

Community Conversation about Public Education Facilities

Transparency and Planning for the District of Columbia Facilities Master Plan

Sponsored by 21st Century School Fund

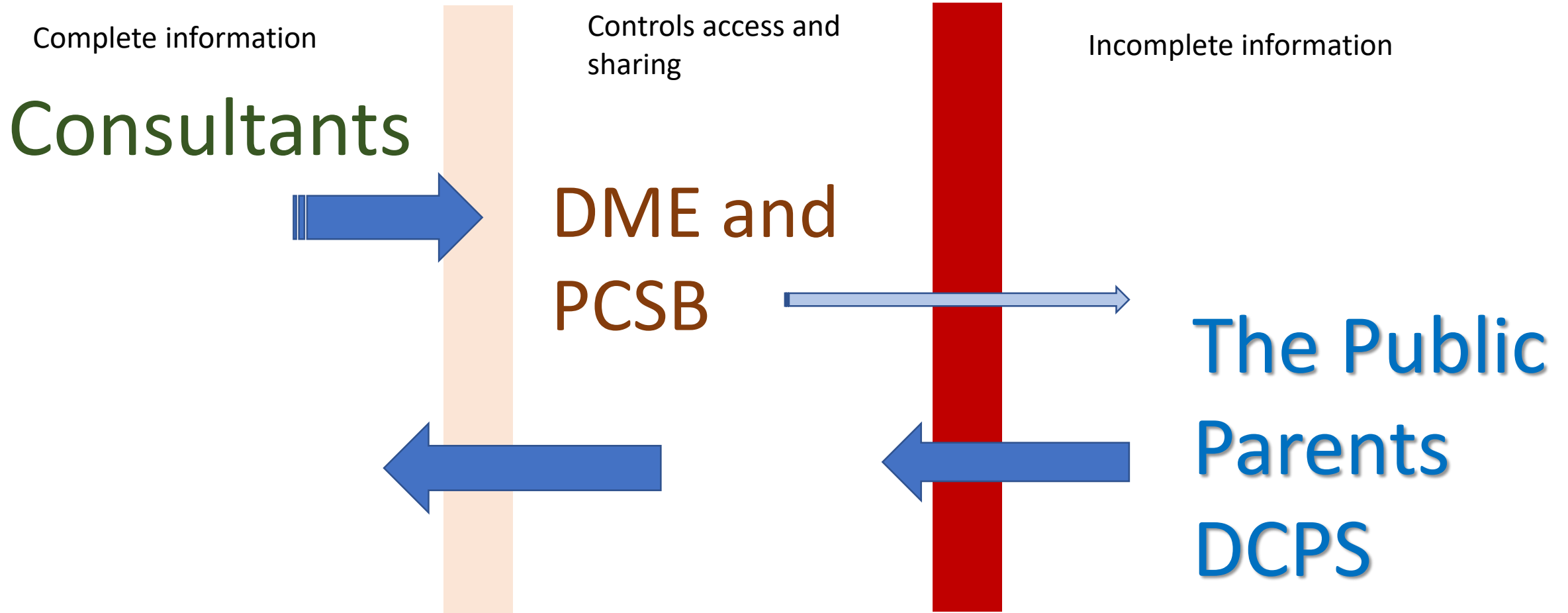
September 25, 2017

Thurgood Marshall Center

Tonight's Agenda

- Welcome and Introductions
- Review of PACE Act
- Review of DME's Guidance to LEAs
- Issues raised in 21CSF memo
- Fiscal Issues
- Discussion

The Information Asymmetry Problem



PACE Act December 21, 2016

Planning Actively for Comprehensive Education Facilities Amendment Act of 2016 (PACE)

“Amends the School Based Budgeting and Accountability Act of 1998 to require a 10-year Master Facilities Plan that considers the facility planning needs of each local education agency in the District of Columbia, and to amend the requirements for the formulation of the 6-year District of Columbia Public Schools capital improvement plan.”

