

## **Master Facilities Plan 2018**

### **Participant Questions from April Community Meetings** **(revised 6/21/18)**

The following summary documents the questions submitted by participants at the three Districtwide community engagement meetings held in April 2018 (description of the meetings, materials provided, and locations [here](#)). Participants were invited to submit questions during the engagement meetings via individual notecards or through an online system, [sli.do](#). The Office of the Deputy Mayor for Education (DME) and AECOM facilitators answered many of the submitted questions at the end of the meetings and committed to documenting the additional questions and answering them on the DME's website. (AECOM is the consultant tasked with developing the Master Facilities Plans.) If necessary, the DME lightly edited the submitted questions for clarity purposes. Also, questions that were similar in intent were combined into one.

#### **Sections:**

[Community Engagement](#)

[Master Facilities Plan \(MFP\) Process](#)

[Data Inputs for the Master Facilities Plan \(MFP\)](#)

[LEA Growth Plans](#)

[Facility Condition Assessments \(FCA\), Facility Surveys, and Vacant Schools](#)

[Master Facilities Plan \(MFP\) Recommendations](#)

[Relationship to Ongoing Initiatives](#)

[Miscellaneous](#)

#### **Community Engagement**

1. Will there be a way for residents to engage in this plan outside of the April public engagement meetings?

Community members can get involved in three ways:

1. Provide feedback through [this form](#) on the topics areas discussed during the April meetings.
2. Email [MFP.2018@dc.gov](mailto:MFP.2018@dc.gov) with any questions, concerns, or additional comments.
3. Attend the next round of community engagement meetings in September 2018 (exact dates and locations TBD). Participants at the April engagement meetings shared their concerns about holding the second round of meetings during the summer, as originally communicated. Taking this feedback into account, the DME is now holding the second round of community meetings in September 2018 instead.

[Back to top](#)

#### **Master Facilities Plan (MFP) Process**

2. How will AECOM (the group contracted by DME to conduct the Master Facilities Plan) use information from completed projects in other cities?

AECOM will leverage research on projects in other cities as well as their experience with public sector capital planning, formal concept analysis, facilities operations and maintenance strategies, educational suitability analysis and public engagement in drafting the Master Facilities Planning. While each city and jurisdiction is unique, the consultant's educational planning experience in cities like New York, Bethesda, Raleigh, Houston, San Francisco, and Los Angeles can inform and integrate best practices, pertinent case studies and benchmarks into our scope of work.

3. What different scenarios will be considered?

A variety of scenarios will be considered when assessing the future of where students will live and enroll in school, as well as the future supply of schools. The DME has requested AECOM to apply multiple variables, in order to best prepare for future scenarios. The MFP will have an underlying assumption that the District will continue to have by-right schools as well as schools of choice (including public charters, out of boundary DCPS enrollment, and citywide/application DCPS schools).

4. Will a range of DCPS enrollment projections be considered in order to cover several potential outcomes for enrollment?

Yes, enrollment projections will factor a range of possible estimations. AECOM will rely on the DC Office of Planning population forecasts (both high and low forecasts), the Local Education Agency (LEA) submitted growth plans, and differing assumptions regarding enrollment patterns (e.g., in boundary participation, distance travelled). Subsequently, projections for DCPS schools will include a range of potential future enrollment.

5. Demand is really driven by school quality. Why are parents choosing certain schools? Without this information, isn't the analysis flawed?

School quality will not be included in this iteration of the MFP because the new state accountability system will be released after the completion of the MFP. OSSE, in conjunction with LEAs and with extensive community feedback, is in the process of creating a new accountability system, called the School Transparency and Reporting (STAR) accountability system. The STAR system will provide an annual overall, summative rating for all public schools in the District that will be shared with families and the community through a school report card. The new STAR system will incorporate multiple measures and differentiated scores for each subgroup of students. OSSE will release the new STAR accountability system in December 2018. For more information about the DC State Education Plan and new STAR accountability system, see OSSE's website [here](#).

