PRELIMINARY FACILITIES MASTER PLAN 2005
FOR THE
DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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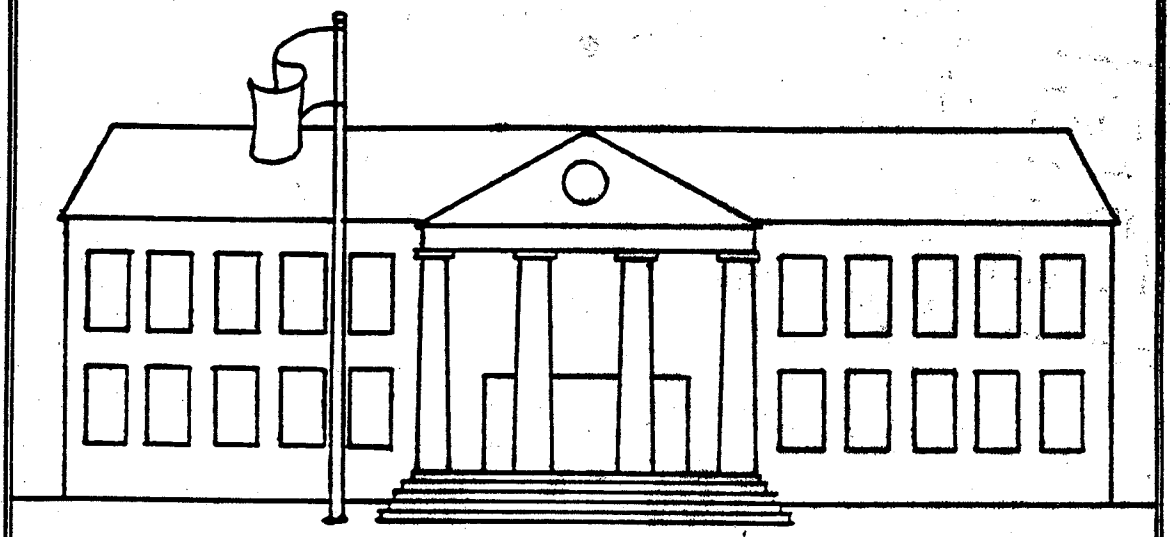

SUPERINTENDENT'S TASK FORCE ON
EDUCATION INFRASTRUCTURE FOR THE 21ST CENTURY

The Task Force on Education Infrastructure for the 21st Century

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Preface

The Preliminary Facilities Master Plan 2005 for the District of Columbia Public Schools provides a framework for an analysis of community standards for the use of school facilities based on the quality of services expected from DCPS; the capital and maintenance expenditures necessary to restore operating schools and administrative facilities to a state of good repair; and financial and management strategies for modernizing and maintaining our schools. This preliminary plan is a first step in obtaining the District of Columbia's assessment of its public school facilities, the children served by them and a sense of their entitlement to high quality services. While this preliminary plan creates a framework for moving forward, it does not complete the planning task. It suggests a considerable departure from business as usual and requires the disciplined coordination among all components of DCPS, other city entities and community stakeholders that are currently intervening to impact both student population trends and quality of life in the city. Finally, the preliminary plan assumes that from the current fiscal crisis beneficial financial tools will emerge that were prohibitive or unavailable in the past.

The plan results from unified efforts of a diverse group of interested citizens from varied backgrounds, referred to as the Task Force on Education Infrastructure for the 21st Century. Task Force members provided a healthy mix of differing perspectives and opinions about DCPS facilities. Staff support for the Task Force was ably provided by the 21st Century School Fund. Task Force members were unpaid and gave unselfishly of their time to probe and analyze DCPS facilities. The Task Force analyzed and updated earlier studies of the facilities. It gathered new data on existing conditions of the facilities, delved into capacity and utilization standards, sought information from DCPS about planned educational programs and proposed use of technology in school facilities, analyzed and debated enrollment statistics and projections. The Task Force held a vision conference and created a database of information on capital and maintenance expenditures and existing conditions of school facilities. With both the extension of the data base and staff training, DCPS will be able to monitor its inventory.

The preliminary plan considers the role of DCPS and its school buildings an integral component in nurturing children and adults as part of the community renewal and economic development process that is taking place in the city. Not unlike other cities in the country, social issues are impacting the use of DCPS facilities. Traditional perspectives and notions about our facilities must withstand the scrutiny of a 21st century planning process, especially the deterioration of our facilities.

The Task Force plan includes a list of proposed action items that-upon completion, and coupled with community input-would capture vital information about District of Columbia education programs, proposed uses of technology, updated capacity and utilization data, and innovative management initiatives as part of a system-wide management information system. Implementation of this data-driven system would make possible the assessment of any correlation between the school environment and the psychological well-being of its students and staff, and provide a rational basis for applying interventions aimed at retaining and attracting students to our schools. In this setting, the Superintendent would have access to all of the information required to

structure an effective multi-year modernization plan, including, criteria for any consolidations, re-adaptive uses, closings and/or new construction.

Implementation of the Task Force plan assumes a coming together of a broader segment of the community to reach consensus and "do something" so that our children can observe the operations of a system that gives them a sense of entitlement and that can truly prepare them to take their rightful place in the new world of the 21st century.

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The Task Force on Education Infrastructure for the 21st Century

In February 1995 Superintendent of Schools Franklin L. Smith established a Task Force on Education Infrastructure for the 21st Century to address the aging and physical deterioration of the District of Columbia's public schools. This panel is comprised of leaders from community, business, education, construction, planning and finance related fields.

The Task Force was charged with developing a long-term strategy to improve the public school facilities of the District of Columbia. The Task Force has prepared this Preliminary Facilities Master Plan 2005 for the Public Schools of the District of Columbia. It addresses five basic questions.

1) What kind and quality of public schools does the District of Columbia need in the 21st century ?

2) What condition are the District's public schools in today?

3) How much space does the District of Columbia School System need?

4) What are the challenges to providing the District with 21st century schools?

5) What must be done to provide the District with 21st century schools?

The District Government, to end its fiscal crisis, must improve the quality of life in the District. Any viable strategy to improve the quality of life in the District must include an effort to offer its children a high quality education in a safe and nurturing environment. The school system, for its part, must have a plan to ensure that it can meet the challenge of being part of the larger District strategy for renewal.

Findings of the Task Force

The Task Force spent six months collecting and reviewing information about the condition of District of Columbia Public Schools (DCPS) and related issues. These are the major findings:

<u>The Condition of District of Columbia Public Schools</u>

- 62% of the District's public schools are over 45 years old.
- The average age of schools used exclusively for adult education is 81 years.
- Only eight of the 163 operating schools have ever had total renovations.

- The overall condition of the District's schools is "fair"; however, the condition of individual schools range from "poor" to "good."

- Overaged and obsolete building components are the rule rather than the exception throughout the entire school inventory.

- Unmet capital needs and deferred maintenance have led to increasing numbers of operational emergencies, unsafe conditions, energy inefficiencies and increasing maintenance expenditures.

- Standards and expectations for the condition and quality of schools by District users are low.

Program Efficacy and Technology

- Significant numbers of schools are hindered from providing *basic* educational functions by facility conditions or design.

- The design and poor condition of many of the District's schools make them unable to accommodate *new* educational programs and initiatives, and technology.

- Schools have, on average, less than one computer per classroom; and in classrooms *with* computers, on average, only one computer.

- The District has no school buildings that are able to support a comprehensive vocational or career focus to prepare students for work in the 21st century due to lack of capital equipment and facility infrastructure.

- Handicapped students are unable to attend most District public schools due to physical barriers.

Utilization of District of Columbia Public Schools

- The public schools are inefficiently utilized for instruction and administration and total enrollment is projected to decline.

- Older school designs contribute to the poor utilization of schools for instruction, administration and community use.

- Many buildings have at least one community user and several have multiple users, but school buildings throughout the system are not intensely or widely used by communities.

The Financial Need

- Based on the current number of schools and administrative buildings, approximately $1.2 billion in 1995 dollars is needed to restore schools and administrative offices to a state of good repair and to educationally modernize schools and provide infrastructure support for technology.

- The excess capacity in schools offers DCPS the opportunity to raise a portion of the revenue for school modernization through public/private and public/public development partnerships for mixed use and adaptive reuse of schools.

The Planning Process

- The DCPS does not have sufficient building-specific data to make rational decisions about school consolidations or closings.

- The DCPS does not collect or manage the educational and school building information in such a way that facility planners and policy makers can receive meaningful public input, set capital or maintenance priorities, optimize the value of school assets or substantiate funding requests.

Recommendations of the Task Force

Based on these findings, the Task Force makes four main recommendations to the Superintendent:

1. Complete the Facilities Master Plan 2005 for the modernization, adaptive reuse and consolidation of schools.

2. Develop two consecutive five-year capital improvement plans (1995-2000 and 2000-2005) to carry out an approved facilities master plan which provides for a system-wide modernization of the District of Columbia schools.

3. Institute management systems to support the implementation of the capital plans.

4. Identify and develop revenue sources for the approved capital improvement plans.

In order for the school system and the District to construct a 21st century school system, the planning process initiated by this Task Force must be completed. A great deal of information has been collected and analyzed; however, in order to develop the building-specific plan for school modernization, renovation, consolidation, mixed-use and adaptive

reuse development of school sites crucial work must still be completed. The Task Force recommends the following actions to complete the Facilities Master Plan, to prepare the capital improvement plans and to prepare for the implementation of these plans.

1. Complete the Facilities Master Plan 2005 with community input, for the modernization, adaptive reuse and consolidation of schools.

Prototypes and Standards for 21st Century Schools

Action: Co-sponsor a design competition to establish prototypes and associated costs for modernized schools and new schools for the District.

Action: Develop prototypes and associated costs for technology enhancements in the classroom, at the school level, and in administrative offices.

Action: Establish policies for school capacity and utilization formulae.

Enrollment

Action: Audit the information system process for student enrollment.

Action: Conduct an outside audit of the September 1995 enrollment and establish a regular independent audit process for the annual enrollment count.

Action: Adjust 10 year enrollment projections, if necessary, based on the 1995 membership audit and continue yearly projections with independent demographers and the Office of Planning in the District Government.

School Utilization

Action: Establish standards for school utilization.

Action: Update capacity definitions and utilization formulae by convening user groups, including principals, teachers, parents, community members and students for each school level, including vocational, career, adult and alternative education.

Action: Use updated formulae to create school utilization profiles on a school-by-school basis of the elementary schools surveyed at the close of School Year (SY) 1994-1995 and complete room usage surveys and prepare a utilization profile for each remaining operating school.

Action: Analyze the existing inventory of school buildings to determine which schools are needed, and what design modifications are necessary to serve existing and projected enrollment.

Action: Establish and enforce a rational planning process for consolidating, closing, modernizing and constructing schools.

Action: Consolidate schools in conjunction with school modernization and place students from schools to be consolidated or closed into modern schools.

2. Prepare two five-year capital improvement plans.

Data for Capital Improvement Plan

Action: Update building condition assessments for operating schools.

Action: Establish an easily understandable basis for determining which buildings are candidates for full or partial modernization and/or replacement, by establishing a rating scale that differentiates between maintenance and capital needs for each building component.

Community Involvement

Action: Provide a five-year capital improvement plan as part of the DCPS capital budget request after a formal process for its adoption by DCPS which is carried out according to clear definitions for the contents of the capital improvement plan, process, deadlines, public hearings and comment period.

Action: Ensure that individual school project scopes of work including in the capital improvement plan are developed with user input, including principal, teachers, support staff, parents, community and students.

3. Institute management systems to support the implementation of the capital plans.

Management Capabilities

Action: Collaborate with the Council and Mayor to establish a new public authority to implement the approved capital improvement plans.

Action: Conduct a management audit and internal restructuring of the Divisions of Facilities Management and Procurement, Finance, and Legal in DCPS to facilitate the implementation of the capital improvement program and the efficient financial management of facilities.

Action: Develop an internal, comprehensive educational and facilities planning unit which has the authority, information, skills and resources to analyze

strategically DCPS enrollment, facility and educational needs on an ongoing basis.

Action: Develop an information management system for all building-based data needed by the DCPS which is continually updated, shared throughout the system and formatted for user friendly analysis and presentation.

4. Identify and develop revenue sources for the approved capital improvement plans.

Funding for School Buildings

Action: Urge the Council, Mayor and Congress to commit to the first five-year capital improvement plan, with appropriations that are consistent with the objectives of the plan.

Action: Request that DCPS receive a greater share of capital financing when the District's general obligation debt is restructured.

Action: Propose to the Mayor, Council and Congress the establishment of a dedicated revenue stream to modernize the schools for the 21st century and to sustain the schools in good repair to the year 2026.

Action: Develop a five-year maintenance plan to be implemented with the DCPS capital improvement plan, in order to protect capital reinvestment.

Action: Eliminate DCPS expenditure of capital monies on maintenance.

Action: Designate as capital improvement funds, all revenues generated from temporary or permanent reuse of surplus school property.

Action: Conduct a study of DCPS inventory, including properties already turned over to the District which have not yet been developed for reuse, to evaluate the highest and best use of each surplus property, establish revenue potential and recommend actions to realize this revenue.

Action: Provide a mechanism for DCPS to enter into public/private development partnerships.

SECTION 1
Schools for the 21st Century

What kind and quality of public schools does the District of Columbia need in the 21st century ?

Educational programs and the responsibilities of schools have changed dramatically and enrollments have declined drastically over the last 20 years. Yet DCPS school facilities have changed little to accommodate these critical differences. Few new educational initiatives and reform efforts have been supported by facility modifications. DCPS has not built a new school since 1980 and has not undertaken a full school modernization since 1985. In fact, there are no model facilities in the District that fully support and enhance education, and to which other schools can aspire.

A 10-year facilities master plan provides the opportunity to plan for bringing the schools into a state of good repair and also to modernize them to meet the needs of new educational initiatives and programs. The condition of schools impact the quality of the daily lives of tens of thousands of children compelled to attend school and thousands of staff who work in them. It is the obligation of DCPS to meet a minimum standard for school facilities, but it was the mission of the Task Force to help DCPS as it defines a higher standard of excellence.

The Task Force believes that the master planning process must start with a vision in order to develop models of excellence for which the community can strive. The Task Force has been guided by this vision:

> *A school building should be a learning place, teaching place, working place and community place which nurtures and engages all who come.*

Developing New Models for Schools

To further the development of a higher standard for the District's public schools and to help District residents and decision makers visualize what 21st century schools can be, the Task Force recommends a design competition for "21st Century Schools in Our Nation's Capital." The design competition should be co-sponsored by the private sector to help the District translate its vision for schools into architectural designs. This design competition would call on architects and planners to develop models for 21st century schools using existing school buildings. These models will help the community visualize quality school environments as well as help the District by developing prototypes and cost estimates for a major school modernization program. Appendix A contains details for such a design competition.

School Buildings and the Quality of Education

School environments play an important role in supporting teaching and learning, student management and local school administration. Schools which are in poor condition or inappropriate for the activities which need to be housed in them compromise the quality of instruction and demoralize children and teachers. The quality of education inside the building can bring families to a community or send them away. The District of Columbia Public School System's efforts to improve the quality of instruction must include the provision of learning and working conditions which do not impede, but further the educational mission of the schools.

Measurable educational benefits from modernized school facilities are certain. Modernized schools will help DCPS:

- Improve the quality of the educational service offered, as measured by *inputs*, e.g. the amount of productive instructional time and the time principals can direct to instructional rather than facility needs.
- Improve ancillary services for children and families with special needs and provide educational programs on a system-wide basis to children with physical disabilities.
- Attract and retain high-quality teachers and administrators.
- Retain students in the school system who will otherwise leave to attend private schools or schools in other jurisdictions thereby providing a more academically competitive environment for students.
- Retain students in the school system who will otherwise drop out.

School Buildings and Community Renewal

Schools play an important role in communities and neighborhoods. In the District, where schools have declined in overall quality, that role has too often proven to be negative. The District has a declining number of families with children. The cost of living in the District is a factor, but many families that can afford to live here are moving to areas outside the District because they believe the schools in those areas offer a better education. This belief that the District does not have a good public education system is bolstered by the deteriorated condition of its school buildings.

