One City
Public Education Facility Capital Planning and Management

Council Testimony
21st Century School Fund

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Nancy Huvendick

March 2, 2011
Progress for DC PS Facilities

- Facility stabilization
- New construction
- Modernization
- School yards & athletics

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## Status of DCPS Facilities

<table>
<thead>
<tr>
<th>Scope</th>
<th># Schools</th>
<th>Complete/in Construction</th>
<th>Outstanding</th>
<th>% Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stabilization 2007-2009</td>
<td>141</td>
<td></td>
<td>0</td>
<td>100%</td>
</tr>
<tr>
<td>New/Fully Modernized (Includes 8 High Schools)</td>
<td>31</td>
<td>87</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Phase 1 Modernizations</td>
<td>13</td>
<td>66</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Phase 2 Modernizations</td>
<td>0</td>
<td>79</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Phase 3 Modernizations</td>
<td>0</td>
<td>79</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

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The Vision

- Fully utilize capital planning and design processes to advance education reform, neighborhood and economic development.
- Allocate high quality facilities and capital investment and equitably.
- Secure the best value for City capital spending so the District can afford to finish and sustain high quality, environmentally sound school facilities.
Capital processes that advance and support education

- Align the planning and facilities for:
  - Early childhood
  - Special education
  - Career and Technical Education
  - Wrap-around social services
  - DC Community College
  - University of the District of Columbia
Align school and neighborhood investments

- Focus school program improvements and capital investments on neighborhood schools serving low-income families.
- Develop and retain affordable family housing in neighborhoods with good schools.
- Integrate school improvement with public and private housing and economic development initiatives.
Invest in Local Businesses and Labor

- Align school capital spending plans with Department of Employment Service job readiness programs.
- Support small businesses with training, insurance, and financing to enable them to compete for subcontracts.
- Provide mentorships, internships and jobs to students from the construction related high schools—Cardozo Construction Academy; Phelps; and YouthBuild.
Inequity of Allocation

% of Students by Ward in Modernized or New Buildings
SY2011-12

- Ward 1: 37%
- Ward 2: 41%
- Ward 3: 74%
- Ward 4: 15%
- Ward 5: 38%
- Ward 6: 25%
- Ward 7: 31%
- Ward 8: 21%
Phase One quality varies with building conditions. But schools with active communities received more attention. Equality should be most important.

Front entrance hall at Nevel Thomas ES (Ward 7) after Phase One – uses good old materials but no re-design, no update.

Front entrance hall at Truesdell ES (Ward 4) after Phase One – new indirect lighting, new casework for guard station, curved ceiling at entrance, new signage.
Phase One classroom modernizations came to include foyers and entrances but quality and design are inconsistent.

Entrance of Nevel Thomas ES Ward 7, after Phase I, October 2010
- Paint-stained brick remains
- No landscaping

Entrance to Truesdell ES, Ward 4, after Phase I, October 2010
- New walkway
- Extensive landscaping

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Inequity in Play Environments

August 2010
Martin Luther King Elementary School, Ward 8

August 2010
Eaton Elementary School, Ward 3

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## District Taxpayers Want High Quality PK12 Facilities

<table>
<thead>
<tr>
<th>Estimate in thousands</th>
<th>2000-06 Expenditures</th>
<th>2007-10 Expenditures</th>
<th>2011-16 Budget</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCPS</td>
<td>$886,000</td>
<td>$1,183,900</td>
<td>$1,717,120</td>
<td>$3,787,020</td>
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<tr>
<td>PCS</td>
<td>$148,000</td>
<td>$284,000</td>
<td>$593,000</td>
<td>$1,025,000</td>
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<tr>
<td>Total</td>
<td>$1,034,000</td>
<td>$1,467,900</td>
<td>$2,310,120</td>
<td>$4,812,020</td>
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</tbody>
</table>

2011-2016 PCS based on assumption of 5% per year student enrollment growth and $2810 facility allowance per yr.

PCS dollars exclude funds borrowed against the facility allowance.
Are we getting highest value for our spending?

- We actually don’t know
  - Inadequate reporting and transparency from OPEFM and the OCFO
  - Looking at some examples, we think we can do much better.
Few Examples...

- Cardozo designed with payment to 1st architect $3 million—project lagged, new architect selected—started over.
- Cost for Eastern was escalated because it was fast track, design build—when DCPS delayed its enrolling of 9th graders for a year.
School Without Walls HS, 2009

Full modernization/addition
LEED Silver
$39.8 million
GSF 68,000

$585 per square foot
Thurgood Marshall Academy
PCHS, 2005

Full modernization/addition
$12.9 million
GSF: 63,350

$204 per gross square foot
Sidwell Friends Middle School, 2006

Full modernization/addition
First K12 Platinum LEED Building in the World

$28.7 million
GSF: 82,000

$350 per gross square foot
The District can meet these challenges with:

1. Comprehensive and integrated information management that is publicly available
2. Broad and participatory District-wide and site-specific planning
3. Open, transparent and fair decision making
4. Quality and cost accountable program and project management
5. Internal quality controls and external oversight
6. Stable and sufficient funding
## Oversight

Allocate one half of one percent of your capital project spending towards oversight ($8.5 million for the FY2011-2016 budget period):

1. Audits of project procedures, delivery methods, contracts, and finances
2. Comprehensive web based project management communications system
3. OCFO reporting linked to web based project management system
4. Post occupancy evaluation and updating facility standards and specifications
5. Modernization Advisory Committee
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Management</td>
<td>Establish a data system of planning and project level information to provide real-time information and reports on plans, projects, contracts, budgets, expenditures and schedules</td>
</tr>
<tr>
<td>Planning</td>
<td>Establish national model for integrated asset management, master, capital and site specific planning linking education, neighborhoods, and the environment</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Develop clear and transparent process for feasibility, review, approvals and changes to plans, designs, scopes and budgets and clarify who the client is and its authority.</td>
</tr>
<tr>
<td>Management</td>
<td>Engage the quantity and quality of staff and contractors necessary to oversee and implement the District’s educational facility master plan and standards within the constraints of the capital budget.</td>
</tr>
<tr>
<td>Oversight</td>
<td>Follow oversight provisions of the DC Charter and the Modernization Act; leverage data systems for internal controls and real-time external reporting and oversight.</td>
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<tr>
<td>Funding</td>
<td>Sustain funding levels for public education in capital program, but extend City investment to public charters, early childhood and post-secondary education.</td>
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