While the MFP will not include the new STAR accountability system due to the timing, AECOM will be incorporating demand information into their analysis. Demand is an important factor when doing the Master Facilities Plan. Therefore, AECOM is incorporating a variety of data that help measure demand such as the common lottery (My School DC) applications, lottery results, and subsequent enrollments; in boundary enrollment; and utilization.

6. Does your analysis of "demand" take into account the right of kids to have a local DCPS school? Or are you equating charters with DCPS?

The MFP is assuming that the current educational landscape of DCPS by-right schools and schools of choice (including public charters, out of boundary DCPS enrollment, and citywide/application DCPS schools) will continue over the 5- and 10-year projections included in the MFP.

[Back to top](#)

### **Data Inputs for the Master Facilities Plan (MFP)**

7. How will school quality and academic performance be integrated? Will there be a focus on addressing current inequities?

School quality will not be included in this iteration of the MFP because the new state accountability system will be released after the completion of the MFP. OSSE, in conjunction with LEAs and with extensive community feedback, is in the process of creating a new accountability system, called the School Transparency and Reporting (STAR) accountability system. The STAR system will provide an annual overall, summative rating for all public schools in the District that will be shared with families and the community through a school report card. The new STAR system will incorporate multiple measures and differentiated scores for each subgroup of students. OSSE will release the new STAR

accountability system in December 2018. For more information about the DC State Education Plan and new STAR accountability system, see OSSE's website [here](#).

While the MFP will not include the new STAR accountability system due to the timing, AECOM will be incorporating demand information into their analysis. The demand data are the common lottery (My School DC) applications, lottery results, and subsequent enrollments. AECOM will rely on both historic demand data and make assumptions on how this demand may change in the future. These demand data will vary by school depending on the number of applications, matches, and subsequent enrollments.

8. Will the MFP consider mid-year enrollment trends?

Yes, AECOM (the MFP contractor) will include mid-year enrollment trends in their analysis. Mid-year enrollment data will be incorporated from the Office of the State Superintendent's (OSSE) Equity Reports (reports and data available [here](#)).

9. Will the MFP consider short-term and long-term family housing and its impact on school enrollment?

The DME appreciates the point that short and long-term temporary family housing can have an impact on current and future DCPS/by right enrollment. Therefore, DME will provide the information about short and long-term temporary housing to AECOM, the MFP consultant, for consideration.

10. How is school capacity defined?

School programmatic capacity is defined as the maximum number of students that can be housed at the school building given the schools' existing educational programs, class size, and staffing. DCPS program capacities are generated using DCPS Educational Specification guidelines across all schools. Public charter school programmatic capacities are reported to the DC Public Charter School Board by each public charter LEA.

11. What factors will be used to estimate growth in Hispanic and Spanish-speaking enrollment in DC?

The DME appreciates the point that demographic changes could influence school programming, in this case, dual language programming. AECOM is relying on the DC Office of Planning's single-age child population forecasts for each neighborhood cluster. These forecasts do not include demographic (race/ethnicity) information. The DME will explore whether this information is available and can be incorporated.

12. How will distance traveled to school be used in shaping recommendations in the MFP?

AECOM will be identifying the enrollment patterns for public school students by geography, grade level, and sector. This includes calculating the distance traveled for public school students attending both by-right schools and schools of choice. It is not yet known how distance traveled will be incorporated in AECOM's recommendations but community members are encouraged to attend the summer meetings where preliminary analysis like this will be shared for feedback.

13. How will transportation options be considered?

A number of community meeting participants identified transportation or the lack thereof as a challenge for public school students. DME and AECOM will explore what type of information would help answer these questions and whether the information is available to be incorporated into the study.

[Back to top](#)

## **Local Education Agency (LEA) Growth Plans**

14. Will both public charter LEAs and DCPS provide growth plans?

Yes, both public charter LEAs and DCPS are required by DC Code § 38-2803 to provide growth plans as part of the MFP.

15. Will LEA growth plans be made public?

Yes, LEA growth plans will be provided as an appendix in the final MFP.

16. Will the community have a chance to engage LEAs on their growth plans?

Each LEA developed and submitted their own growth plan based on an estimate of their future programmatic and enrollment growth. The community is encouraged to attend the next round of MFP community meetings where preliminary analysis will be shared and feedback collected.