Specifics of the information asymmetry

Consultant	DME/PCSB	Public and Parents
DCPS school facilities assessments	DCPS school facilities assessments	DCPS school facilities assessments
PCS Public school facilities assessments	PCS Public school facilities assessments	PCS Public school facilities assessments
PCS Private school facilities assessments (if volunteered—paid by DC)	PCS Private school facilities assessments (if volunteered—paid by DC)	PCS Private school facilities assessments (if volunteered—paid by DC)
DCPS projections by school	DCPS projections by school	DCPS projections by school
PCS projections by school	PCS projections by school (Controlled by PCSB)	PCS projections by school

Assessments include: school quality, facility adequacy (condition), appropriate spaces (design), safety, utilization, and healthy. Appendix C of July 19, 2017 DME Guidance Letter.

Why information asymmetry matters

10-Year Facilities Master Plan will:

- Examine processes and challenges to securing facilities
- Recommend how to align across sectors
 - Population growth
 - LEA growth plans
 - Availability of educational facilities
- Address under and over utilized facility space and creative financial mechanisms to secure future space
- Identify areas with need for more public school seats
 - From Sept 22, 2017 DME response letter

Fiscal Issues

- **We do not have good data to assess funding vs. need.** The FAR report doesn't clearly delineate charter facility costs, so we do not know who is getting too little or too much.
- **We cannot allocate resources well** if we do not have better sense of current facility conditions.

	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	6-yr Total
DCPS Capital Improvement Plan	\$288,735,000	\$273,331,800	\$226,046,991	\$194,117,282	\$96,913,675	\$242,810,000	\$1,321,954,748
Charter School Facilities Allowance Estimates	\$138,821,422	\$148,355,648	\$158,242,189	\$168,491,934	\$179,116,079	\$190,126,136	\$983,153,409
TOTAL Capital/FA Outlay	\$427,556,422	\$421,687,448	\$384,289,180	\$362,609,216	\$276,029,754	\$432,936,136	\$2,305,108,157

FY18 non-residential facility allowance is \$3,193, with 2.2% increases to FY22, assumed 2.2% increase in FY23; total (PK-12 and adult) charter enrollment projected at 53,411 in FY2023.

Equity Issues

- Charter schools often face challenges finding a suitable facility.
- Charter schools get the same amount per student regardless of need: It simply cannot be true that all schools have the same need per student.
- Some families are relegated to uncertainties of a lottery and are forced to separate their school choices from their residential choice.
 - How do charter schools compare to each other?
 - How do they compare to DCPS schools?
 - How do DCPS schools from one location to another compare?

Inequitable Access to By-Right DCPS Schools 2016-17

School	# Grade-Specific Students Living In-boundary	SY16-17 Enrollment	# In-boundary students attending	% In-boundary	Boundary Participation Rate (%)	Total # Public Schools Attended by Students Living in the Boundary
Bancroft ES at Sharpe	611	530	307	57.9	50.2	60
Barnard ES	1323	649	442	68.1	33.4	94
Brent ES	352	404	264	65.3	75.0	29
Bruce Monroe ES at Park View	786	473	216	45.7	27.5	96
Eaton ES	353	477	258	54.1	73.1	27
Hendley ES	1902	445	381	85.6	20.0	127
Janney ES	718	722	675	93.5	94.0	20
Key ES	363	397	332	83.6	91.5	17
Kimball ES	1008	372	274	73.7	27.2	107
Lafayette ES	768	761	671	88.2	87.4	25
Mann ES	316	379	305	80.5	96.5	8
Maury ES	508	387	306	79.1	60.2	67
Moten ES	1177	405	265	65.4	22.5	106
Murch ES	507	572	428	74.8	84.4	30
Nalle ES	865	391	223	57.0	25.8	111
Patterson ES	959	394	269	68.3	28.1	101
Peabody ES/Watkins ES Capitol Hill Cluster	611	667	305	45.7	49.9	54
Plummer ES	837	391	220	56.3	26.3	106
Powell ES	738	534	267	50.0	36.2	69
Stanton ES	1024	520	304	58.5	29.7	105
Stoddert ES	408	435	349	80.2	85.5	28
Thomas ES	1228	409	302	73.8	24.6	126
Tubman ES	953	542	307	56.6	32.2	100
Turner ES	1179	484	298	61.6	25.3	117