The leaking roofs, broken and barred windows and doors, peeling and chipped paint, poor lighting, inoperable bathroom fixtures and water fountains, broken and inadequate heating and cooling systems present a picture of chaos on students which is evident in their behavior while in school and out. Disorderly, poorly maintained and unsafe schools send the message that students do not have value. The stresses of poor environmental conditions on children, teachers and administrators leads to apathy in the

learning and teaching process and high student dropout rates. Poorly maintained grounds and external facades of DCPS facilities create neighborhood blight. These conditions are commonplace in the District's public schools.

The 1984 Comprehensive Plan of the District of Columbia, with its overlays and updates, is still governing economic development and urban planning actions and strategies in the District today. One of its major themes is to "conserve functioning, stable neighborhoods and improve those which need redirection." It emphasizes the importance of taking action "to enhance the vitality and livability of the District [whose] neighborhoods are the cornerstones of the District's social and physical environments." DCPS must be responsive to the Comprehensive Plan's emphasis on revitalizing the District by making it more livable.

The District's future and the quality of the public school system in the District are intertwined. The District of Columbia Public Schools must be instrumental in reversing the trend of outmigration of families. A more broadly viable education system that prepares all students for productive roles in society will help keep or win back the middle class, an essential part of our city's tax base. A modernized neighborhood school building can be the cornerstone of community investment in support of neighborhood renewal efforts. High priority must be given to the planning and financing of school maintenance and modernization by the Board of Education, the Mayor, Council, the Congress, the Control Board and the community.

Prior Efforts to Improve School Buildings

The condition of public school facilities is a concern for everybody in the District--parents of children in public schools, education advocates, non-profits, the business community, as well as local and Congressional public officials. Work to instigate greater school system efforts and to improve individual school facilities has preceded the Task Force's development of a preliminary facilities master plan for DCPS and new efforts are underway.

Community and Business Efforts

In 1989, the Committee on Public Education (COPE) issued a report, (Our Children, Our Future) that identified a serious backlog in repairs from deferred maintenance of public school facilities. This report recommended that DCPS:

1) eliminate the school system's backlog of repairs;
2) raise funds through school consolidation and disposal; and
3) decentralize facilities maintenance and increase contracts for maintenance.

In March 1992, Parents United for D.C. Public Schools brought a lawsuit against the Mayor and Fire Department stating that: "The defendants have failed to adequately

inspect for and remedy violations of the District of Columbia Fire Prevention Code and other safety hazards in the public schools" (Civil Action No. 92-3478). Superior Court Judge Kaye Christian agreed, and as a result, schools opened three days late for the 1994-1995 school year while the school system abated fire code violations. Throughout this school year, the DCPS worked frantically to abate fire code violations, foregoing almost entirely any other maintenance or repairs.

In 1994, the 21st Century School Fund began exploring alternative means to finance the modernization of public schools. In addition, it has begun to develop institutional processes to evaluate and enter into public/private development partnerships to raise revenue to modernize schools.

School-based personnel, parents and community volunteers at individual schools have been working over the years to help keep up with school repairs, maintenance, and educational modifications by doing repairs and improvements themselves.

- Volunteers have painted, erected and removed walls, rebuilt outdoor play areas, and installed security lighting.
- Parents from Wards 2 and 3 have been working together to develop plans to address overcrowding in their schools.
- During the 1994-1995 school year, Greater D.C. Cares, a non-profit organization, enlisted volunteers to work weekends at schools which were in danger of closing due to fire code violations.
- In particularly ambitious efforts, parents established partnerships to finance major capital construction. In one such effort, the community constructed a community center and multi-purpose facility which is shared by the elementary school and community.

Government Efforts

At various levels of government, concern for the conditions in school buildings was heightened as a result of the delay in opening schools last fall. In September 1994 the Board of the Education Committee on Facilities and Technology directed the administration to report on the preparation of a facilities master plan. Soon after, the Council Committee on Education and Libraries, requested that a facilities master plan be submitted to the that committee by the summer of 1995.

In Mayor Marion Barry's Transition Team Report, the Mayor recognizes that:

> *The Mayor, City Council, Board of Education, Superintendent, parents, civic and business leaders and the community at-large must all pool their resources and work toward a common vision for the DCPS for a sustained period of time.*

This report also suggests a willingness on the part of the Mayor to give high priority to upgrading the quality of public school buildings.

Due to the fiscal crisis in the District, Congress has become more involved in local affairs. The condition of the District's schools, both educationally and physically, has become the focus of The D.C. Education Renewal Project, spearheaded by Congressman Steve Gunderson. This project has as its vision and goal:

> *Our Vision: The nation's capital of the greatest nation on earth should have the greatest educational system in the world.*
>
> *Our Goal: The United States Congress has the moral and Constitutional responsibility to guarantee that Washington, DC has the world's premier education system available for all children living within the city...Second, the education system in our nation's capital should serve as a model and resource for others throughout the country and the world.*
>
> *The Congress can carry out this responsibility by providing the leadership necessary to accomplish the goal of a world-class education system. This goal can only be implemented through a comprehensive federal and local, public and private, partnership. (June 2, 1995 "Memo to Task Force on D.C. Schools" from Congressman Steve Gunderson.)*

This Congressional effort has sparked the administration and the Board of Education to prepare an "Accelerated Reform Plan" that provides the school system's framework for improving public education in the District.

The Role of the Financial Control Board

The newly installed Financial Control Board for the District of Columbia, appointed by the President, will oversee spending and borrowing for the District. The Board has already identified its interests with regard to the school system. One element of their concern is the extent of the need to rebuild schools. It has asked the DCPS to develop a comprehensive capital plan, including cost estimates and financing recommendations. The Financial Control Board will be an important arbiter of the financial needs for public school facilities.

Defining the Goals and Objectives of the Facilities Master Plan

A facilities master plan must have goals and objectives which are to be achieved within a certain time frame. The vision of the Task Force for a high standard for public schools in the District provided the basis for the goal toward which this report is directed.

To make our schools engaging, compelling, effective and efficient environments for learning, teaching, working and community activities.

To meet this goal, the Task Force has established the following objectives:

1. To provide appropriate and engaging spaces for educational, administrative and community uses and the flexibility to meet the needs of new educational initiatives.

2. To provide for the efficient use of facilities in accommodating fluctuating enrollments, administrative functions and community spaces.

3. To provide technology-rich environments and computer networked schools.

4. To restore operating schools and administrative facilities to a state of good repair by the year 2005.

5. To provide a secure environment which meets all health and safety code requirements and complies with Federal and local mandates.

6. To establish facility components on a life-cycle basis in order to maintain the system in good repair.

The Preliminary Facilities Master Plan 2005

This Preliminary Facilities Master Plan 2005 is a 10-year needs assessment which identifies what will be required to bring the public schools of the District of Columbia into a state of good repair and to create quality environments for learning, teaching and working that support community uses. The Preliminary Facilities Master Plan includes the following:

1. Provisional enrollment projections for 1995-2005;
2. Assessment of the conditions in operating schools;
3. Cost estimates for eliminating backlog of repairs and restoring schools to state of good repair;
4. Cost estimates for educational modernizations and technology infrastructure; and
5. Financial and management strategies for implementing a facilities master plan.

Work still needs to be completed in order for the school system to prepare a capital plan for funding and school-specific decisions are made to determine which schools need full or partial modernization, and how inventory can be consolidated. This effort is more fully described in the Recommendations (page 3).

Benefits of a Facilities Master Plan

An approved Facilities Master Plan 2005, will provide the information necessary for informed public discussion of the facility needs of the school system. A facilities master plan can provide the following benefits to DCPS:

- substantiation of need and increased level of capital funding;
- effective and equitable distribution of capital funding;
- reduction in emergency repairs;
- coordination of operating and capital responsibilities;
- increased accountability for capital expenditures;
- improved communication between education and facility experts so educational initiatives are supported by facility enhancements;
- improved communication between DCPS and other agencies concerning facility needs and shared uses;
- District government, DCPS and public support for the development of alternative funding mechanisms;
- creation of avenues for consensus building and priority setting within DCPS and the community; and
- increased community understanding and support for school closings and consolidations.

The Capital Improvement Plan

The approved Facilities Master Plan 2005 should form the basis for the first of two five-year capital improvement plans for the District of Columbia Public Schools. A capital improvement plan should include a priority list of school specific capital repairs, replacement and improvement projects to be implemented during the five year period. This is a plan with project budget estimates, including escalation that lays out project commitments by fiscal year. This will be the plan for which funding will be sought.

SECTION 2
Condition of the District's Public Schools

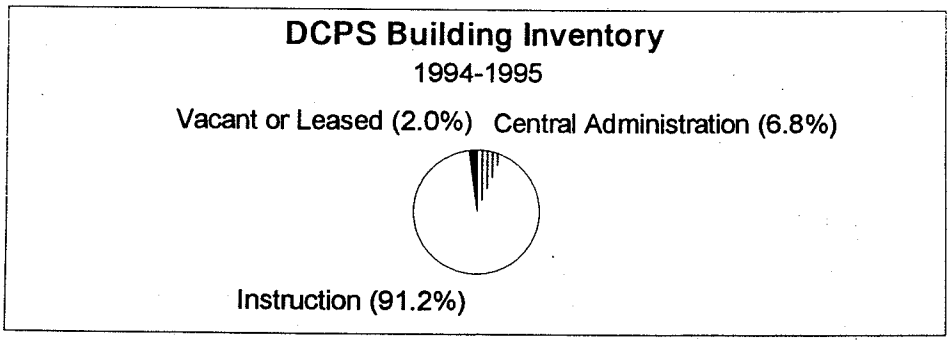
What condition are the District's public schools in today?

The Task Force staff, along with DCPS personnel and consultants to the Task Force, spent the last seven months collecting, compiling and analyzing information on the condition of the District's school buildings, how they are being used, and who is using them. The data used in the following assessment were reviewed for integrity, reliability and currency. The DCPS provided much of the data for the Task Force from within operating units. However, data or information which were unavailable from DCPS were collected independently. An important source of data for findings was an in-depth Three-Part Facilities Survey (Appendix B) prepared by Task Force staff. It was completed and returned by principals, custodians and program directors at every operating school in the District. The results cover the following areas:

- the condition of individual building components;
- how well the school spaces support education, technology, staff and community activities;
- the size and types of non-DCPS programs in the schools; and
- the types and frequency of before- and after-school usage.

The Schools and DCPS Administration Buildings

The District of Columbia Public School System currently operates 163 schools (Lenox Adult Education Center closed at the end of SY 1994-1995), 14 administrative buildings, 4 buildings leased to other organizations, and 5 vacant buildings. The entire inventory of buildings comprises approximately 17. 8 million square feet of interior space, 16.2 million square feet in operating schools, 1.2 million square feet in central administrative space, 280,000 square feet in vacant school space and 109,600 square feet in buildings leased to other organizations. In addition, the DCPS is responsible for approximately 700 acres of exterior space comprised of athletic fields, parking areas, sidewalks, asphalt playgrounds and basic grounds. (See Appendix C, DCPS Building Inventory.)



Source: DCPS, Division of Facilities Management

Backlog of Repairs in the DCPS

In 1991, the school system retained 3DI/AEPA, an engineering firm, to produce a comprehensive facilities assessment of the 189 buildings in the school system inventory at that time. The primary objective of the facility assessment program was to identify physical deficiencies at each school and estimate the cost of correcting those deficiencies. All buildings were visually inspected for the condition of components and a list of measures and associated costs to bring them into a state of good repair was prepared on a building by building basis. A state of good repair is a:

> A fully functional, operating facility composed of components that require only routine or preventative maintenance in order to sustain their intended functions.

3DI/AEPA identified over 16,000 deficiencies in 1991-1992. A summary of these deficiencies on a school by school basis has been compiled from this assessment by the Division of Facilities Management and is available on a limited basis in a separate Volume 2, Section 6, The Master Plan Detail. Based on the 1991-1992 assessment, the backlog of repairs in 1992 was estimated at $584 million.

The Task Force believe that this assessment, although almost four years old, is still a sound basis for establishing current estimates for the cost to bring the schools into a state of good repair. The school system expended $41 million on capital improvements since the 1992 facilities assessment, only seven percent of the estimated amount of the backlog of repairs. However, at the request of the Task Force, Project Resources, Inc. (PRI), a project engineering firm conducted a reinspection of 17 sample schools in May 1995 to verify the quality of the 1992 assessment and to establish the extent of deterioration and improvement of school facilities on a component basis, since the 3DI study was completed. In a report to the Task Force, PRI states:

> The visual inspections revealed that most deficiencies reported in the 1992 Facilities Assessment were still valid, while some new deficiencies were added due to accelerated deterioration.

The visual inspection of the 17 sample schools revealed:

- All 17 schools showed evidence of water leakage and damage.
- Apparent structural damage to masonry walls and concrete columns due to water was noted at several schools.
- Previous repair work and capital improvements had been poorly or incompletely performed.
- Routine and preventive maintenance was inadequate at most public schools inspected.

From these inspections, PRI prepared an updated list of deficiencies at these 17 schools. The 1995 estimated cost of bringing these schools into a state of good repair was prepared using the same component basis of the 1992 Facilities Assessment. A comparison was made between the 1992 and the 1995 estimates and a coefficient which represented the difference between these two estimates was developed. The components and the coefficients describing the change in cost to bring these schools into a state of good repair from 1992 to 1995 are listed below:

1. Site	0.894
2. Handicap Accommodation	1.024
3. Building Envelope	1.299
4. Plumbing	1.108
5. Auto Sprinkler	0.650
6. HVAC	1.457
7. Electrical Distribution	0.853
8. Lighting/Signal Systems	1.441
9. Core Structure/ Walls	1.420
Building Average	1.182

This means that, on average, the cost to bring all DCPS schools into a state of good repair increased by 18% since 1992, an increase from $584 million to $690 million. This change is due to increased deterioration, inflation, and changes in application of R.S. Means Repair and Maintenance unit pricing, as no two estimators are alike. These coefficients have been applied on a school-by-school basis and are listed in Appendix D in the column titled "1995 3DI Repairs and Maintenance."

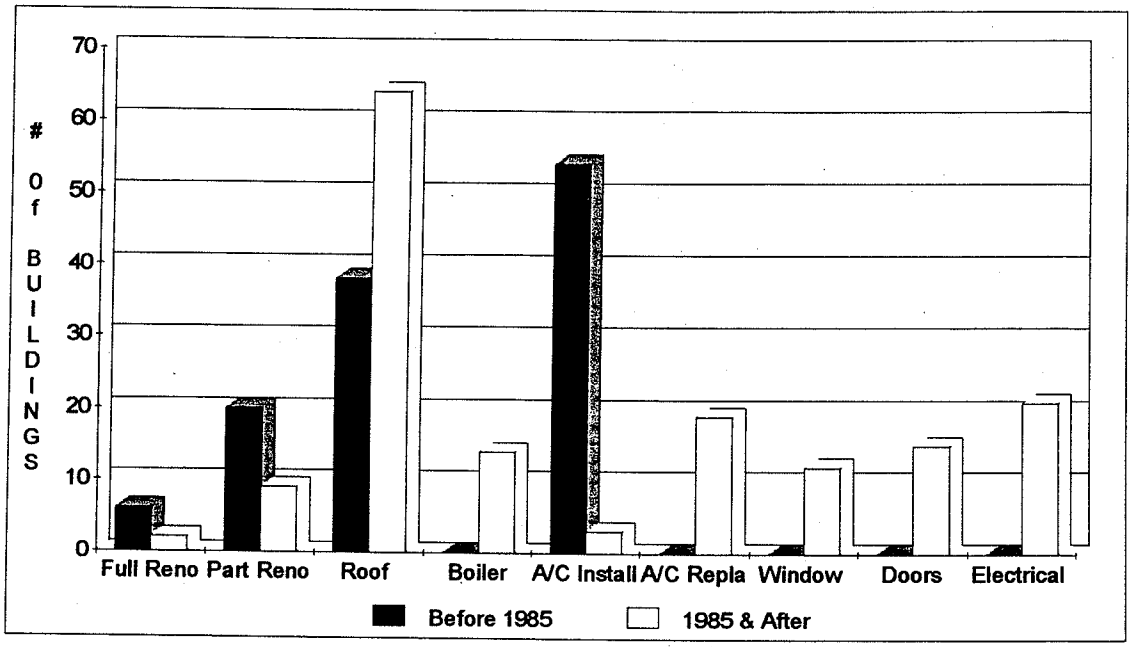
The age of operating schools and administrative buildings in the school inventory is a major problem and a contributing factor in the escalating number of repairs necessary in schools.