17. How will the process reconcile LEA growth plans if they exceed (or don't meet) the range of enrollment projections?

The DME expects AECOM to assess and analyze the LEA growth plans against the DCPS enrollment projections and forecasted population growth. AECOM will then report on discrepancies and areas of alignment.

18. Are growth plans approved by the DC Public Charter School Board and how do they compare to enrollment ceilings?

Enrollment ceilings and growth plans are not the same. Enrollment ceilings are the number of students a LEA can enroll each school year. A LEA must apply and be approved by the DC PCSB for an increase to their enrollment ceiling.

Growth plans are developed with aspirational growth in mind, regardless of an LEA's approved enrollment ceiling. An LEA's growth plan may exceed its enrollment ceilings, which would require an increase to the enrollment ceiling in the future, while other LEA's growth plans may not exceed their current enrollment ceiling. While the DC PCSB collected the LEA growth plans for the MFP, the DC PCSB did not approve the growth plans as part of the MFP process.

19. How are new charter schools being taken into account?

Current charter school growth is being accounted for through the LEA growth plans. Currently, only new charter LEAs that have been approved by the Public Charter School Board are being taken into account in the MFP.

20. How can the MFP lead to smarter school planning decisions if PCSB remains free to authorize schools without regard to the MFP's recommendations?"

The MFP will incorporate the current governing structure: the DC Public Charter School Board and DCPS will continue to have the authority to open or close schools and programs. Similar to the [Cross Sector Collaboration Task Force recommendations](#), the MFP will provide a common set of shared data to be used to help inform both agencies when considering opening and siting schools and programs.

[Back to top](#)

## **Facility Condition Assessments (FCA), Facility Surveys, and Vacant Schools**

21. What information is provided in a Facilities Condition Assessment (FCA)?

A Facilities Condition Assessment (FCA) is a comprehensive evaluation of the condition of the systems and structure of a school facility and is conducted via a walk-through of the school building by licensed engineers. FCAs provide information on the current physical condition of the facility and repairs and replacements that are required. FCAs also provide a 10-year capital planning horizon based on the remaining useful life of individual building systems and components.

22. What buildings will have FCAs?

The District has routinely conducted FCAs for all District-owned buildings (including non-educational facilities). Starting in 2017, the District hired a new contractor to conduct more robust FCAs. Each

DCPS school facility and each District-owned facility leased to a charter school will have one of these new FCA performed by the end of 2019. Public charter schools in non-District buildings were provided the opportunity to have one of the new FCAs using private funds. Currently, there are no plans to conduct new FCAs on DCPS facilities that are vacant or used for another purpose.

23. How often will FCAs be conducted?

The DC Department of General Services will conduct FCAs on District-owned educational facilities every three years.

24. Will FCAs be made publicly available?

FCAs for schools in District-owned buildings will be included in the MFP and are also publicly available [here](#). FCAs conducted for public charter schools in non-District buildings will be aggregated by the MFP contractor and made available in aggregate. These FCAs will be not available at the individual facility level in the MFP because they were funded by a private foundation and the data are not owned by city.

25. Given that FCAs of charters in private facilities are being kept confidential, how will the MFP and the public evaluate what facility improvements are needed cross-sector?

The MFP consultant will still be able to provide aggregated analysis and recommendations for the non-District facilities. This will be new information never available before the MPF 2018 process.

26. Will there be non-educational uses considered for vacant schools?

The MFP will not produce recommendations regarding using vacant school facilities for non-educational uses.

27. Will the assessment of the current facilities include an engineering assessment of what renovation needs are for each facility and at what horizon?

Yes, FCAs provide repair and replacement recommendations on a 10-year capital planning horizon.

28. Will FCAs and facility surveys look at amenities provided at each school (i.e., kitchen space, playground, gymnasium, outdoor play space) and make recommendations for these amenities based on need?

The MFP will consider whether schools have key spaces for learning (e.g. classrooms, gym, outdoor area, multi-purpose room). This information will be considered through various lenses, including sector, ward, neighborhood cluster, and grade band. Recommendations will be made in aggregate and will not focus on individual schools.

