 5 Min

Background + Context:
• Why Do We Need a Master Facilities Plan? 5 Min

Schedule + Goals:
• What Can the Master Facilities Plan Achieve? 5 Min

Process:
• How Will the Master Facilities Plan be Developed? 10 Min

Discussion:
• What Should the Master Facilities Plan Emphasize? 75 Min

Next Steps: 5 Min
Meeting Goals

• To introduce the Master Facilities Plan and why it is needed
• Communicate the Master Facilities Plan schedule and process
• Gather public feedback on key areas of the Master Facilities Plan
Commonly Used Acronyms

Educational Agencies and Organizations
- DCPS – District of Columbia Public Schools
- DME – Office of the Deputy Mayor of Education
- LEA – Local Education Agency
- OSSE – Office of the State Superintendent of Education
- PCSB – Public Charter School Board
- PCS – Public Charter School
- SBOE – State Board of Education

Other District Agencies
- DGS – Department of General Services
- OP – Office of Planning

Facility Planning, Budgeting, and Legislation
- CIP – Capital Improvement Plan
- MFP – Master Facilities Plan
- PACE – Planning Actively for Comprehensive Education (DC Code 38-2803)
- RFO – Request for Offers

Assessing facilities
- FCA – Facility Condition Assessment
- FCI – Facility Condition Index

Assessing academic proficiency
- PARCC – Partnership for Assessment of Readiness for College and Careers

Federal and state school accountability systems
- ESSA – Every Student Succeeds Act
- Star Framework
What is the DME?

The Office of the Deputy Mayor for Education sets the District’s citywide educational priorities.

The DME coordinates, supports and advances policies and programs to prepare every student for college, career and life.

What does the DME do?

• Provides great schools.
• Makes sure students get to school every day.
• Provides opportunities before school, afterschool and during the summer.
About AECOM

Built to deliver a better world.

We are a **global network** of experts working with clients, communities and colleagues to design, develop and implement innovative solutions to the world’s most complex challenges.
Q&A Introduction

You will be able to ask questions during the presentation in two ways, allowing us to document and respond to all of your questions. These questions will be answered during the Q&A session following the engagement portion of the meeting.

• If you have a wifi enabled device:
  1. Connect to wifi (Name: CenterCityPCS | Password: excellence)
  2. Type sli.do in your web browser
  3. Enter the event code: #Q890

• If you do not have a wifi enabled device, facilitators will pass out index cards
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Background + Context

Why Do We Need a Master Facilities Plan?
Educational Landscape

Two components – a strong system of by-right schools and schools of choice

- DCPS in-boundary
- DCPS out of boundary
- DCPS citywide
- DCPS alternative
- DCPS application
- Public Charter

SY17-18 Public Enrollment Share
Recent History

The MFP comes at a good time – population and public school enrollments are growing.

700,000
DC Residents

90,000
DC Public School Students

$3.9B
Capital Investment in DCPS Schools since 1998
Planning Mechanisms

• The DME is required to produce a 10-year Master Facilities Plan (MFP) for public school education buildings per DC Code § 38-2803.

• MFPs in 2006 and 2013 focused almost exclusively on DCPS facilities and had five-year planning horizons.

• The MFP 2018 will provide information about the current landscape of public education facilities as well as future facilities needs for both DCPS and charter schools based on population and enrollment growth.
Schedule + Goals

What Can the Master Facilities Plan Achieve?
MFP Schedule

April 2018: 1 Current State
- Public Meeting
- DCPS/Charter LEA Meeting

May: 2 Scenario Planning
- Public Meeting
- DCPS/Charter LEA Meeting

June

July: 3 Report & Documentation
- Public Meeting
- DCPS/Charter LEA Meeting

August 2018

MFP Online
MFP Planning Horizon

Taking the 10 Year View

- Assess the current state of school facilities and enrollment
- Forecast future public school enrollment growth
- Anticipate challenges/opportunities with availability of facilities now and in the future
- Recommend ways to address challenges and take advantage of opportunities

Staggered Initiatives

2018 → 2028
What Can the MFP Achieve?

- Provide Current Facilities Landscape
- Identify Overcrowding and Underutilization
- Offer Creative Solutions to Facility Needs
- Understand Long Term Facility Maintenance Needs
- Understand Student Enrollment Patterns
- Project DCPS Enrollment
- Articulate LEA Growth Plans
- Identify Future Gaps In Facility Availability
Process

How Will the Master Facilities Plan be Developed?
MFP Process

1. Foundational Elements
   - baseline Data

2. Present
   - Current State of Schools

3. Future:
   - Where People Will Be

4. Alignment:
   - What Can We Do?
Foundational Elements

Data points

- Facilities
- Students

Lenses

DCPS

PCS

Sector

Citywide

Ward

DCPS Boundary

Neighborhood Cluster

Elementary School

Middle School

High School

Grade Band
Present

Current State of Schools and Student Enrollment

- Student Enrollment Trends
- Plans for Facility Modernization + Renovation
- Physical Facility Condition + Needs
- Existing Facility Capacity + Utilization
Future: Where Students Will Be

- Future student populations
- Proximity of schools to civic amenities (parks, libraries, etc.)
- Distance students travel to school
Alignment: What Can We Do?

- District-wide strategies
- Geographically specific strategies
- Sector specific strategies
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Discussion
What Should the Master Facilities Plan Emphasize?
MFP Areas of Emphasis Examples

- Provide Current Facilities Landscape
- Identify Overcrowding and Underutilization
- Offer Creative Solutions to Facility Needs
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Workshop Activity: Areas of Emphasis

A. Individual Response (10 Minutes)

1. Participants place sticky notes on their worksheet to identify 3 MFP areas that they want to prioritize.

2. Participants place responses about why they want to prioritize under the three areas of emphasis.

B. Small Group Discussion (25 Minutes)

1. Each participant discusses where and why they placed comments under the three areas of emphasis. As a group, the table will discuss shared themes in individual comments.
C. Large Group Share
(20 Minutes)

1. Small groups (tables) will elect a speaker to present common themes in the small group discussion
Workshop Activity: Areas of Emphasis

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Response to Sli.do and Index Card Questions (20 min)

• Facilitators will respond to frequently asked questions and will answer as many as possible

• All questions will be recorded

• Answers to additional frequently asked questions will be posted on the MFP website:

  http://dme.dc.gov/MFP2018
Next Steps

What Happens Next?
Next Steps

- Posting of all materials and answers to questions from April meetings on the DME Website

- Community can provide additional feedback about areas of emphasis on DME website

- Next Public Engagement: Week of July 16th

- DME website: http://dme.dc.gov/MFP2018
Contact Information

For all information go to:

http://dme.dc.gov/MFP2018

Questions? Email at

MFP.2018@dc.gov
Thank you!