- 37% of the buildings in the inventory of the school system are over 65 years old.
- 62% are over 45 years old.
- 88% are over 25 years old.
- According to DCPS only eight operating schools have had total renovations.

This chart summarizes the *types* of capital improvements undertaken in public school facilities before 1985 and from 1985 to the present. This chart does not reflect the distribution of *expenditures* for capital improvements, as the cost of a full renovation, for

example, is far greater than just window replacement. The majority of component replacements were done since FY 1991, but as the chart illustrates, the overwhelming majority of schools are functioning with their original design and components.

Type of Capital Improvements in District Public Schools



Source: Division of Facilities Management

Following are charts with the tabulations of the responses of principals and custodians to the Three-Part Facilities Survey of the Task Force. The first chart is the responses by school custodians and engineers on the current conditions of the major building components in their local school. Evaluative criteria for each building component listed were listed in the Survey and used to guide the responses. These can be found in Part III of the Survey form in Appendix B. In general, "Good" indicates that only routine maintenance is required for the component rated, "Fair" indicates that some repairs of the component are needed; and "Poor" indicates that major repairs or replacement of the component are warranted.

The second set of charts are the tabulations from the responses of principals to survey question #16: **Indicate the ambiance, comfort, and/or usefulness of these spaces.** (Be sure to consider factors such as: heating, lighting, noise levels, ventilation, air conditioning, etc.) In general they rated their schools in fair condition, with adequate facilities, but the ratings ranged from poor to good. These assessments were subjective. In one example, a principal in responding to the question on the ambiance, usefulness or comfort of the student bathroom wrote, "Fair, but some partitions are missing." A student bathroom without stalls, just working toilets, would seem to most of us to be in "poor" condition. However, if the year before, the plumbing was not working, then the bathrooms would reasonably be considered to be in or "fair" condition now.

Assessment of Conditions of Major Building Components in 163 Operating Schools by School Custodian, Building Engineer or Principal

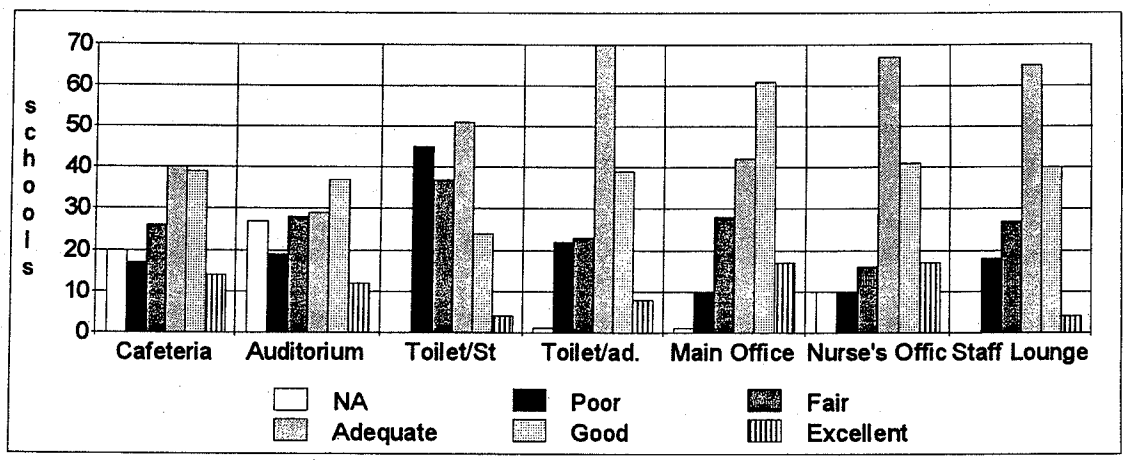
Responses from Three-Part Facilities Survey, Part III, Appendix B

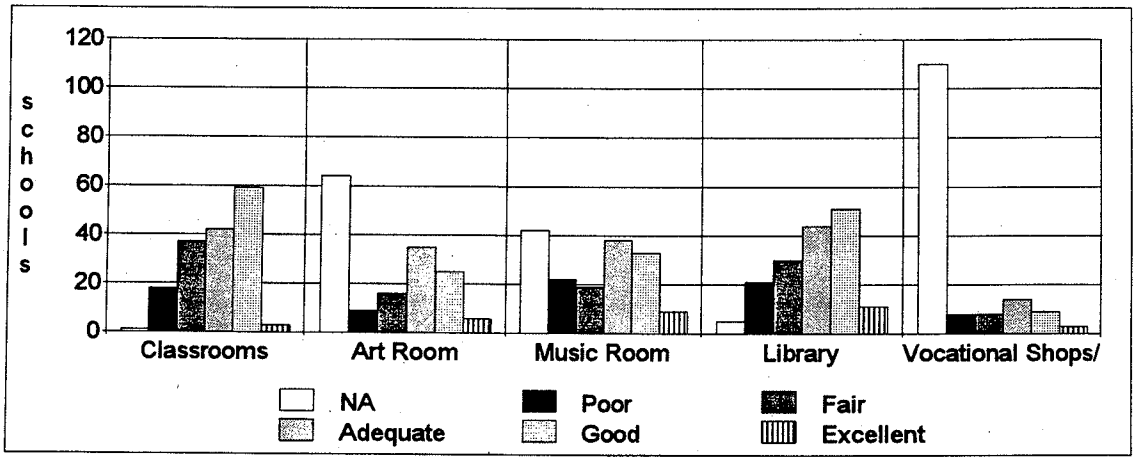
PERCENTAGES OF TOTAL RESPONSES
(% may not add to 100 due to rounding)

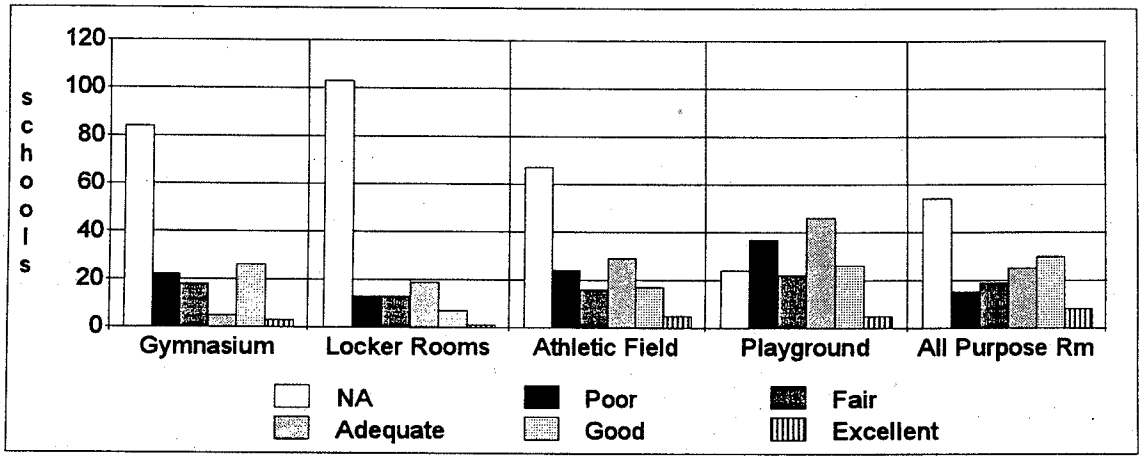
% Good - Fair - Poor -

Category FACILITIY COMPONENT		Good	Fair	Poor
Roofs				
Main #1	Roofing	24%	46%	30%
	Flashing	26%	48%	25%
	Drains	35%	39%	26%
Other #2	Roofing	31%	41%	28%
	Flashing	26%	49%	25%
	Drains	36%	38%	26%
Windows		17%	23%	60%
Boiler Components				
	Burner	67%	27%	6%
	Grate	63%	30%	6%
	Setting	63%	32%	5%
	Breeching	69%	27%	4%
	Tubes	66%	21%	13%
	Vacuum Pump	44%	34%	23%
	Oil Pump/Heate	58%	30%	12%
	Traps	37%	38%	26%
Heating System				
	Piping	37%	52%	10%
	Traps	25%	45%	30%
	Pumps	38%	43%	19%
	Fans	44%	47%	9%
	Univents	37%	47%	16%
	RadiatorValves	28%	37%	36%
Plumbing System				
	Piping	39%	46%	16%
	Student toilets	23%	62%	14%
	Staff Toilets	42%	50%	8%
	Kitchen/Utility	49%	45%	6%
Paint and Plaster				
	Interior	30%	51%	19%
	Exterior	22%	49%	29%
	Plaster	19%	61%	20%
Flooring				
	Wood	35%	43%	22%
	Tile	15%	61%	25%
	Sheet	29%	45%	26%
	Carpet	19%	41%	40%
Chalkboards		31%	54%	15%
Pavement				
	Concrete	21%	52%	27%
	Blacktop	23%	45%	32%
	Parking Areas	36%	45%	19%
Fencing		18%	51%	31%
Exterior Masonry		18%	51%	31%

School Environment
Pre-k through Adult Education
Local Principal's Assessments







Source: Three-Part Facilities Survey of All Schools and Selected Administrative Units

A Secure Environment

Concerns over building security and personal safety of students, teachers and staff in schools and on school grounds were reflected in the survey conducted by the Task Force and in meeting with school-based personnel. The DCPS Office of Safety reported that:

- 24% of the schools have no type of electronic security system.
- 76% have obsolete and inadequate security systems.
- 25 schools reported an accumulated loss of $339,000 from theft of equipment between 1989 and 1994.
- During the 1995 furlough one school experienced approximately $200,000 worth of loss and damage as a result of a burglary.

From the Three-Part Facilities Survey, principals reported:

- 56% of the schools had with inadequate security lighting.
- 43% of the schools had inadequate parking.
- 72% of the schools house at least one non-DCPS program.
- 45 schools were limited in the use of their school by concern over neighborhood safety.
- 35 schools were limited in the use of the school by building security concerns.

Principals reported 10,055 students attending schools out of their attendance zones. One factor influencing parents to send their children to other schools is the perceived safety of the school's location. The overcrowded schools are overwhelmingly in neighborhoods which are considered safe.

Schools accommodate many programs open to the general public during both instructional and non-instructional hours. The designs of schools do not easily support shared uses, and friction between non-school and DCPS personnel is a problem, in part due to security considerations.

Environmental Health and Safety

The District of Columbia Public Schools are required to meet certain standards with regard to environmental health and safety. They must be in compliance with local fire code regulations and meet Environmental Protection Agency standards for asbestos, lead in water and paint, indoor air quality, and hazardous materials and waste from abatement and science labs. The DCPS Division of Environmental Health and Safety is responsible

for testing and abating or overseeing the abatement of environmental hazards, and compliance with fire codes. According to the Office of Environmental Health and Safety:

- Although encapsulation has occurred in every school, there is still asbestos in every school.
- Since 1989 only 15 schools have had major asbestos abatement.
- Lead in paint is known to exist in most schools, but there is no program to correct or test for this.
- There has been no system wide survey for indoor air quality. The school system responds to complaints about air quality only on a case-by-case basis.

From the Three-Part Survey of the Task Force, principals reported:

- 772 drinking fountains which are broken or turned off due to high levels of lead in the water.
- 25 schools have sections of their schools closed due to fire code violations.

The 1994-1995 school year highlighted the importance of compliance with the fire code. The court insisted that schools which had any violations which posed an "imminent danger" were not to be opened. The Board of Education and the Superintendent decided to delay the opening of all schools for three days to complete abatement of code violations and have all schools open together. The school system operated under a court order during the entire year, with DCPS working to abate fire code violations throughout the year and able to attend to only emergency maintenance and repairs in other areas.

The inability of DCPS to aggressively abate asbestos, means that delays for maintenance work while asbestos is being removed prior to a repair will continue to be the norm. Construction costs will continue to be high for boiler replacements and electrical modernizations and other component replacements because asbestos will need to be removed as a part of the component replacement. In schools which are only undergoing component replacement, the cost of abatement, especially with children in the building, is high. An antiquated system with high levels of lead paint and asbestos exposes DCPS maintenance and repair personnel to occupational hazards. Just as fire code violations put the entire school system at risk, lead and asbestos in the schools leave the schools vulnerable to court intervention.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a tremendous Federal mandate affecting the schools. Through the Three-Part Survey, the Task Force found:

- 14 schools were reported to be fully accessible to the handicapped.
- 19 schools reported having passenger elevators.
- 93 schools are only partially accessible to handicapped.

These conditions result in the inability of students with physical handicaps to attend most schools and place the burden on DCPS of the cost of private placements for many of these students. It has also meant that students who are physically handicapped are placed in more restrictive environments in DCPS so their physical handicaps can be accommodated.

Conclusion on the Condition of Schools

The schools in the District did not deteriorate overnight. Decades of underfunding capital and maintenance budgets and the wear and tear by thousands of children who pass through the school doors on a daily basis have brought schools to the state of disrepair they are in today.

The District needs a comprehensive capital program to modernize its public education facilities. To do only component replacements and an occasional modernization, as has been the case over the last 15 years, is inefficient and more costly in the long run. Unless there is a new direction, the schools will continue to suffer from a greater and greater backlog of repairs.

To modernize *all* 163 operating public schools in the District and the supporting administrative space over 10 years is estimated to require $1.2 billion. This estimate is based on meeting all objectives of the Preliminary Facilities Master Plan 2005, as outlined in Section 1--bringing buildings into good repair, placing components on a life-cycle basis, redesigning and modifying space to better support educational and community needs, complying with all codes and mandates and fully renovating and modernizing schools to support 21st century technology. The calculations which led to this estimate are in Appendix D, 10 Year Capital Estimates and 1995 Estimates for State of Good Repair.

SECTION 3
Space Needs of the District Public Schools

How much space does the District of Columbia School System need?

The school system needs to provide for the efficient use of space in accommodating fluctuating student enrollments. As its primary function, the school system needs to provide appropriate and engaging learning environments for education and effective work environments for school-based and central administration. At the same time, communities need access to schools for social services, continuing education, and recreation. To address these issues, the Task Force asked the following questions:

1. How many students are enrolled in District public schools, in what grades and where? And how many students are projected to be in District public schools over the next 10 years?

2. What are the relevant characteristics of the District's public school DCPS student population which may affect elements of a facilities master plan?

3. What educational programs are provided and will need to be provided over the next 10 years?

4. How are well are schools being utilized used for instructional and administrative purposes?

5. What are the non-DCPS uses of the District's public schools?

Enrollment and Demographic Information

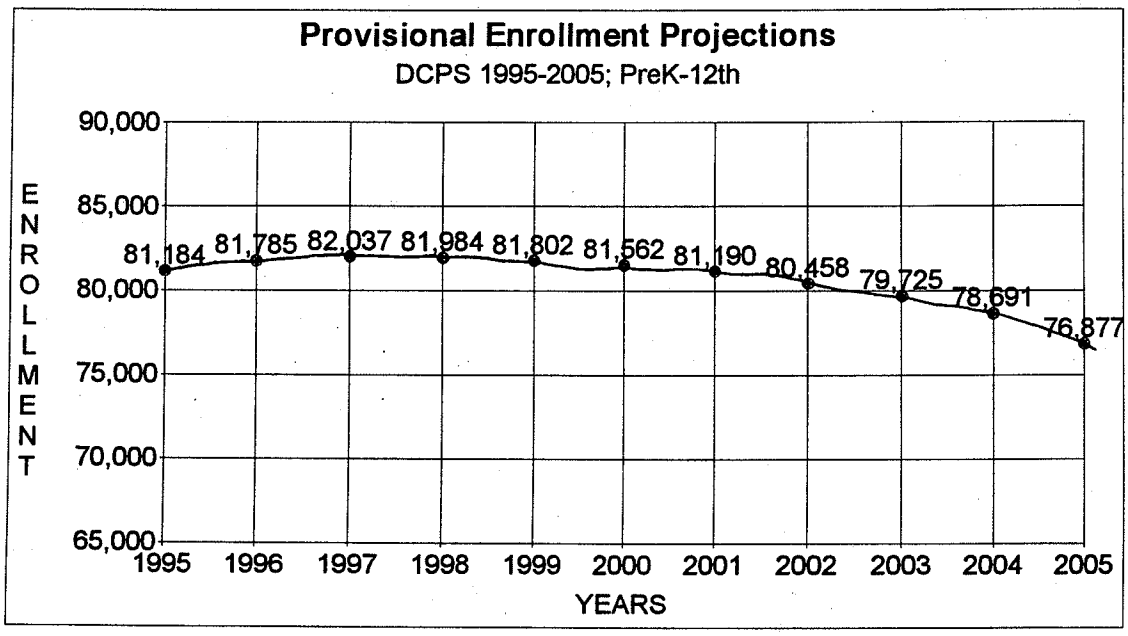
A crucial factor affecting facility needs is how many students the school system must serve and the characteristics of the student population. Enrollment projections were prepared for the Task Force by The Grier Partnership, demographers experienced in public school enrollment projections for urban school systems, who are extremely familiar with the District of Columbia. Their complete report, including projections, is in Appendix F.