Without specifics it is not possible to:

- **Equitably allocate capital funds**, public space, or operating funds for facilities
 - Hidden plan or insufficient plan means everything is a fist fight, every school/sector for itself
- **Exercise oversight over public decisions** of City Council, Mayor, DCPS or PCSB
 - Hiding specifics makes it nearly impossible to provide positive oversight, results in just gotcha, too late to have oversight bring improvements
- **Engage in an open or transparent planning** process
 - When there is an imbalance in information access, the input, concerns, and ideas of those without information can be easily dismissed
- **Secure input needed to come up with the best plans** for complex and diverse interests
 - Most important, the plans for the City's public schools will be far better plans, if complete and transparent data and information are readily available to residents, local schools, all school operators, and families.

Need for Engagement on Enrollment Specifics

Assume 100,000 total public school students in FY2022.

Based on what?

	FY18	FY22 Scenario A	FY22 Scenario B	FY22 Scenario C
DCPS	50,100 enrolled	54,000 enrolled	60,000 enrolled	65,000 enrolled
Charter Schools	43,700 projected	46,000 enrolled	40,000 enrolled	35,000 enrolled
Facility Allotment \$	\$140 million	\$160 million	\$140 million	\$122 million

Scenario A – DCPS meets its enrollment goal in [Capital Commitment enrollment goal #6](#)

Scenario B – DCPS fills current capacity (60,438).

Scenario C – DCPS fills current capacity AND [re-opens select DCPS closed facilities](#) and/or welcomes charters into DCPS.

Assume FY22 non-residential facility allotment is \$3,483 after continued 2.2% annual growth from \$3,193 in FY18.

Need for Engagement on Capacity Specifics

	2016-17 Capacity (1)	2016-17 Enrollment (3)	Excess/Under Capacity
DCPS PK3-12	60,445	47,431	13,210
DCPS Adult	Adults are co-located with HS; included in PK3-12 totals	1,079	
Total DCPS	60,641	48,510	12,131
PCS PK3-12	45,988	38,194	7,794
PCS Adult (2)	5,097	3,297	1,800
Total PCS	51,085	41,491	9,594
Total PK3-12 and Adult	111,726	90,016	21,725

- Why would D.C. residents or parents want new schools opened or expanded if there are **21,514 seats of excess capacity in DCPS and PCS schools?**
- Why would D.C. think it was fiscally sound to keep opening new schools?
- Which schools are proposing to open or expand? Why?
- What specifically is planned for under-utilized DCPS and PCS space?
- What are the school quality improvement proposals that will attract and keep students in under-utilized schools?

(1) DME Citywide Fact Sheet 2016-17, permanent capacities, includes schools in construction 2016-17, but excludes DCPS portables, swing space and DCPS closed school capacity; (2) PCS Adult includes Academy of Hope, Briya, Carols Rosario, Community College Prep, and Goodwill Excel Center. Maya Angelou, which serves adults **and** school age children, is in PCS PK3-12 category. (3) OSSE 2016-17 Audit.

Early Childhood Example: Enrollment Specifics

	2016-17			2020-21			2025		
	Pk3	Pk4	Kdn	Pk3	Pk4	Kdn	Pk3	Pk4	Kdn
Total Early Childhood	5,591	6,938	7,561	9,555	9,548	8,515	9,843	9,926	9,553
DCPS	2,362	3,467	4,224						
Charter	3,229	3,471	3,337						
2015 Actuals/projected ¹	8,721	8,200	8,553	8,408	8,402	7,493	8,662	8,735	8,407
Public Capture rate	64%	85%	88%	88%	88%	88%	88%	88%	88%

- Which schools can meet early childhood demand?
- Why aren't all DCPS Title I schools offering by right PK3 and PK4?
- Why aren't ALL DCPS schools offering by right PK4?
- Since early childhood costs \$3,193 more per student in charters than DCPS in FY2018, shouldn't the District formulate a plan to use its DCPS underutilized space for early childhood?