




Office of Deputy Mayor Jennifer C. Niles
John A. Wilson Building | 1350 Pennsylvania Ave, NW, Suite 307 | Washington, DC 20004

MEMORANDUM

TO: LEA Leaders

FROM: Jennifer Niles, Deputy Mayor for Education 

DATE: July 19, 2017

SUBJECT: 2018 Master Facilities Plan

The Office of the Deputy Mayor for Education is developing the 2018 Master Facilities Plan (MFP), a forward-looking, comprehensive document that is required under the Planning Actively for Education Facilities Amendment of 2016 (PACE) Act¹. The MFP will use population forecasts, enrollment projections, utilization analyses, and facility data to better understand the current landscape of the District's public school facilities (Pre-K through Adult provided by DC Public Schools and the Public Charter Schools), as well as the public education facilities needs ten years from now. The MFP provides an opportunity to inform strategic and sustainable facilities management and long-term planning for LEAs, city agencies, and others; assist with prioritization for long-term DCPS capital improvement projects; recommend opening and co-location opportunities; identify potential facilities for reuse; and recommend alternative methods of facilities financing.

The MFP planning process will begin in August 2017 and the report will be completed in 2018. The MFP is intended to be a resource for policy makers, LEAs, education support organizations, and the public.

Goals and Structure:

The MFP has three over-arching goals:

- Create a 10-year strategic plan for the District's public education facilities with specific recommendations for each DCPS school and general recommendations for the charter sector;
- Outline key opportunities and challenges in current educational facilities planning processes in the District and include recommendations for future educational facilities planning processes in the District; and,
- Create a report, data visualizations, and publically-available data sets on DME's website for LEAs, city agencies, residents, and other education stakeholders to use in their work to improve public education in the District.

¹ DC Code § 38-2803





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To achieve these goals, the Deputy Mayor for Education is retaining a third-party facility and demographic consultant. The consultant will rely on data provided by the LEAs, other District agencies (e.g. the DC Office of Planning), and Facilities Conditions Assessments² to make key connections and discern relationships to assist LEAs in their facilities planning. For the MFP to provide useful recommendations participation from LEAs is paramount. My staff looks forward to working with DCPS, charter LEAs, the DC PCSB, and other education stakeholders in our data collection efforts so they are efficient and effective.

In order to learn more about the Facilities Condition Assessments (FCA), answer any questions you have, discuss the process for completing the MFP, and share any concerns you may have, we will hold in-person and virtual meetings with LEA leaders throughout September.

With your participation, the MFP will be a great step forward in ensuring that all public school children of the District of Columbia have access to high quality facilities now and into the next decade.

Please see Appendix A for Frequently Asked Questions (FAQs), Appendix B for the Key Questions that will be addressed by the MFP, and Appendix C for the data sources that will be utilized to answer the Key Questions.

In the meantime, if you have any questions about the Master Facilities Plan, please see the MFP FAQs below or contact Alex Cross at alexander.cross@dc.gov in my office.

² FCAs are building engineering reports that are performed by third-party contractors that provide detailed information regarding the current state of the facility infrastructure as well as 10-year capital investment plans for improving the facility. The FCAs will be at no-cost to LEAs. DCPS and charter schools in District-owned buildings will receive FCAs from a contractor selected by the Department of General Services (DGS). Charters in non-District owned facilities that choose to participate will receive FCAs from a contractor selected by an organization independent from District government that will not be shared directly with DME or PCSB.





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APPENDIX A

MFP Frequently Asked Questions

What is the 2018 Master Facilities Plan?

The 2018 Master Facilities Plan (MFP) will incorporate information about DCPS and public charter schools that will help policy makers, LEAs, education support organizations, and the public to better understand the current landscape of our public school facilities, as well as our 10-year future facility needs based on anticipated student population growth. The Office of the Deputy Mayor for Education (DME) is required by the Planning Actively for Comprehensive Education Facilities Amendment Act of 2016 (PACE)³ to publish a 10-year Master Facilities Plan that considers the facility planning needs of each local education agency (LEA) in the District of Columbia. Earlier iterations of the MFP, in 2006 and 2013, focused almost exclusively on DCPS buildings and had five-year planning horizons.

The DME is securing a facility and demographic analytic consultant to develop the report, which will include extensive LEA and community stakeholder engagement. The DME anticipates that a full report with recommendations, as well as web-based tools to access the aggregated data, will be released in the spring of 2018.

What are some of the expected data outputs of the MFP?

- Up-to-date comprehensive information about current public school facility conditions and needs.
- Aggregated enrollment growth plans, including DCPS school-specific enrollment projections.
- Detailed facility condition assessments and 10-year maintenance plans that can be used for future facilities and budget planning.

What are some of the expected analyses and recommendations of the MFP?