Enrollment Projections

In response to public concern over the official student enrollment number, the Superintendent with the participation of the General Accounting Office conducted a special count of the student population. The special count used a scientific random sampling of DCPS students to evaluate the level of accuracy which could be ascribed to

the data which DCPS used for the official enrollment figure. The Task Force has not received the final report of that count and therefore has designated the projections "provisional."

Provisional projections based upon official enrollment figures show enrollments increasing gradually until the 1997-1998 school year, then beginning a slowly accelerating decline that will bring the school population to 76,877 by the 2005-2006 school year. The peak in 1997-1998 is projected to be 82,037 pupils, up nearly 1,600 from the 80,450 reported for 1994-1995. The 2005-2006 figure is down by 3,573, approximately 5% lower than in 1994-1995.



Source: The Grier Partnership, based on official DCPS enrollment figures.

These projections were prepared using the cohort survival method. This widely-used technique is a mathematical model which simulates the way in which students move through the school system, grade-by-grade and year-by-year.

This projected decline follows years of falling DCPS student enrollment, from a high of 147,100 students in 1970 to 100,000 students in 1980 and to approximately 80,000 in 1990. Although the numbers of students in the DCPS system has been declining steadily since 1970, the needs of the student population have risen steadily.

DCPS Is Challenged by Its Student Population

DCPS has the responsibility for providing appropriate educational programs to all students in attendance. Students who are ready to learn and create must be provided for even as the system responds to the needs of students who may need additional help before they are ready to learn.

Students Have Needs That Impact Their Readiness to Learn

- In 1990, according to the U.S. Census, 81% of all school-age children attended public schools in the District of Columbia; 19% attended private or parochial schools.
- Between 1990 and 1994, the percentage of District families living in poverty grew from 16.9% to 26.4%; the public school system enrolled 95% of the children living below the poverty level.
- Over 50% of all District children live in households without fathers, twice the proportion of 1970; the public school system enrolled 89% of these children.
- Nearly three-fourths of births to District residents are now to single mothers and one child in six is born to a mother who is still in her teens.
- Between 1980 and 1990 District residents who spoke a language other than English in the home increased over 200%.
- In 1990, the public schools enrolled 96% of all children for whom neither parent was a high school graduate.

The data suggest that more children will require the public school system to provide: before and after school care, an expanded feeding program, more English as a Second Language programs, more remedial and special education programs. In addition, increased adult education programs, especially literacy training, will aid parents in supporting the learning needs of their children.

Students Have Educational Needs That the System Is Not Prepared to Meet

Many families send their children to public school from kindergarten to sixth grade and then place them in private or parochial schools until graduation from high school because they believe that the DCPS system does not provide children with to up-to-date technology and challenging programs. (See Projected In- and Out-Migration for DCPS Graduating Class of 2005, page .)

The District school system has programs that were established to meet the educational aspirations of students who read and do math above grade level, who attend school regularly and will go to college. However, these students need greater access to modern technology in the classroom and to information resources outside the school, greater freedom to work independently while in school, wider varieties of teaching methods that will allow them to exercise their creativity; and modern equipment to give them at least one usable vocational skill.

The Educational Initiatives of DCPS for Today and 2005

To address the needs of students the DCPS has instituted several initiatives and programs. Most of these initiatives have implications for facilities and can be more effectively implemented if the appropriate facility modifications accompany the start of the

program or practice. The next section describes these initiatives and the optimal facility changes and space required to support them.

Elementary School Initiatives

Pre-school or Headstart programs are offered in 49 of the 111 elementary schools. Appropriate facilities for pre-school programs include:

- a bathroom adjacent to the room, sink with running water
- bare and carpeted areas
- "cubbies" for coats and possessions at a low level
- counters that a small child can reach
- direct sunlight, windows to see outside and spaces for plants
- playground and outdoor play facilities
- door handles students can manipulate
- a large enough open area to allow for modular spaces and storage areas

Experience-based Instruction--"Hands-on Science," manipulative-based mathematics instruction, whole language based reading and writing. Interestingly, this approach to instruction requires space accommodating library, art gallery and museum display areas, and additional eye-level bulletin board space in hallways.. Students thrive on the stimulation of interesting things to look at, manipulate, and contemplate. Creating a miniature museum, greenhouse, zoo, or art gallery gives experiences that students can use to apply mathematics, make connections to reading, write about, paint, construct, or experiment with in experience-based approaches. Secure storage/display areas are also useful for more valuable items the students and teacher want to display.

Middle School

Smaller learning communities, interdisciplinary team teaching, exploratory programs, and flexible scheduling are characteristics of an effective middle school program. These schools, typically serving students in grades six through eight, recognize the early adolescent's need for security and identification with a particular group along with a readiness for a broader range of experiences and greater depth of inquiry in different subject areas than is available at the elementary school level. Student movement during the school day is in class groups or "families" rather than individually.

Middle schools need a readily accessible and user-friendly library/learning center containing varied resource materials including book, periodicals, and computer software and hardware. The mathematics and science spaces should also reflect the active minds and bodies of this age student. These students are engineers, manipulative, hands-on people, not passive learners. The middle school is also the level where the students actively participate in art, music and band, drama, wood and metal work, and physical education, in addition to learning and experimenting with foreign languages.

Junior High Schools

The needs of early adolescents are the same whether they are in a middle school or junior high school environment. The junior high schools were designed early this century as "younger versions of high schools" with emphasis on preparing non-college-bound students as tradesmen and craftsmen. The facilities in these schools have been designed and constructed around the subject, not the needs of the students. Science rooms are clustered as are the rooms for mathematics. Rooms for English instruction, taught as a distinct subject with little coordination with social studies, are generally located together. As a result, junior high schools are planned around students moving as individuals to different classes, mostly on unique schedules.

The junior high school should also have a comprehensive library/learning center readily available and user-friendly. Since the ninth grade is the first of a student's four-year record base for post high school studies, this facility must provide materials and function as an academic resource as well as one for general purposes. The science, foreign language, and physical education spaces must also be able to reflect the same higher educational demand. Industrial arts and home economics are added to the list of required courses, and students can take electives as their schedules allow. Spaces for students to meet and work on special projects in small groups as well as individually would be available. Professional spaces for teachers to prepare, to counsel with student and parents, and to use and become proficient on technological and communication equipment should be an integral element in all junior high schools. Communication with the parents is crucial at this level of schooling.

Senior High Schools

The DCPS has embarked on an ambitious and wide ranging effort to redesign 10 high schools for the 21st century. Integral to this program is called Renaissance 2000, is the creation of prototype schools for math, science and technology at Ballou SHS and Coolidge SHS, and the extension of special or alternative schools. The major guiding principles for Renaissance 2000 are:

Integration of high-level academic and modern vocational education, extensive use of technology in learning, and cooperative and experiential learning. In today's world, vocational education students are required to deal with sophisticated electronic equipment, complicated training manuals, computer-aided design and instructional materials. All students need rigorous academic preparation, and are now required to graduate with at least one marketable skill. The challenge is to provide the necessary vocational equipment in a location which students can easily access as they take their core academic subjects.

The modern high school also has to provide computer modeling and sophisticated equipment for most science classes, as well as up-to-date rooms for industrial technology and independent learning. Students and teachers need multiple conference rooms, with

modems, computers and printers. They need spaces for small group work and stations for independent study near the library/media center.

The library/media center needs a satellite hookup for receiving transmissions, wiring to a transmission center and linkage to an in-school television/recording studio. It also needs electrical hook-ups, with multiple lines to Internet and access to the world's libraries. The city's and school system's libraries should be interconnected to allow inter-library loans. Modern requirements for special classes include: a weight room, with possible public access; a kiln and welding equipment for art; wiring in all rooms for computer communications with video screens and telephones.

Small learning communities, schools within schools, team teaching. This organization of students is much like the "families" described for middle schools. Students are organized into groups of 100-150 each, and work with the same set of "core" subject teachers, while attending special subjects and electives on individual schedules. Often students choose to be on certain teams because of a certain thematic emphasis, such as a Public-Private Partnership, or Academy (public service, law enforcement, culinary arts, hospitality, engineering, performing arts, nursing, etc.) A facility designed to support these groups would place teachers of different subjects on a single team, near each other, and near the lockers of students in their group. Although some special rooms replicating the professional focus of each team would be required, other facilities such as conferencing rooms, electronic communications, publishing, and presentation capabilities would be needed as in high schools with a traditional organization.

Special Education

Full Inclusion Programs. In all but four of the District public schools, there is at least one special education class where students with disabilities are taught within the regular classroom and school settings. Special education usually requires a non-restrictive environment including wheel-chair access to all rooms (bathrooms, main office, lunch facility, gymnasium, specialist offices and classrooms) and fire drill evacuation for wheelchair-bound and mobility-restricted students. In addition, individual students have individual needs. It may also be necessary to upgrade electrical systems to accommodate special hearing laboratory equipment or Braille typewriters. Other considerations are: elevators, ramps, door sills, steps, toilet height and attachment, stall width, door handles, hall railings and special "time out" spaces.

Bilingual Transitional Programs

Limited English Proficient Students. Students with limited proficiency in English are coached and taught to function in the English-speaking environment. They require space for a learning station with computer equipment, earphones, and tape/CD/record playing and/or recording appliances. In addition, walls should accommodate pictures, signs and other displays to help in the cultural transition. Spaces for English-speaking

students to work privately with limited-English speaking students would be very helpful. Dual language team teaching requires sufficient resource or other spaces for teaching in small groups.

Vocational and Career Education

The demands of the 21st century redefine the concept, use and appearance of the vocational classroom. Several initiatives, such as School-To-Work, require the workplace to become a part of the classroom. Tech Prep Applied Academics courses turn the classroom into a laboratory for the use and practical demonstration of math and science skills and provide a bridge to post-secondary education.

School principals will begin utilizing business training facilities and their faculties to provide computer application skills to students and staff. There will be more linkages with the private sector and other public agencies to obtain resources, apprenticeships and student/teacher internships. Greater learning opportunities will be developed outside the traditional classroom and school building.

Adult Education

Basic education, job retooling, and personal enrichment. The high dropout rate, the increase in the number of non-English speaking adults, the projection that Americans will change careers four to five times in a lifetime, and the need to give the District's childless adults a stake in the schools, underscore the need to offer adult education services. Regardless of who delivers those services, the demands upon school facilities will be much the same as for high school. Evening and possibly daytime access to basic education classes; vocational centers; computer laboratories; and art, culinary and science facilities will be necessary. In addition, specific career-focused programs such as training for bus/truck drivers, nursery and greenhouse managers, small craft navigators and others may require access to non-traditional school facilities.

Staff Development

A continuing activity for teachers and principals. The key facility need in support of staff development is a room that can be used for student and adult groups, meetings and conferences. It should accommodate all audio-visual equipment, as well as telephones and modems. A secure cupboard should house A/V equipment and computers. White boards or black boards are necessary along with conference supplies and equipment. The room has to be large enough to allow small group breakouts.

System-Wide Initiatives

The following initiatives are already underway in the District.

- Enterprise Schools-- public schools with autonomy from the DCPS central office and decisionmaking over their budget, program, and staffing.
- School Within a School Charter--schools started by teachers or parents with greater autonomy over program, staffing, and budget.
- Math, Science and Technology Initiative funded by National Science Foundation--a 5 year grant to improve math and science achievement and technology proficiency of District public school students.

Technology-Rich Learning Environments

In the 21st century, the District of Columbia Public Schools must fulfill its mandate to improve instruction, increase the number of students who remain in the system through the 12th grade and provide students with the necessary job and business-related skills. To do so, the efforts toward the development and expansion of our schools' technology infrastructure will need to be accelerated. As the calculator replaced the slide rule, the computer will replace or enhance textbook-based instruction. Interactive multimedia workstations combined with current and future communications network capabilities will electronically bring the world into the classroom and onto the desk.

This expansion will require the transformation of school libraries and resource rooms into informational resource centers. It will increase the need for digital distance learning systems, interactive multimedia workstations and high speed fiber optic telecommunications networks in schools.

Major technology infrastructure components will need to be incorporated into any new school buildings and future renovations of our older buildings to support this. Much of the existing technology in our schools will need upgrading and updating to meet these new standards. From the workstation to the supporting infrastructure, those major components are:

Multimedia workstations. Students have access to a computer with full motion graphics in the classroom.

Desk-to-desk and classroom-to-classroom network facilities (Local Area Network-LAN) Each multimedia workstation is connected to the school's information resource center.

Information Resource Centers. Networked videotape and laser disc players, file servers and telecommunication equipment are linked to classrooms, distant learning centers and information depositories, such as, The Library of Congress. They will be interconnected from the information resource center to the classroom and from building to building.

Building-to-building network facilities (Wide Area Network or WAN). Provides inter-connectivity from building to building and will support distance learning and other voice/video/data traffic of the schools.

Support Facilities. The Center for Innovative Technology and Management Information Systems support the building-to-building network, provide staff development and multimedia curriculum distribution capabilities. Interconnectivity to administrative offices will funnel through these support facilities to provide global communication and distance learning capabilities.

Ability of Schools to Accommodate Educational Initiatives and Technology

Many of these initiatives have started, but the facilities have not been adapted to their changed. The room usage survey of District public elementary schools conducted by the Office of Planning in the Division of Facilities Management found that:

- 65% have no space designed for pre-kindergarten.
- 54% have no space designed for special education.
- 33% have no multi-purpose rooms.
- 24% have no designated health facilities.
- 31% have no counselor offices.

The Three-Part Survey indicated that of the 163 District public schools:

- 84 schools had no gymnasium.
- 64 had no art room.
- 42 had no music room.

Spaces that are used for all of these varied functions have been converted from general education classrooms in schools which have the space; in overcrowded schools, they are squeezed into storage rooms or book closets. When rooms are adapted for special purpose, they lack the accommodation for special purposes. For example, art rooms need water, special storage and equipment; and music rooms need special storage and acoustical treatment. The lack of these and other specialty spaces increases the difficulty of educating and serving children.

Old schools are unable to accommodate today's school uses. The traditional school consists of standard classrooms and a main office. However, with the increasing needs of children, space that supports appropriate special services are needed. Health areas need bathrooms adjacent to them, and counselors need office space for testing, conferences and confidential record storage. Teachers need office and/or meeting space, and they need an area with reference materials where they can study or prepare materials

for the students. The psychologists, social workers, and speech therapists who travel from school to school need office space for testing, parent conferences, working with students, and record keeping.

The Ability of Schools to Support Technology

Results of Three-Part Survey

- 99 of the 111 elementary schools have at least one computer lab; however, many are still using the old IBM P C Jr. computers.
- 23 of the 24 junior and middle schools have at least one networked computer lab using IBM 386 systems.
- All of the 21 senior highs, vocational and adult education centers have at least one networked computer lab.
- 58 computer labs are connected to on-line services such as America On-Line.
- 123 schools reported that they do not have an adequate number of computers in classrooms and 53 of these reported that the electrical system will not support the additional computer equipment.
- 102 school libraries are not connected to any on-line services and 61 have no available phone lines or internal modems for library computers.