[Back to top](#)

### Master Facilities Plan (MFP) Recommendations

- Will the MFP recommend facility transfer across sectors where facilities are being used by DCPS or PCS?

The MFP will analyze multiple facility arrangements, regardless of sector, to ensure that students are attending schools in well-utilized facilities that are in good physical condition.

- Are there biases toward expansions or new facilities in high density areas like parts of Wards 1 and 4?

The analysis will be “data driven” based on a number of factors (e.g., DC Office of Planning population forecasts, enrollment trends, estimated DCPS enrollment projections, and LEA growth plans), as well as assumptions on how the future may be different from the past. Recommendations will be made using these factors, as opposed to basing recommendations on predetermined assumptions.

- Will there be My School DC lottery recommendations or changes to DCPS boundaries?

AECOM will be conducting in depth analysis and developing innovative recommendations based on their national expertise. It is unknown at this time what the contractor's recommendations will be; however, the DME has asked AECOM to not make specific individual boundary recommendations as the next DCPS's next boundary review process will occur in 2022. Community members are encouraged to attend the summer meetings where preliminary analysis will be shared for feedback.

- Will the MFP recommend closing schools?

AECOM will be conducting in depth analysis and developing innovative recommendations based on their national expertise. It is unknown at this time what the contractor's recommendations will be; however, school closures are out of the scope of the study.

[Back to top](#)

### **Relationship to Ongoing Initiatives**

29. What is the relationship between the Master Facilities Plan and the Capital Improvement Plan?

Recommendations made in the MFP will be taken into consideration when developing future Capital Improvement Plans.

30. How does a facilities plan link into current programming and ongoing investments?

The MFP will provide up-to-date comprehensive information about the physical conditions of our current public school facilities while also analyzing future facility needs based on estimated population growth and enrollment growth. The MFP will address growth and modernization needs and requirements while affirmatively advancing equity and excellence in public schools in the District.

District policy makers and school leaders will be able to use the MFP in the formulation of key decisions regarding the future of public school facilities in our rapidly growing city. The MFP will also serve as a resource to members of the community, providing comprehensive, transparent data on the District's public school facilities.

31. How can the Master Facilities Plan link with the Public Use of Land Advisory work related to better coordination and mapping the current inventory of public land resources?

The DME intends that the MFP will be coordinated with other District planning initiatives. We appreciate the public use of land work being identified and we will work with other District agencies to ensure that the MFP considers the work done to date.

[Back to top](#)

### **Miscellaneous**

32. What has been the capital investment in charter schools? What has been the capital investment in DCPS schools?

As of FY18, public charter schools received a facilities allotment of \$3,193 per student annually to fund capital investment. Public charter LEAs are not bound to spending the facilities allotment solely on capital investment and that investment can be used for non-District owned buildings. According to information provided from the Office of the Chief Financial Officer, the amount of funding for public charter facilities allotments between FY01 and FY18 has been approximately \$1.3B.

After decades of disinvestment, the city has invested \$3.9B in capital funding for DCPS facilities since 1998.

33. What year did charter school attendance outnumber traditional public school attendance? Are the current trends pointing to charter school numbers growing?

Public charter school enrollment has steadily increased since the School Reform Act authorizing charters was passed in 1997. However, public charter school attendance has not outnumbered DCPS attendance. As of SY17-18, approximately 53% of students attended DCPS, while 47% of students attended a public charter school.

34. Is there a vision for DC education? How does the MFP take this into account?

The purpose of the MFP is to provide up-to-date comprehensive information about the physical conditions of our current public school facilities while also analyzing future facility needs based on estimated population growth and enrollment growth.

Specifically, the goals of the MFP are to:

- Advance equity and excellence across public education by providing an understanding of the current landscape of our current public school facilities – DCPS and public charters.
- Provide current facility conditions and future facility needs.
- Identify schools that are currently underutilized or overcrowded and provide recommendations on how to address these imbalances
- Identify potential gaps between future facility needs and anticipated public school enrollment growth.

[Back to top](#)

For more information about the Master Facilities Plan 2018, see DME's [webpage](#) and [Frequently Asked Questions](#).