- The MFP will examine the processes and challenges of securing facilities across sectors.
- The MFP will recommend ways to align forecasted population growth, LEA growth plans, and availability of educational facilities.
- The report will recommend ways to address under and over-utilized facility space, creative financial mechanisms to secure future space, and identification of areas in the District with the greatest need for more public school seats.

Why should LEAs participate in the MFP?

DCPS and public charter LEAs are required to participate per the PACE Act. By participating, LEAs will help paint a full picture of the cross sector facility needs, opportunities, and challenges facing public schools in the city. Aggregated data will be available to LEAs for future use in planning and policy development.

³ DC Code § 38-2803





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What is a Facilities Condition Assessment (FCA)?

A Facilities Condition Assessment (FCA) is a comprehensive evaluation of the condition of the systems and structure of a facility and is conducted via a walk-through of the school building by licensed engineers. The FCA will provide each participating LEA with detailed repair needs, estimated repair costs, and a 10-year capital investment plan. DCPS and charter schools in District-owned buildings will receive FCAs from a contractor selected by the Department of General Services (DGS) and charters in non-District owned facilities that choose to participate will receive FCAs from a contractor selected by an organization independent from District government. An example of an FCA done in Philadelphia can be found [here](#).

What is the “ask” to LEAs?

Because this is a comprehensive look at all public education facilities, all LEAs are asked to participate as follows:

1. Provide **5- and 10-year enrollment projections and growth plans** to the consultant. Individual LEA’s enrollment projections and growth plans should include expected additional number seats by grade and anticipated neighborhood(s) of the District in years 2022 and 2027 (anticipated collection time will be fall 2017). Charter LEA growth plans will be presented in aggregate by ward; individual charter LEA plans will not be shared with the DME or PCSB.
2. Attend at least **one consultant meeting** in fall 2017.
3. Participate in the **Facility Condition Assessments (FCAs)**.
4. Participate (Charter LEAs only) in **PCSB’s annual facility needs survey** which will support the data collection of the MFP.

Are public charter LEAs required to participate in the MFP?

All public charters are expected to participate in the MFP through provisions in the PACE Act by providing growth plans and engaging in FCAs so the consultant has high quality and comprehensive data. High participation rates will yield quality analyses that will be useful for future facilities planning.

Is there a cost to LEAs for the FCA?

- There will be no cost to LEAs the FCAs.

Will the MFP documentation identify my particular school or LEA?

- The intent of the MFP is to provide trends and patterns for public education facilities in the District
- DCPS Schools
 - Each DCPS school will have its FCA, capacity, utilization, and enrollment projections included in the MFP
- Charter LEAs in District owned facilities
 - FCAs of District-owned facilities will be included in the MFP





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- FCAs, enrollment projections, and growth plans will be aggregated by sector in the MFP
- Charter LEAs in non-District owned facilities
 - FCA will be provided directly to LEA and the MFP consultant and the data will be aggregated by sector
 - Thus, DME and DC PCSB will not receive individual FCA data for charter LEAs in non-District owned facilities
 - Enrollment projections and growth plans will be aggregated by sector in the MFP

How will this data be used?

- The intent of the MFP is to provide comprehensive facilities information across both sectors, DCPS and charter LEAs, so that leadership in both sectors, policy makers, support organizations, and the community can better plan and make key decisions now and in the future.





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APPENDIX B

Key Questions to be addressed by the MFP

1. What is the current state of our public educational facilities in DC?
 - a. Are the District's public school students in adequate, efficient, appropriate, safe, and healthy⁴ facilities by grade band, feeder pattern (DCPS only), sector, and ward?
 - b. Do some students have a greater or lesser likelihood of attending a school facility that is adequate, efficient, appropriate, safe, and healthy by grade band, ward, or student demographic (i.e., at-risk status, race/ethnicity, special education status, and English language learning status)?
 - c. What is the current capacity of existing educational facilities by grade band, feeder pattern (DCPS only), sector, and ward?
2. What are the current needs of our public educational facilities in DC?
 - a. What are the short-term (0-3 year) facility needs in terms of the following attribute by grade band, feeder pattern (DCPS only), sector, and ward? See Appendix C for definitions and data sources for the five attributes.
 - i. Adequate
 - ii. Appropriate
 - iii. Safe
 - iv. Efficient
 - v. Healthy
 - b. What investments in education facilities are currently planned?
 - i. How will DCPS prioritize the modernization of the remaining facilities that have not been touched and the next 34 DCPS schools that have only received Phase 1 modernization?
 - ii. What significant improvements, renovations, or modernizations are needed and planned for PCS facilities?
 - c. What are the long-term (4-10 year) maintenance needs by grade band, feeder pattern (DCPS only), sector, and ward?
3. What are the current challenges, barriers, and constraints faced by the sectors to reach the goal of adequate, efficient, appropriate, safe, and healthy educational facilities in DC?
4. What can we learn from a citywide and by ward analysis of school demand and school quality?
 - a. What is the current academic performance of public schools in DC measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment and (career and college ready and growth)?