Instructional Television Fixed Disk System (ITFS)

Teachers use ITFS to bring visual learning concepts to the classroom in a format that captures the attention of students. ITFS broadcasts over a microwave wireless cable system. The cable system at the building level presently carries video for ITFS, Distance Learning and District Cablevision.

- ITFS currently broadcasts instructional television programs to 70 elementary, middle and secondary schools.
- 93 elementary, middle and secondary schools need to have wiring and hardware installed or upgraded.

DCPS Administrative Wide Area Network (WAN)

The WAN connects local schools to the school system's central databases and administrative systems (student, financial, facilities, personnel and inventory management).

- As of the close of the 1994-1995 school year, all middle and secondary schools were directly connected to the DCPS WAN.

- Elementary schools access the WAN by way of high speed modem dial-up (telephone).

Utilization of School and Administrative Space

The school system needs to plan for the efficient use of its buildings. A major concern for the Task Force was the utilization of school buildings. Between 1970 and 1995 school enrollments declined by 45%, while the number of schools declined from 220 to 183, or 17%. At the same time, the amount of instructional space increased by 2 million square feet. With the current enrollment of 80,450 students, the average space per pupil is approximately 200 square feet. This is more space than DCPS can afford to repair, maintain or modernize. Approximately 10,000 parents, fairly evenly represented by each ward, attend schools other than their neighborhood schools. Schools have changed in the way they are used both educationally and by the community. These factors combine to make the issues related to efficient school use complex.

The average capacity for the 111 elementary schools in the District is 600 students. The average size of these schools in the District is 69,633 square feet. The average enrollment for DC elementary schools for SY 1994-1995 was 443 students. Since DCPS was once an overcrowded system, the schools built in the 1950s, 1960s and 1970s were all extremely large. The school system between 1970 and 1994 closed many small schools and replaced them with mega-schools. This is why the gross square footage of the school system increased by 2 million square feet, as the number of schools fell by 47.

Using definitions and standards for capacity and utilization which were developed approximately 10 years ago, the 1994-1995 occupancy for DCPS schools Pre-K through 12th is as follows:

School Occupancy, 1994-1995

	Average	High	Low
Elementary Schools	72%	121%	44%
Junior High/Middle Schools	57%	152%	32%
Senior High Schools *	62%	100%	38%

* Includes 11 comprehensive high schools, but not the alternative high schools: Bell, D.C. Street Academy, Ellington, Phelps, School Without Walls, and Benjamin Banneker.

The school occupancy data were derived from Appendix F. These statistics should be considered preliminary until DCPS has not completed room usage surveys and revised utilization profiles for all schools.

The Division of Facilities Management collected detailed information on classroom, resource, and administrative room usage through school visits to 84 of the 111 elementary schools. Each room in the school was identified and the 1994-1995 SY use was recorded. The data is still preliminary; however, a number of patterns have emerged:

- There are numerous special education rooms.
- Schools have multiple resource rooms.
- Instructional and administrative space has spread to fill empty spaces as enrollment has dropped.
- Average class size was approximately 22 students.

A summary of how classrooms were used during the 1994-1995 school year in 46 of the 84 elementary schools surveyed is in Appendix H. In these 46 schools, 1,196 rooms were designed to be classrooms; 884 of these rooms were used as regular classrooms--pre-k through 6th grade; 72 classrooms were used for special education; and 240 classrooms were used for other purposes, including 39 classrooms that were vacant. "Other purposes" includes art, music, computer, science and resource classrooms, as well as Evenstart and Headstart, ESL, and teacher preparation.

From a preliminary analysis of the room usage surveys completed in June 1995, it is clear that elementary schools have changed in the last 10 years. Lower pupil/teacher ratios, inclusion of pre-school, computer and science labs and the increased services for students with special needs have reduced the capacity of most elementary schools from the capacity levels now assigned to them by the Division of Facilities Management. Spaces once used for general education classrooms which counted toward capacity, are now used to accommodate these new functions and, with the exception of pre-kindergarten, are not classrooms which can be assigned student capacity.

In elementary schools today, classes are smaller and there is more active learning on the part of students. Students are often on their feet, involved in active hands-on instruction and cooperative learning, rather than in their seats listening to the teacher. In as many as 50 elementary schools, three meals per day are provided to children--a far cry from the days when all students went home for lunch. There are after-school programs in most elementary schools.

A dilemma for the school system and the District is that while the schools may be underutilized, as evaluated from a formula based on the design of the building, from a program or educational standpoint, elementary schools of 600 or 700 students are not desirable. A recently released Carnegie Foundation Report indicates that the optimum school size for an elementary school is approximately 400. The researchers found that there is a strong correlation between school size and educational achievement. It is worth

noting that there are no private elementary schools in the District which even approach 600 students and that the private middle and senior high schools tend to be almost as small as the elementary schools.

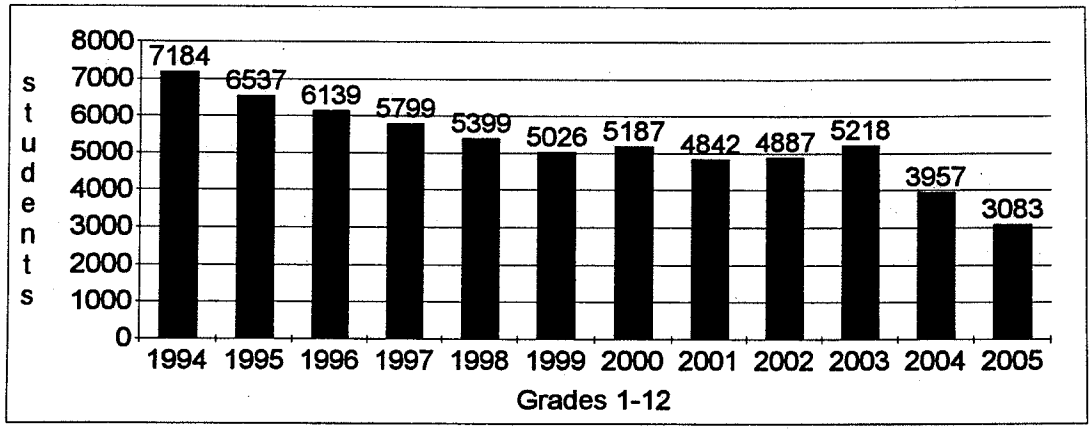
Middle, Junior and Senior High School Utilization Profiles

The utilization profiles of junior high schools (grades 7-9) which have been converted to middle schools (grades 6-8) and senior high schools (grades 10-12) are likely to change also. But at this time the DCPS does not have room usage surveys for the secondary levels.

Senior high schools, like the elementary schools, have taken on new responsibilities. A number of schools are now providing spaces for functions such as day care and health services. Though secondary utilization profiles are not expected to change as much as the elementary level, DCPS should quickly complete the room usage surveys for all operating schools in order to make a more accurate assessment of their space needs.

One of the factors affecting the low levels of utilization at the junior and senior high school level is the loss of students from DCPS as they move through the system. Many factors contribute to this attrition or loss--students move out of the area, are placed in private school, drop out, are incarcerated, or die. Using the provisional projections from the enrollment and demographic study prepared for the Task Force, it is possible to project that while there were 7,184 first graders in DCPS during the 1994-1995 school year, there will be only 3,083 12th grade students in DCPS in 2005-2006. This chart takes all first graders enrolled in DCPS in 1994, which is 7,184, and estimates how many children will be in 2nd grade in 1995 and in 3rd grade in 1996, and onward through the year 2005 at which time they would be in 12th grade. One half of this decline occurs by the time the students reach the 6th grade.

Projected In- and Out-Migration 1994-1995
1st Graders in DCPS, School Years 1994-2005



Source: Enrollment Projections, Grier Partnership

DCPS does not have a formula for evaluating the capacities of schools that differ by program design from the traditional elementary, junior and senior high schools. Webb Elementary School and Duke Ellington High School for the Performing Arts are two examples of such schools. DCPS also does not have capacity formulae for adult or vocational education facilities. These standards are also needed.

Central Administrative Offices

Currently 14 facilities, with a total of 1.2 million square feet used for administrative purposes, are used by DCPS. An additional 142,000 square feet is leased for in the Presidential Building at 415 12th Street, NW for DCPS central administration (Building Inventory 1995, Appendix B). There are also central administrative offices in a number of operating schools, such as the Office of Language Minority Affairs at Roosevelt Senior High School and the Office of Health and Safety at Stanton Annex. A great deal of energy has gone into the relocation of the DCPS main offices, however as of this writing the issue has still not been completely resolved. The Superintendent and Board of Education are to move into the Franklin School, a 41,000 square foot building in need of complete renovation; and the other offices will move into vacated schools--primarily Rabaut, Hamilton and Logan. There are a number of significant problems with the plans for accommodating the central administration:

- School buildings are inefficient accommodations for office space. Standard classrooms often serve as offices for a single person, so too much inventory is used for central administration.
- There are insufficient capital funds to properly retrofit the schools to accommodate and support office uses.
- The conditions of buildings in which central offices have been relocated are comparable to the system as a whole.
- Central offices are to be relocated to five major locations spread throughout the District;
- The new central office locations are in residential neighborhoods, and do not provide retail and commercial services or parking to support office personnel.
- The residential locations for central offices create neighborhood parking and traffic problems.
- The Board of Education and Superintendent will be separated from central office staff who are under the supervision of the Superintendent.
- Work time is spent traveling to meetings at widely dispersed DCPS central administrative offices.
- Coordination and communication is made more difficult between by multiple locations, especially with limited technology.

Community and Non-DCPS Use of the Schools

Schools provide accommodation to many programs and uses which fall outside of the DCPS instructional purview. However, for the most part, schools are not widely or intensely used by the community for purposes other than instruction.

- 157 programs not operated by DCPS were reported in 118 schools .
- An estimated 13,000 persons--children and adults--were reportedly served by non-DCPS programs in schools.
- 87 programs operated during the instructional day, 137 programs operated in the evening, 48 during vacation, 27 during holidays, and 21 on weekends.
- 60% of the 157 programs provide child care--after school or day care programs. Approximately 20% are purely recreational; and 20% are for adult, vocational or career education.
- Four school buildings are leased in their entirety to non-DCPS users.
- The income from use agreements for schools collected by the DCPS Realty Office has increased steadily in the last five years, from $438,000 to $597,000.
- DCPS benefits from services in exchange for building use such as George Washington University (GWU) classes are made available for students at School Without Walls (SWW) in exchange for GWU using SWW for evening classes.

SECTION 4
Challenges to Rebuilding Schools

What are the challenges to providing the District with 21st century schools?

To transform the public school facilities of District of Columbia from their current state into one that meets the requirements for supporting the greatest school system in the United States poses numerous challenges for the District and all its partners.

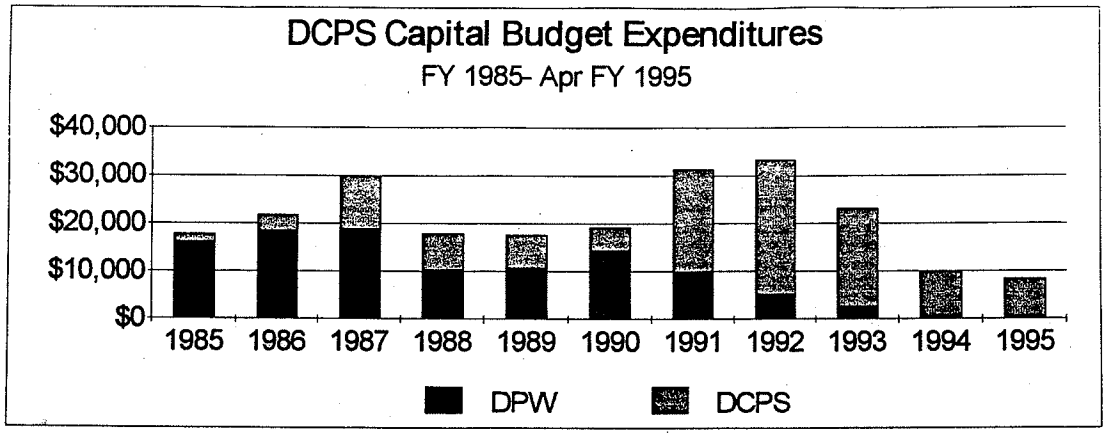
Fiscal Issues

The DCPS capital and maintenance budgets are funded annually from only one source, the District's budget. Capital funds come from city general obligation bonds and the maintenance funds are from the DCPS operating budget allocated to the DCPS by the Council and Mayor. It is up to the Board of Education to determine the fiscal priorities for the school system's budget. Historically the DCPS has difficulty with the "bricks vs. books" trade-off and underbudgets for facility maintenance and repairs.

The DCPS Capital Budget

The DCPS has faced major obstacles in responding to capital needs of the school system. The District of Columbia experienced tremendous growth in its student population throughout the 1960s until the early 1970s and capital funds were made available to build new schools and additions quickly to accommodate the drastic enrollment increases. Except where additions were constructed, the older schools benefited from few capital improvements.

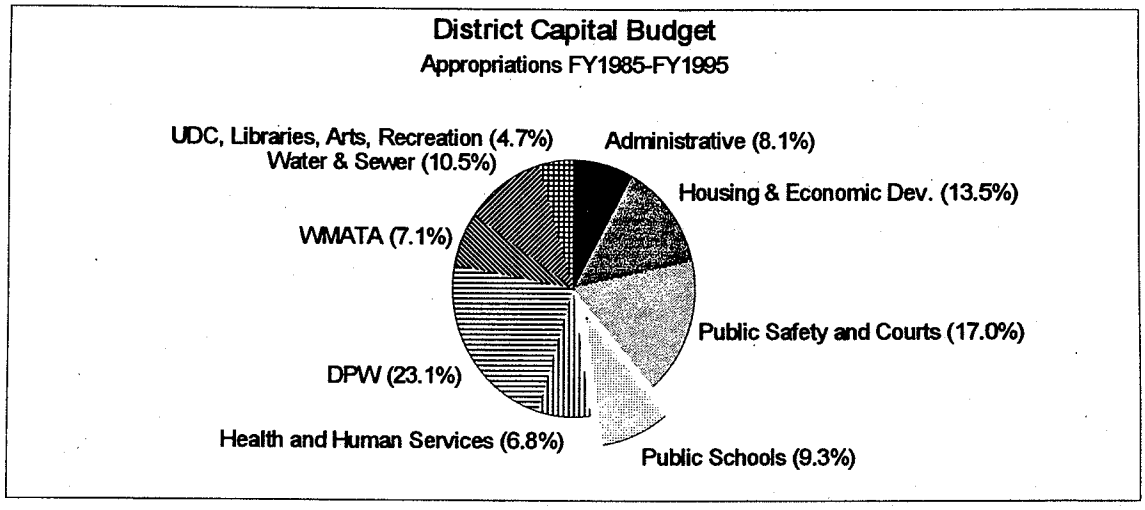
Since the early 1970s, the capital budget has not been sufficient to implement a modernization program. From FY 1985 to April of FY1995, a total of $230 million was expended through the Department of Public Works and the District of Columbia Public Schools capital budgets for public school improvements, an average of $23 million per year.



Source: DCPS Division of Facilities Management

The District does not have a standard for determining the building life of its facilities and the level of support which is needed to maintain them in a state of good repair and accommodate educational and enrollment needs. However, in applying a standard of a 40-year life for schools, before full renovations are required, then the District should have been spending on average $67.5 million per year for capital repairs and improvements. This figure applies to the current inventory as though it were already in a state of good repair and was being maintained in its original condition, with major components--roofs, windows, doors, electrical, plumbing, HVAC --replaced on a life cycle basis. The deterioration resulting from the lack of capital funding is cumulative and it is this multi-year shortfall which has lead to the $690 million repair and maintenance backlog in the school system.

The school system is just one of twenty District agencies which must compete for capital budget authority and financing. Over the last 10 years the school system's share of the District's capital budget was only 9.3%.

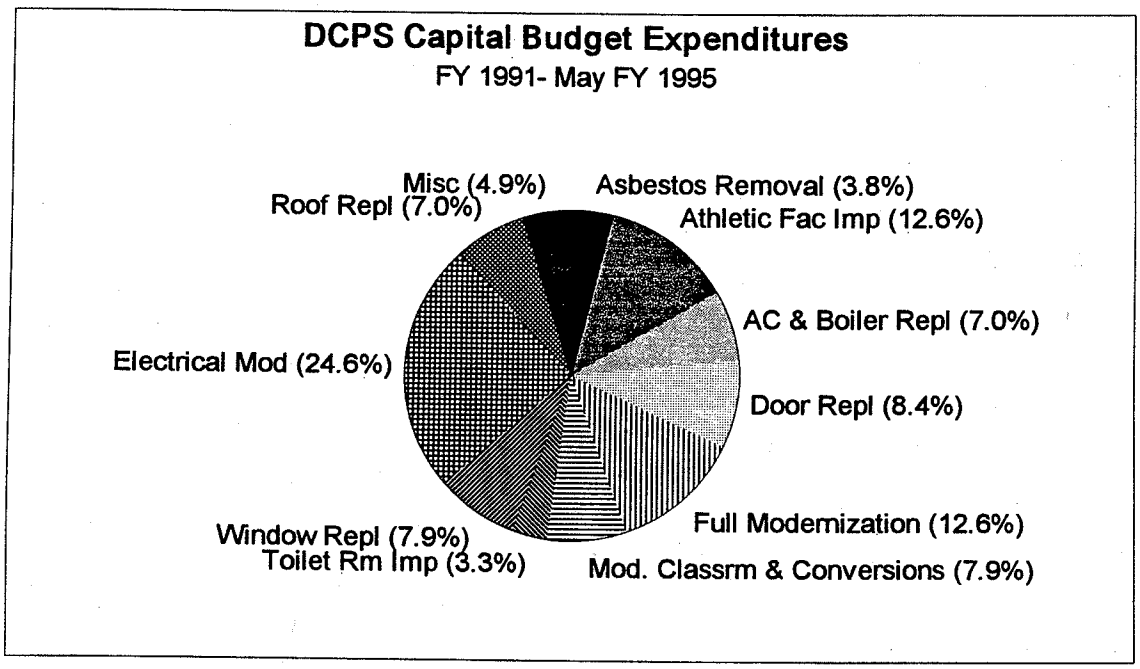


Source: District of Columbia Capital Budget

On three separate occasions Congress interceded on behalf of the schools and specifically appropriated a total of $22.6 million in funds to the capital budget for deferred maintenance in public schools. Since FY 1991, the Federal government has made $14.6 million available for deferred maintenance; however during this time, the capital program expended approximately $26 million for maintenance improvements such as chemical treatment for coolers, pigeon infestation removal and boiler pump repairs, leaving the school system with even less for capital improvements.

In FY1991, the DCPS began an ambitious program of component replacements--windows, doors, roofs and electrical upgrades. However, after two years this effort was slowed tremendously due to fiscal problems in the District. The need to quickly abate fire code violations further limited the school system's efforts to implement long-term improvements.

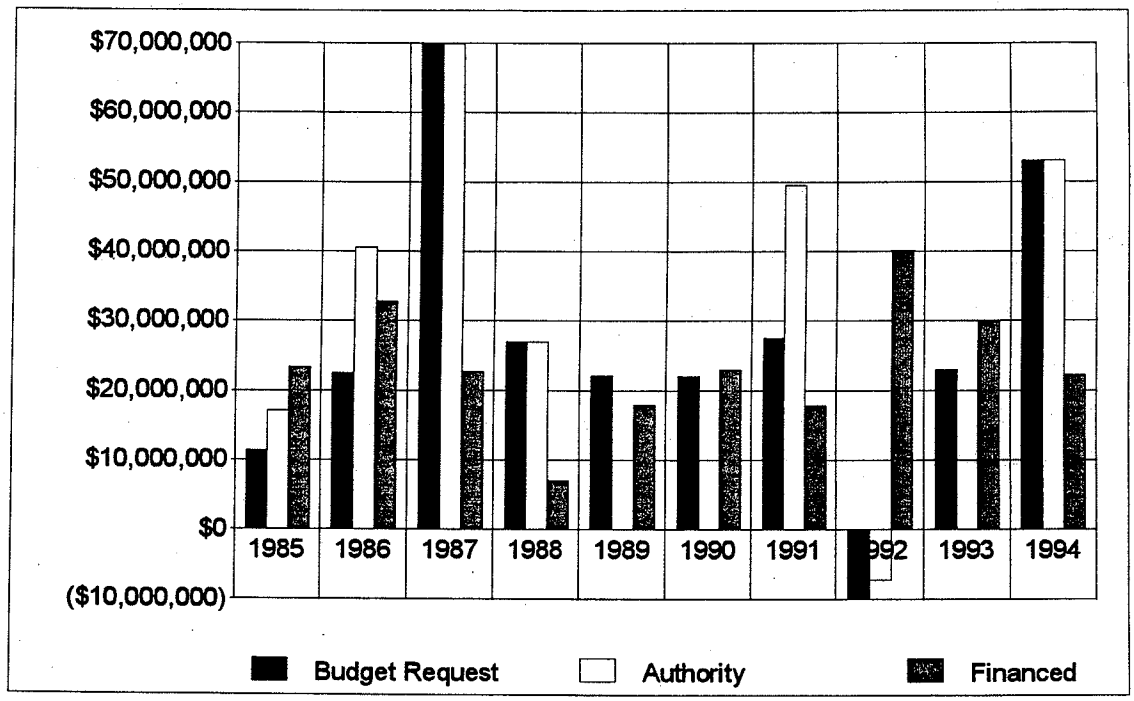
The following chart summarizes the distribution of a total of $63.6 million in capital expenditures of DCPS from FY 1991- May of FY 1995.



Source: Division of Facilities Management, DCPS

Another obstacle to the implementation of an effective capital program, other than the amount of funding, has been the unpredictability of capital funds. Since 1985, the capital budget for schools has fluctuated wildly. For the last three years, the District has not followed the standard budget process and has not asked agencies for requests for new authorization, but rather given them spending targets on how much financing they can expect.

DCPS CAPITAL BUDGET
FY1985-FY1994
Request vs Authority vs Financed



Source: DCPS, Division of Facilities Management, and DC Capital Budget

DCPS Maintenance Budget

The age and condition of schools affect the operating budget of DCPS in terms of maintenance, repair and utility costs. Old buildings which have not been renovated or upgraded are costly to maintain and repair. DCPS provided figures for maintenance expenditures for the last five years. This accounting includes personnel and benefits (except retirement contributions) for the Facilities Management employees assigned to the three DCPS service centers, and is exclusive of Facilities Management central administration at Penn Center.

The maintenance staff is composed of approximately 280 carpenters, general maintenance workers, electricians, mechanics, boiler operators and painters. The budget below does not include school-based custodians, or boiler engineers who are responsible for cleaning and level 1 maintenance and represent another approximately $30 million in facility related services--cleaning, and level 1 maintenance. The FY 1994 contract services includes the expenditure for a contract with Servicemaster, a firm hired by DCPS to implement a detailed management plan for school building custodial functions.

DIVISION OF FACILITIES MANAGEMENT
Maintenance and Repair Expenditures
FY 1990-FY 1994

Description	FY 1990	FY 1991	FY 1992	FY 1993	FY 1994
Salaries & Benefits	$8,286,126	$8,446,860	$8,576,120	$9,105,243	$8,988,909
202 Maintenance & Supplies	$3,455,148	$3,315,324	$2,372,072	$3,829,594	$3,382,143
207 Uniforms	$46,951	$39,239	$39,771	$21,588	$60,450
406 Maintenance Supplies	$2,193,249	$1,560,821	$1,512,131	$3,205,199	$2,363,212
409 Contract Services	$299,657	$364,889	$312,099	$282,621	$350,000
702 Purchase - Equipment	$755,000	$658,000	$873,598	$330,441	$412,381
703 Purchase - Auto	$42,000	$61,088	$49,995	$191,027	$0
706 Rentals	$22,631	$12,641	$11,302	$29,066	$16,154
TOTAL	$15,100,762	$14,458,862	$13,747,088	$16,994,779	$15,573,249
Total Square Footage DCPS	18,380,595	18,380,595	18,380,595	18,380,595	17,838,795
Maintenance per SF	$0.82	$0.79	$0.75	$0.92	$0.85

Source: DCPS Division of Facilities Management

Over the last five years, the DCPS has spent an average of $.83 per square feet from its operating budget for repairs and maintenance. However, during this time, an additional $14.6 million Paygo Funds was contributed to the capital budget by Congress and earmarked for deferred maintenance. Altogether then, the amount spent for maintenance and repairs from FY 1990 through FY 1994 was approximately $1.00 per square foot. Based on an industry standard of 1% of replacement value, the school system should be spending $27 million annually or $1.51 per square foot, for routine maintenance and repairs. By spending only 56% of the standard, the backlog of maintenance and repairs continues to grow and the overall deterioration of school buildings increases.

The utility costs for DCPS are high and continue to increase. Typically the school system under budgets for utilities. For the last five years, utilities have cost the following:

Utilities Expenditures FY 1990- FY 1994
DCPS

	FY 1990	FY 1991	FY 1992	FY 1993	FY 1994
302 Fuel Oil	$2,480,471	$2,121,859	$1,591,515	$1,662,683	$1,057,338
304 Gas	$4,165,887	$3,788,528	$4,185,813	$5,314,110	$5,680,200
305 Electricity	$7,851,530	$7,067,500	$9,114,051	$9,174,564	$9,517,328
308 Telecommunication	$2,641,224	$2,107,325	$2,525,501	$2,615,549	$2,700,241
407 Solid Waste	$1,056,623	$1,161,131	$1,200,000	$1,200,000	$1,125,574
Total	$18,195,735	$16,246,343	$18,616,880	$19,966,906	$20,080,681

Source: DCPS Division of Facilities Management
NOTE: Water bills are not currently paid by DCPS.

Fiscal Challenges in the District

Paying for a major school modernization program which will cost an estimated $1.2 billion over 10 years seems impossible for the District in light of the following circumstances:

- The District is a semi-autonomous city-state, subject to Congressional and Presidential veto of its laws with strictures on its taxing powers.
- D.C. residents are reaching tax resistance point so a property and income tax revenue financing strategy may not be feasible.
- DCPS can no longer benefit from general obligation bonds because of the District's poor credit rating and statutory limits on debt.
- There are no state dollars such as other school districts receive for capital construction.
- Credibility of DCPS finances and numbers are in question and make it hard to obtain more money even to meet a proven need.
- Funding sources want better accountability and tracking of current expenditures before committing additional funds.
- Capital dollars are needed for other basic infrastructure in the District such as roads, bridges, water and sewer, housing, and corrections facilities.
- Due to the increase in households without children, the tax burden weighs more heavily on those who depend less on services provided by the District, including public schools.

Management Issues

The management of a major capital program is not now feasible. Only since FY 1991 has the school system had primary responsibility over the capital budget of the school system. Before that time, the capital program was managed by the Department of Public Works. The responsibility for implementation of the capital program shifted from the Department of Public Works to DCPS in FY1990-1991 (see chart on page 38).

The DCPS has had little experience in the management of a large-scale construction effort, and thus has not had the opportunity to develop the institutional capacity to oversee a major capital construction program. It does not have the staff or resources in place for a major capital construction program.

Political and Social Issues

Social and political challenges also hinder the implementation of a major modernization program for the District's public schools.

- The public will for a modernized school system has yet to develop.
- Many parents who have the option are taking their children from the school system, either to other jurisdictions or to private schools.
- Overwhelmingly, the students remaining in the school system are from families unaccustomed to demanding high quality services from their government.
- From 1950 to 1990 the number of households with children dropped from 88% to 47%, drastically reducing the constituency directly affected by conditions in the schools.
- As the poverty rate increases, the number of students with special educational needs is rising, increasing the need for services over facility improvements.

Who will provide the leadership to muster the public's interest is not clear, in part because of the current fiscal chaos in the District. An already complex system of governance in the District has been made more so by the introduction of a Financial Control Board and by active involvement of Congress in the daily activities of local government. The ongoing controversy over school governance and control of DCPS including its school buildings, threatens to drain important political energy needed to implement a major program of rebuilding schools.

SECTION 5
Strategies for Rebuilding the Schools

What must be done to provide the District with 21st century schools?

A comprehensive strategy affecting both the financing and the management of school modernizations will be required to implement a major modernization program and reverse the deterioration of the District's public schools. The District must commit major capital funds and DCPS must allocate sufficient operating funds for maintenance and repairs. The efforts of volunteers, parents and the education advocacy community, however important, cannot close the gap between the continuing building deterioration and the need for system-wide modernization. This will require a concerted, sustained public effort and consensus to proceed with the implementation of the Facilities Master Plan.

The Task Force believes that the following measures *taken together* will provide for the financing and management of a major initiative. **The school system must:**

1. obtain a commitment from the District for annual appropriations tied to the objectives of the facilities master plan;
2. develop alternative sources of revenue to finance school modernization;
3. develop one or more dedicated revenue streams to finance school construction;
4. create new management capabilities; and
5. improve the efficiency of educational and administrative space.

Commitment for Annual Appropriations

The DCPS over the last 10 years has received approximately 9% of the total capital budget of the District. This has proven insufficient to maintain and modernize the schools. DCPS needs a commitment from the District to fund the two five-year capital improvement plans which will implement the objectives of the approved Facilities Master Plan 2005.

The District is reaching statutory limits on general obligation debt; however, work is underway to restructure these finances. One such effort would remove the responsibilities for water and sewer infrastructure from the general obligation bond capital budget, thereby increasing the amount of bond capacity that could be allocated for school modernization. Congress is considering other Federal and District tax restructuring alternatives that may result in additional revenues for the District, and which could increase the general obligation bond capacity.

Once the District agrees to implementation an approved facilities master plan by the year 2005, it can place the DCPS on a dedicated fast track with a commitment to annual appropriations which are consistent with the objectives of the 10 year plan.

Alternative Revenue Sources

The District and the DCPS must work to put in place a financial strategy which can support the implementation of an approved Facilities Master Plan 2005. While consensus is evolving, priorities are being set and mechanisms to implement the capital improvement program are being readied, a reliable revenue stream must be identified which can support the financing of this $1.2 billion effort. The school system needs to take advantage of every possible source of revenue for facilities improvements and modification and capitalize on all savings opportunities. Including, but not limited to:

- Federal grants-Currently there are no Federal programs providing funds for school construction or renovation; however, non-appropriated funds from Federal agencies are available to support educational program enhancements.
- Energy Conservation -Take full and timely advantage of conservation program rebates of the gas, oil, and electric companies; install energy management systems and energy saving equipment and devices in schools.
- Private sector support-Coordinate a concerted campaign to raise funds and find sponsors for a comprehensive vocational /career educational center, as well as, funds for various facility and technology enhancements throughout the system.
- New and increased assessment of fees for non-DCPS users of DCPS space-Insure that non-DCPS users are paying appropriate fees for use of public space.
- A public, yet expedited process for implementing public/private and public/public development partnerships.

Public/Private Development Partnerships

The school system has the potential for raising revenue from responsible management of the building and land assets in its inventory. Public school sites cover over 700 acres of land in the District of Columbia. A number of these sites could be developed by the for-profit or non-profit sectors or in partnership with the federal government for residential or commercial uses.

The development can take place in conjunction with the modernization of the school on the site, or in the case of schools which have been closed, DCPS could keep the site in its inventory, lease it for development and use the revenues from the lease and payments in lieu of taxes to help pay for the modernization of operating schools.

The 21st Century School Fund in conjunction with DCPS has completed a feasibility study for a public/private development partnership to raise revenue to finance the modernization of the Oyster Elementary School, a District of Columbia public school. This project is a prototype to test the possibility of a system-wide strategy to raise revenue

using an open, public participatory process for entering into public/private development partnerships on school sites.

One of the findings of the feasibility study on Oyster School, is that legislation will be needed. That legislation would allow school sites undergoing development to be conveyed to a public authority. That public authority would allow developers to obtain financing from banks or the bond market to build on the school site.

Revenue from public/private development will not approach the $1.2 billion cost to modernize the entire system, but while the school system is setting capital priorities and the District is restructuring its budget and general obligation debt capacity, public/private development is a source of revenue which can be pursued. Feasibility studies for sites which have the potential for public/private development partnerships should begin promptly.