⁴ See Appendix C for definitions





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- i. How is academic performance distributed across grade bands, student demographics (i.e. at-risk status, race/ethnicity, special education status, and English language learning (ELL) status), sector, and ward?
 - b. What is the current distribution of programs (e.g. early childhood, career and technical education, STEM, Montessori, dual language, special education, etc.) by grade band, feeder pattern (DCPS only), sector, and ward?
 - c. What are the current DC Government assets of DPR sites, DCPL branches, health care centers, public transportation, etc. by neighborhood cluster and ward?
 - d. What is the current and future capacity of existing education facilities?
 - e. What will the overall demand for public schools be in 10 years in DC?
 - i. What is the estimated school-age population by neighborhood cluster, feeder pattern (DCPS only), ward, and city in 10 years?
 - ii. What assumptions are we using to estimate demand in 10 years including capture rate of public vs. private schools?
 - iii. What are the limits of this data to inform the 10-year estimate?
 - iv. If the quality of our schools continues to rise, how could that effect the projected demand?
5. What are the projected enrollments, growth plans, and facilities needs for LEAs in 10 years?
 - a. How do LEAs plan for future growth?
 - b. What are the DC Public Charter School Board (DC PCSB) approved 5-year enrollment ceilings and how are they distributed by grade band and ward?
 - c. What is the distribution of anticipated growth beyond enrollment ceilings by number of new seats by grade band, feeder pattern (DCPS only), sector, and ward?
6. How do the forecasted population growth, enrollment projections, DC PCSB enrollment ceilings, LEA growth plans, and current educational facilities align?
 - a. How do the alignment scenarios compare by grade bands, feeder pattern (DCPS only), sector, and ward?
 - b. How do vacant, underutilized, and over-utilized facilities figure into this analysis?
 - c. What is the number of educational facilities needed in the District over the next 10 years citywide, by ward, feeder pattern (DCPS only), or neighborhood cluster? If so, what grade bands?
7. What are recommendations to better align-educational facilities, growth plans, and projected 10-year changes in enrollment in DC?
 - a. What data is needed for on-going planning by LEAs, other agencies, support organizations, and the city to prepare for future enrollment?
 - b. What are the current and 10-year plans for each active and vacant DCPS building?
 - c. How is the CIP for DCPS developed? Guiding principles? Timeline? Community





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engagement?

- d. How can a framework for opening, closing, and siting schools across sectors support efficient and appropriate facilities⁵?
- e. How will the District address overcrowding?
- f. How will the District optimize underutilized buildings?
- g. What are the challenges, barriers, and constraints for the sectors to meet the goal of adequate, efficient, appropriate, safe, and healthy facilities for all students?
- h. What public and private spaces are available for future educational facilities in high-demand areas to support better alignment?
- i. What are mechanisms that the District, LEAs, and other entities can use or develop to address anticipated challenges and gaps in alignment, e.g., public-private partnerships, revised regulations, new financing mechanisms, etc.?
- j. How can the findings of this 10 year MFP inform a future citywide education plan?

⁵ The framework will be based on recommendations from the Cross Sector Collaboration Task Force





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APPENDIX C

Data Sources and Definitions

2018 Master Facilities Plan Data Facility Measures			
Measure	Definition	Data Source*	Data Available
Quality	Performance of school program	PARCC Assessment Data	Fall 2017
Adequate	The physical condition of the school's infrastructure (e.g. plumbing, electrical, mechanical, roof, etc.)	FCAs, PCSB Survey	Winter 2017
Appropriate	The school has key spaces for learning (e.g. classrooms, gym, outdoor area, multi-purpose room, etc.)	FCAs, PCSB Survey	Winter 2017
Safe	Surveillance capabilities, lighting, and access control	FCAs, PCSB Survey	Winter 2017
Efficient	Facility utilization rate is between 50% and 100% (utilization = capacity/enrollment)	DME Info Sheets	Summer 2017
Healthy	Has a CO detector; results of lead in water tests; and potential asbestos hazards	FCAs, PCSB Survey, Lead testing results	Winter 2017

***Data Sources**

- PARCC Assessment - For SY17-18 only PARCC data will be used because ESSA STAR Rating will not be available yet; starting in SY18-19 ESSA STAR Rating will be utilized
- FCAs – see FAQs for definition
- PCSB Survey – Annual Facility Condition and Facility Needs Surveys distributed by PCSB
- DME Info Sheets - Based on LEA reported data
- Lead Testing Results – Posted on DGS and PCSB websites
- Enrollment Projections – The number of students that an LEA expects to enroll in a given facility
- Growth Plans – LEAs aspirational plans for future student enrollment based on growth factors such as increased facility space, enhanced program offerings, and increased capture rate of public school students