Dedicated Revenue Stream

A dedicated revenue stream is a continuous, reliable source of money from taxes, payments in lieu of taxes or other publicly raised revenue such as the lottery or user or special-purpose fees that can only be used for a specific purpose. A dedicated revenue stream for school modernization would permit DCPS to borrow money to modernize schools without being subject to the constraints of the District's general obligation bond debt limit and poor credit rating.

It has been estimated that it will be five or more years before the District can issue solid investment-grade general obligation bonds. Because the viability of the public schools is critical to a long-term stabilization strategy for the District, long-term, stable funding for school infrastructure must be assured. General obligation bond financing (when available), alternative revenue sources and streamlining DCPS inventory are all part of a strategy to implement a major capital modernization program. However, these alone cannot meet funding needs for 21st century schools, but a dedicated revenue stream would enable the school system to sustain the level of effort required to modernize and maintain the quality of its school buildings.

A 10 year program to modernize the District's public schools is essential to the success of this effort. The agency responsible for implementing school modernization and construction must have a predictable source of income. A reliable source of revenue dedicated to school modernization will provide for quality project management and competitive design and construction costs. This is true whether the responsibility remains within DCPS or is undertaken by a newly created authority.

The projected revenue stream required to support a $1.2 million 10-year school construction and modernization program and a subsequent capital improvement program

of $67 million per year until 2026, ranges from a low of approximately $140 million per year to a high of $224 million per year. The bond analysis is in Appendix G.

The adjusted total capital need for the first 10 years (1996-2006) is $1.2 billion. It is assumed that there will be capital project draws of $67 million per year after 2006 once major modernizations have been completed. The assumptions used to estimate annual revenues include: interest rates (as of July 13, 1995) based on an "A" rating plus 200 basis points; a level debt service bond structure; 30-year amortization; $10 per bond underwriters' discount and a debt service reserve fund equal to maximum annual debt service. The initial fund deposit is equal to the project draw requirements less interest earnings on the fund ("net funded"). The interest income earned in the construction fund was assumed at the current one-year Treasury Bill rate of 5.67% plus 200 basis points.

The table below details the annual revenues required to maintain not only a 1.25x debt service coverage, but also, a 1.50x and 2.00x coverage. The bond rating agencies will determine the required debt service coverage, based upon the strength of the dedicated revenue stream and other credit factors. In addition, the table estimates the revenues required to support full renovation and modernization of 100,000 square feet of building space which was estimated to require approximately $10 million of capital outlay over the next 30 years. It is also assumed that the annual $67 million draws for continuing capital needs will be made, as mentioned above.

Estimated Annual Revenues Required to Maintain Coverage Ratios

Coverage Ratios	at Current Rates Plus 200 Basis Points	Revenue Required per 100,000 Square Feet of Space
1.25x	$139,966,000	$536,900
1.50x	$167,960,000	$644,300
2.00x	$223,946,000	$859,000

Such a substantial revenue stream is currently unavailable to the District. However, as the fiscal restructuring of the District is underway, it is important to understand the scale of need for a complete modernization program for the public schools. Some of the areas which have been suggested to the Task Force as sources of this revenue are:

- PILOT/SILOT Program, payments in lieu of taxes/services in lieu of taxes; 60% of income generated in the District is not taxable (non-profits and commuters);
- Reordering of priorities of existing programs funded by the District;

- Restructuring of Federal and District taxes to increase District revenues, such as Federal income tax credits for District residents; reduction in capital gains tax for District residents; and making the District a "super" empowerment zone;
- Increased annual Federal financial support.

Management Capabilities

In order for major new funding to be provided for a capital program, there must be a mechanism to provide for the proper responsibility and accountability for management of significant capital funds. A decision must be made either to re-engineer the Division of Facilities Management (as outlined in Appendix H) to enable it to manage a school rebuilding initiative or to go outside the Division and DCPS. The DCPS administration in its "Accelerated Reform Plan" recommends the establishment of a separate public authority. If the administration proceeds with this option, it must be done with great care. A new agency should not be developed without rationalizing the role of the agency and the continuing role and functions of the Board of Education. However, there are a number of advantages to a new authority with the single responsibility for managing the modernization of public schools.

1) It would not have to confront the questions of credibility that plague DCPS.

2) It would be established as a single focus entity, making it more effective and efficient.

3) It would be relieved of regulatory strictures in order to expedite its mission.

4) It would provide for cooperation and collaboration between DCPS and the District government.

5) It could have a dedicated revenue stream.

6) Contractors unwilling to bid on DCPS contracts or who add premiums to work for DCPS due to problems with procurement, will willingly bid competitively on non-DCPS contracts.

Whatever decision is made in regard to the management of school construction, the Division of Facilities Management must be abel to access and update accurate, reliable and current information and data. A plan to provide the Division of Facilities Management with this capability has been developed in-house (see Appendix I) and should be fully supported by DCPS.

Consolidation of Space

With a current enrollment of 80,450 students, the average space per pupil is approximately 200 square feet. This is more space than DCPS can afford to repair, maintain or modernize. The school system needs a rational process for orderly school consolidation. DCPS in collaboration with users must begin by setting standards for the utilization of elementary schools , middle/junior and senior high schools, vocational/career and adult education centers. The standards should include:

- amount of classroom space needed per child at various levels for standard instruction;
- amount of resource space needed per school to support educational programs;
- amount of special purpose instructional space--science, computer, language and vocational labs; music, art, and dance rooms; gymnasium, auditorium and multi-media library space--required and permitted;
- amount of administrative and storage space needed;
- the level of community access and definitions for community-designated spaces;
- the time of day and length of time during the year of school use; and
- how much and what types of exterior space are required.

These standards should be used to update school utilization profiles on a school-by-school basis. Once enrollment is verified, analysis can be undertaken to determine what schools are needed, where and with what design modifications. Replacement schools should be modernized or constructed before closings and consolidations occur. A rational process can minimize the disruptive nature of school closings. A consolidation study needs to look at combining the first modernization projects with a consolidation plan so that students who are moved from their school will attend a modernized facility as soon as their school is closed.

Conclusion on the Feasibility of the District Providing 21st Century Public Schools

These proposals may seem unrealistic or untenable, however. However, they have evolved from careful consideration and examination by finance and facility experts. Among them one of the key architects of the New York School Construction Authority and a principal specializing in public finance from a New York investment bank. The proposals are being made with the understanding that the District must look beyond its current situation to the time when the system has overcome its financial crisis. It is important to understand what is needed, even in the face of being unable to provide it.

A partnership must be formed which will include the Board of Education and DCPS administration, the Mayor and the Council, the Financial Control Board, the Federal Government, private and non-profit sectors and the community. Other agencies involved in providing services to children and families must be consulted in order to insure that schools are able to accommodate related facility needs of other District agencies. The

roles and responsibilities of all partners must be clear and processes for effecting the outcomes must be spelled out. The public effort and commitment which will be required to rebuild the District's public schools is not for the shortsighted or the faint-hearted.

The Task Force understands that the costs for a mission such as that proposed are enormous; however, there are tremendous benefits, not just to the school children, but to the District as a whole:

- The quality of education will improve.
- Teachers and students will have better working conditions.
- Thousands of jobs will be provided in the building trades and related design and construction fields.
- School modernization will stimulate economic development in neighborhoods where schools are improved.
- The District will retain and attract population.
- School based recreation facilities will be increased and improved.
- Communities will have a higher level of public services through access to schools with community-based services.

APPENDIX A

DESIGN COMPETITION

Design Competition
Schools for the District of Columbia 2005

I. Background

On February 23, 1995, Franklin L. Smith, the Superintendent of Schools for the District of Columbia established a thirteen-member Task Force on Education Infrastructure for the 21st Century made up of outstanding members of our community. This Task Force developed a Preliminary Facilities Master Plan, a ten-year needs assessment, which provides a framework for the District of Columbia to modernize its schools.

The fundamental goal towards which this Preliminary Master Plan is directed is to make our schools engaging, compelling, effective and efficient environments for learning, teaching, working and community activities. To meet this goal, The Preliminary Facilities Master Plan 2005 established these objectives.

- Create a secure environment for education, where teachers can teach and students can learn unimpeded by crime, disorder and fear;
- Meet all building and fire code requirements and bring the Board of Education into compliance with all Federal and local mandates;
- Restore all facilities to a state of good repair by the year 2005;
- Establish all facility components on a life-cycle basis in order to maintain the system in a state of good repair;
- Create schools which provide appropriate and engaging space for present educational programs, and the flexibility to meet the needs of new educational initiatives;
- Provide technology rich learning environments and networked schools and school system;
- Provide for the efficient use of facilities to meet instructional, administrative, and community needs and fluctuating enrollments.

II. The Need for A Design Competition

Educational programs and the responsibilities of schools have changed dramatically over the last 20 years. At the same time, DCPS enrollments have reduced drastically. Yet DCPS school facilities have changed little to accomodate these critical differences. DCPS has not built a new school since 1980 and has not done a full school modernization since 1977. There are no model schools to show District residents what to

d) An Elementary School (with pre-school through 4th or 6th)

2. Locations in the City
   a. One school will come from the NW quadrant of the city,
   b. One school will come from the NE quadrant of the city,
   c. Two schools will come from the SE and SW quadrants of the city.

3. Schools with potential for strong educational programs
   Each school selected should have the following:
   a. A strong educational program in place, or the potential for one with current staff.
   b. Strong administrative leadership in place
   c. Working relationships among school administration, teaching and support staff and parents.
   d. A clearly written current mission statement for the school

4. Prototype schools by year built.
   a. One school built between 1900-1920
   b. One school built between 1921-1940
   c. One school built between 1941-1960
   d. One school built between 1961-1980

5. Prototype schools by size
   a. One school >200,000 SF
   b. One school >100,000 SF<200,000 SF
   c. One school> 40,000 SF<100,000 SF
   d. One school< 40,000 SF

6. Schools with different enrollments capacities
   a. One school with enrollment capacity >1200
   b. One school with enrollment capacity > 750 but < 1200
   c. One school with enrollment capacity > 400 but < 750
   d. One school with enrollment capacity < 400

7. Schools with a willingness and eagerness to participate in the design competition process.
   a. Must provide Task Force with written descriptions of the school educational plan, the mission statement and other educational or administrative program information currently relevant to the school or which is planned or hoped for.
   b. Teachers, parents, students, administrators and support staff must meet with architectual consultants to develop design specifications--on 3 to 4 occasions.
   c. Local School Restructuring Team must review and make comments on written drafts of specifications drawn up from these meetings.

strive for in their school facilities to fully support and enhance education and what to improve in school facilities to better serve a more needy school-age population and a wider population that includes families or neighborhoods. The school system has little experience with educationally modernizing existing buildings. Educational initiaitives and reform efforts have not been translated into facility specifications and District residents have a low standard for what a school building can or should be.

III. Purpose of Design Competition

The Task Force on Education Infrastructure for the 21st Century recommends a national design competition for DC Public Schools for the 21st Century. Four schools will have the opportunity to develop their concepts for their school in the 21st Century and have those ideas translated into various facility plans. For each school, architects not participating in the competition, will review the current facility conditions, the enrollment, student population served, educational programs, and ideas of the school community regarding educational restructuring. These architects will also review the needs of the wider community for how the school facility can be modified to better serve the neighborhood.

This competition will:

1) Make available graphic models and images to District residents--both the users of the public schools and the larger community--of specific school modernizations that show the potential for school modernization which improve the educational quality and increase the value and efficient use of schools in communities.

2) Engage the national design community in creative and practical thinking about how to redesign our educational infrastructure to accommodate the needs of the District of Columbia over the next 30 years.

3) Provide the District Public School System with sufficiently detailed architectural designs which will permit the development of preliminary square foot cost estimates for modernizing specific District Public Schools.

IV. Procedures:

A. Selection of School Sites—Criteria

School selected should be representative of:

1. Grade Levels

Four schools will be selected, one at each of the following levels:

a) A Senior High School
b) A Junior High or Middle School
c) An Elementary School (Pre-k through 6th)

B. Process for Selection of Sites

The Division of Facilities Management will select prototype schools in each level based on size, year constructed and enrollment capacity--criteria IV. A. 4., 5., and 6. They will submit this list grouped by grade levels and location to the Deputy Superintendent from the Center for Systemic Educational Change and the Deputy Superintendent for Educational Accountability and Assessment. The Deputy Superintendents will select two or three schools for each grade level from the set of schools submitted by the Division of Facilities Management prepared, which meet the educational criteria as described in IV. A. 3. and are from quadrants from the city as detailed in IV. A. 2. The school principal and Local School Restructuring Team at each school will be contacted to determine if they are interested in and willing to participate in developing the educational specifications for their school for the design competition.

C. Preparation of Educational Specifications

Architect consultant(s) will work with each of the four schools selected to prepare education specifications to be used by vying architects in the competition. The BESST document prepared by the Center for Systemic Educational Change will provide the broad guidelines and definitions for what DCPS schools of the future should be able to accomodate educationally.

The Local School Restructuring Team will be asked to meet with the architect consultant to describe the educational program, philosophy, and responsibilities of their school. The Local School Restructuring Team will have an opportunity to evaluate the appropriateness and condition of the current school facility.

The educational specifications will consider the following:

1. Student and teacher centered environments
2. Integrated technology
3. Ability to mainstream physically and learning disabled students
4. Parent access
5. School-based social services--day care, job training, adult ed, summer programs, health clinic
6. Community access

Other facility concerns which need to be addressed in redesigning schools are:

1) Efficiency regarding times of use, maintenance, energy consumption and utilization
2) Flexibility, adaptibility and convertibility of school space to accomodate changing enrollments, schools within schools, and mixed uses.
3) Security for staff, students and community users and equipment.
3) Federal mandates and requirements

Based on school construction industry standards, square foot educational specifications will be prepared for sites participating in the design competition. There will be a minimum of three meetings with the Local School Restructuring Team and teaching staff and open to parents and community members, to develop site specific education specifications. The school will be asked to formally approve specifications.

D. The Charge to the Entrants to the Competition

Prepare design documents for the full modernization for any one of the four schools which provide for a full modernization of the school facility to make it a compelling, engaging, stimulating, and comfortable environment within which students, teachers, and school staff can be inspired to diligently direct their attentions and energies toward learning, mastery of basic skills and respectful social interaction. Designs must facilitate shared uses for schools, to enable more efficient use of public space and accomodate articulated needs of the neighborhood in which the school is located.

D. Materials To Be Made Available to Entrants

Entrants will be given:

1. Education specifications on square foot standards for senior high school, junior or middle school and elementary school grade levels from Montgomery County School System.

3. School-specific educational specifications developed from meetings with staff, students parents and community members at each particular school site including current student enrollment, profile of individual school, the local school plan and other program information.

4. Information on the community within access radius, what other public services are in the community and already available at the school--recreation, parks, library, clinics, senior centers, day care and information on current before and after school use.

5. Site plans, as builts and any modifications done since original construction, the updated list of deficiencies provided through the engineering survey done in 1991-1992 by 3DI and from work orders.

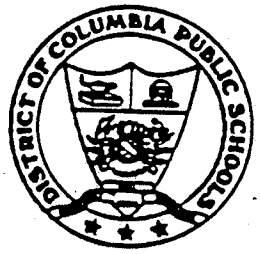
APPENDIX B

THREE-PART FACILITIES SURVEY

Please return by: April 4th

Task Force on Education Infrastructure for the 21st Century

Three-Part
Facilities Survey of All Schools and
Selected Administrative Units



Facilities Survey

Overview

The District of Columbia Public Schools is developing a Facilities Master Plan that will provide the framework to: 1) create schools that are safe and secure environments for learning; 2) develop facilities that will support and enhance educational programs; and 3) provide facilities that will meet the diverse needs of the local school community. This survey is designed to capture information to support these objectives. The survey has three parts.

Part I: General Information (approximate completion time 30 minutes)
(To be completed and signed by the principal/building administrator for the main instructional program.)

Part II: Programs (defined as having separate funding and/or being a "relocatable" unit. Completion time approximately 10 minutes for each program.)
(To be completed and signed by individual program directors/managers for the programs listed in response to question #14 in Part I.)

A Part II: Programs form must be used for each program listed under question #14.

Part III: Facility Conditions (approximate completion time 45 minutes)
(To be completed by the building engineer/head custodian.)

Note: Please use the Supplementary Information form to answer any question which needs additional space.

It is requested that all three (3) parts of the survey be collected by the principal/building administrator and returned by **April 4, 1995** to:

Task Force on Education Infrastructure
c/o Division of Facilities Management, Penn Center
Route #3, Telephone: 576-8785 Fax: 576-8792

If you have questions or concerns, kindly bring them to the attention of Task Force Co-Managers K. Cumberbatch or Mary Filardo at 576-8785.

Comprehensive Facilities Survey

Part I:

General Information

(To be completed and signed by the principal/building administrator for the main instructional program.)

#1 Check (✔) if any of the following DCPS programs apply to your school.

Community School	Pre-Vocational Education	Vocational Education	Public/Private Partnership Academy	Adult Education	Community School
☐	☐	☐	☐	☐	☐

Other (Specify) _____

Other (Specify) _____

Other (Specify) _____

#2 Grade levels or equivalents served: *(Please check (✔) all that apply.)*

( ) Pre-school	( ) 2nd	( ) 6th	( ) 10th	( ) No students served
( ) Pre-K	( ) 3th	( ) 7th	( ) 11th	
( ) Kgn	( ) 4th	( ) 8th	( ) 12th	
( ) 1st	( ) 5th	( ) 9th	( ) Adult	

#3 Average class size: Elementary: _____

Secondary: _____

Special Education: _____

Pre-vocational/Vocational Education: _____

#4 Are there special admissions criteria to your school? ( ) Yes ( ) No

If yes, please explain: _____

_____

_____

#5 What is the total number of students attending your school from out-of-boundary this year?

_____

Is this an increase, decrease or about the same as last year? (Circle one.)

increase decrease about the same

Is there a waiting list? ( ) Yes ( ) No

#6 Compairing enrollment to capacity:

Is the school big enough for all students who want to attend? ( ) Yes ( ) No

If no, how many additional students (estimated) would enroll if there were space? _____

Does the school have capacity for additional students? ( ) Yes ( ) No

If yes, how many additional students (estimated) does the school have capacity for? _____

#7 Does your school have multiple lunch periods? ( ) Yes ( ) No

If yes, how many? _____

#8 Have any rooms (e.g., locker room, hallway, bathroom, auditorium, storage, shops/laboratories, etc.) been converted to classroom use to accommodate increased enrollment?

( ) Yes ( ) No

#9 Have any rooms designed for general education classrooms been lost to other uses?

( ) Yes ( ) No

#10 Have any pre-vocational/vocational shops/laboratories been lost to other uses?

( ) Yes ( ) No

#11 If your answer to #8, #9 and/or #10 is "yes", which rooms or large spaces are used for purposes for which they were <u>not</u> originally intended?

<u>For example:</u>

Room/space: 126 Designed Use: General classroom Actual Use: Science Lab

Room/space: BLR Designed Use: Boy's locker room Actual Use: Math classroom

Room/space:_____ Designed Use:_____ Actual Use:_____

Room/space:_____ Designed Use:_____ Actual Use:_____

Room/space:_____ Designed Use:_____ Actual Use:_____

Room/space:_____ Designed Use:_____ Actual Use:_____

Room/space:_____ Designed Use:_____ Actual Use:_____

Room/space:_____ Designed Use:_____ Actual Use:_____

(Use Supplementary Information form at the end of Part I, if necessary.)

#12 Is the building used:

A. Before 8:00 a.m.? **( ) Yes** **( ) No**

If yes, indicate program type. (Check all that apply.)

( ) Educational
( ) Cultural
( ) Before School Program
( ) Pre-vocational/vocational
( ) Family Services
( ) Recreational
( ) Other (specify) _____

B. Between 3:30 p.m. and 6:00 p.m.? **( ) Yes** **( ) No**

If yes, indicate program type. (Check all that apply.)

( ) Educational
( ) Cultural
( ) After School Program
( ) Pre-vocational/vocational
( ) Family Services
( ) Recreational
( ) Adult/Community School
( ) Other (specify) _____

C. Between 6:00 p.m. and 10:00 p.m.? **( ) Yes** **( ) No**

If yes, indicate program type. (Check all that apply.)

( ) Educational
( ) Cultural
( ) Pre-vocational/vocational
( ) Family Services
( ) Recreational
( ) Adult/Community School
( ) Other (specify) _____

#13 Community Access

A. Is there community access to the building? ( ) Yes ( ) No

B. Is there a community room or space designated for community use? ( ) Yes ( ) No

If yes, which space(s)? _____

C. Is the community space handicapped accessible? ( ) Yes ( ) No

D. Is the community space accessible:

1. During school? ( ) Yes ( ) No

   If yes, days and hours of access: _____

2. After school? ( ) Yes ( ) No

   If yes, days and hours of access: _____

3. On weekends? ( ) Yes ( ) No

   If yes, days and hours of access: _____

4. During summer? ( ) Yes ( ) No

   If yes, days and hours of access: _____

5. During school vacations/holidays? ( ) Yes ( ) No

   If yes, days and hours of access: _____

E. Is there access to the entire building from the community space? ( ) Yes ( ) No
F. Is there access to the community space from outside the building? ( ) Yes ( ) No

#14 What programs are in the school/facility or on the school grounds?

Please check (✔) as appropriate. (The term "program" means having separate funding and/or is a "relocatable" unit. Include all programs occurring before, during, and after school hours such as pre-school programs, day care, recreation, private agencies, tutorial progams, etc.)

( ) **Before/After School Child Care Program(s)**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **DCPS - Administration**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **DCPS - Instruction**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **Community**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **D.C. Government**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **Vocational Education/Training**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **Adult Education/Community School**
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

( ) **Other (check one):** ☐ DCPS ☐ Non-DCPS
Does it use space dedicated only to its use? ( ) Yes ( ) No
Please name program(s). _____

Important: Please ask the director of EACH program specified in question #14 to complete Part II of this survey. Make as many duplicate copies of Part II as necessary.

#15 Pre-kindergarten and kindergarten classrooms only.

Are bathrooms in the classrooms? ( ) Yes ( ) No

If not, where are the bathrooms relative to the classrooms? (e.g.: outside, down the hall, another floor)

_____

Are sinks in the classrooms? ( ) Yes ( ) No

If not, where are the sinks relative to the classrooms? (e.g.: outside, down the hall, another floor)

_____

#16 Indicate the ambiance, comfort, and/or usefulness of these spaces. *(Be sure to consider factors such as: heating, lighting, noise levels, ventilation, air conditioning, etc.)*

Circle the appropriate response for EACH item listed.

A. Cafeteria (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

B. Auditorium (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

C. All Purpose Room (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

D. Parking (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

_____

Question #16 continued

E. Student Bathrooms: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

F. Adult Bathrooms: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

G. Locker Rooms: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

H. Main Office: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

I. Nurse's Office: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

J. School Exterior: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

K. School Front Hall: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

L. Classrooms: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

M. Pre-vocational/Vocational Education Shops/Laboratories: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

N. Teacher's Lounge: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

O. Library: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

P. Offices: (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

Q. **Hallways:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

R. **Gymnasium:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

S. **Art Room:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

T. **Music Room:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

U. **Athletic Field:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

V. **Playground:** (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

W. **Other (specify):** _____ (circle one)

Not Applicable Poor Fair Adequate Good Excellent

If "poor" or "fair", please explain: _____

_____

(Use Supplementary Information form for additional responses, if needed)

#17 How well does your school /facility meet the functional requirements of the activities listed below? *Circle one answer for EACH activity listed.*

Activity	Very Well	Moderately Well	Somewhat Well	Not Well At All
Small group instruction	1	2	3	4
Large group (50 or more students) instruction	1	2	3	4
Technology-based instruction	1	2	3	4
Art instruction	1	2	3	4
Music instruction	1	2	3	4
Athletic activities	1	2	3	4
Storage of teacher materials	1	2	3	4
Storage of student materials	1	2	3	4
Parent support activities (e.g., toutoring, planning, making materials, etc.)	1	2	3	4
Social/health care services	1	2	3	4
Teachers planning	1	2	3	4
Private areas for student counseling and testing	1	2	3	4
Laboratory science	1	2	3	4
Library/media center	1	2	3	4
Day care	1	2	3	4
Before/after school care	1	2	3	4
Pre-vocational/Vocational Ed.	1	2	3	4
Adult education instruction	1	2	3	4
Public/private partnership academy	1	2	3	4

#18 To your knowledge, have structural modifications (e.g., walls, plumbing, partitioning, electrical, etc.) been made to the building in the last 5 years?

Modification location: _____ Date completed: _____

Description: _____

Purpose: _____

Modification location: _____ Date completed: _____

Description: _____

Purpose: _____

(Use Supplementary Information form for additional responses, if needed)

#19 What characteristics are limiting optimal use of the facility?

Check (✓) those that apply.

( ) Sections in need of repair
( ) Parking
( ) Neighborhood safety

( ) Fire code violations
( ) Water damage
( ) Laboratories incomplete

( ) Staffing
( ) Supplies
( ) Insufficient enrollment

( ) Conflict on space assignment
( ) Building security
( ) Handicapped accessibility

( ) Climate control

( ) Overcrowding

( ) Wiring, electrical capacity
( ) Accessibility to public transportation
( ) Roofing repairs

( ) Asbestos present
( ) Elevators lacking
( ) Facilities missing (gym, nurse's suite, etc.)

( ) Program design
( ) Central administration policy
( ) Inappropriate assignment of space

( ) Program still under development
( ) Limited staff work space
( ) Condition of playground

( ) Other (list) _____

( ) Other (list) _____

Please explain on the Supplementary Information form any marked item in Question #19.

 # 20 What would be three (3) facility-related enhancements that would improve the quality of education at your school? *(List in priority order.)*

First: _____

Second: _____

Third: _____

#21 Does your school participate in organized inter-school athletic activities/ programs?

( ) Yes ( ) No

If no, is this because of facility problems? ( ) Yes ( ) No Please explain: _____

_____

If yes, type(s) of athletic activities/programs. Check (✔) all that apply.

( ) Basketball	( ) Soccer	( ) Other (specify):
( ) Football	( ) Swimming	( ) Other (specify):
( ) Baseball	( ) Track and Field	( ) Other (specify):

For each athletic activity checked above, does the team practice at own school or at another school/facility?

Sport: _____ ( )Own school ( ) Different school/facility

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

If at a different school/facility, name of school/facility: _____

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: _____

Sport: _____ ( ) Own school ( ) Different school/facility

If at a different school/facility, name of school/facility: _____

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: _____

Sport: _____ ( ) Own school ( ) Different school/facility

If at a different school/facility, name of school/facility: _____

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: _____

(Continued on next page.)

Sport: ________________ ( ) Own school ( ) Different school/facility

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

If at a different school/facility, name of school/facility: ________________

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: ________________

Sport: ________________ ( ) Own school ( ) Different school/facility

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

If at a different school/facility, name of school/facility: ________________

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: ________________

Sport: ________________ ( ) Own school ( ) Different school/facility

Is this sport for boys, girls, or both? ( ) Boys ( ) Girls ( ) Both Boys and Girls

If at a different school/facility, name of school/facility: ________________

Reason for practicing at different school/facility: ( ) No equipment or facility at own school
( ) school equipment/facility in poor condition
( ) Other: ________________

Use Supplementary Information form for additional data, if needed.

Technology-Related Issues

#22 Does your school have a computer lab? ( ) Yes ( ) No

A. If no, why not? (Check (✔) all that apply.)

( ) Insufficient space for lab
( ) No classroom space with air conditioning
( ) Electrical system will not support equipment
( ) Insufficient funds for equipment
( ) Insufficient funds for staff
( ) No program developed to integrate technology into instructional program
( ) Insufficient staff development
( ) Inadequate technical support
( ) Other (specify): ________________

Comments: ________________

B. If your school has a computer lab, how many fully operational are: (Check (✔) all that apply.)
(A "fully operational" computer is one that is hooked up, with monitor, keyboard, disk drive and printer and ready to use.)

Less than 3 years old _____

Older than 3 years old _____

Older than 5 years old _____

Equipped with CD ROM _____

Equipped witn internal modems _____

Integrated into a computer network _____

C. How many fully operational **printers** are in the lab? _____

D. Is the lab connected to any on-line services? ( ) Yes ( ) No

If yes, which ones?

( ) Internet

( ) America Online

( ) CompuServe

( ) Prodigy

( ) Other: _____

#23 Do you have fully operational computers in classrooms? ( ) Yes ( ) No

A. Do you have an *adequate* number of operational computers in classrooms? ( ) Yes ( ) No

B. If you have an *inadequate* number of operational computers in classrooms, indicate reasons why:

( ) Insufficient space

( ) No classroom space with air conditioning

( ) Electrical system will not support equipment

( ) Insufficient funds for equipment

( ) Insufficient funds for software

( ) No educational program to use technology in instructional program

( ) Insufficent staff development

( ) Inadequate technical support services

( ) Inadequate security to protect equipment

( ) Other (specify): _____

_____

Comments: _____

C. If your school has computers in the classrooms, how many and in which rooms?

Elementary:

_____ # of computers	in	_____ # of classrooms	Early Childhood (Pre-K and K)
_____ # of computers	in	_____ # of classrooms	Primary (1 - 3)
_____ # of computers	in	_____ # of classrooms	Intermediate (4 - 6)
_____ # of computers	in	_____ # of classrooms	ESL
_____ # of computers	in	_____ # of classrooms	Special Education

Secondary:

_____ # of computers	in	_____ # of classrooms	Science Classrooms or Science Labs
_____ # of computers	in	_____ # of classrooms	Mathematics Classrooms
_____ # of computers	in	_____ # of classrooms	English Classrooms
_____ # of computers	in	_____ # of classrooms	Social Studies Classrooms
_____ # of computers	in	_____ # of classrooms	Foreign Language Classrooms
_____ # of computers	in	_____ # of classrooms	ESL
_____ # of computers	in	_____ # of classrooms	Special Education
_____ # of computers	in	_____ # of shops/labs	Pre/vocational/Vocational Education

#24 Do you have fully operational computers in the library? ( ) Yes ( ) No

A. If yes, how many? _____

B. If no, indicate reasons why:

( ) Insufficient space
( ) No air conditioning
( ) Electrical system will not support equipment
( ) Insufficient funds for equipment
( ) Insufficient funds for software
( ) Insufficient funds for staff
( ) No program developed to integrate technology into library operations
( ) Insufficent staff development
( ) Inadequate technical support
( ) Inadequate security to protect equipment
( ) Other (specify): _____

Comments: _____

_____

C. Is the library connected to any on-line services? ( ) Yes ( ) No

If yes, which ones?

( ) Internet
( ) America Online
( ) CompuServe
( ) Prodigy
( ) Library On-Line Link to D. C. Public Libraries
( ) Other: _____

In no, why not?

( ) No available phone lines for on-line use
( ) No internal modem for library computer
( ) Insufficient funds for subscription costs
( ) Library computer has insufficient memory/speed
( ) Librarian unfamiliar with communications technology
( ) Other: _____

#25 Please check (✓) the technology programs which are operating at your school:

( ) TEAMS

( ) Galaxy

( ) Xpress Xchange

( ) Black College Network

( ) WASNET (Washington Area Service Network)

( ) Other(s) specify: _____

_____

#26 Please indicate HOW MANY of the following multi-media items are fully operational at your school:

VCRs _____

Laserdisks _____

CD ROMs _____

Televisions _____

( ) Other(s) specify: _____

#27 Please indicate HOW MANY fully operational computers you have for administrative use:

_____

Of this number, HOW MANY are:

_____ Are less than 3 years old

_____ Are older than 3 years old

_____ Are older than 5 years old

_____ Are equipped with CD ROM

_____ Are equipped with internal modems

_____ Are integrated into a school-wide computer network

_____ Are hooked up to the central office data system

Is your office technology adequate? ( ) Yes ( ) No

If no, why not? ( ) Equipment too old

( ) Technical support is inadequate

( ) Breaks down too often

( ) Other (specify): _____

END OF PART I

Thank You!

If we have additional questions regarding Part I responses, whom should we contact?

Name: _____ Telephone: _____
(Please Print)

Signature of Principal/Administrator: _____ Date: _____

Comprehensive Facilities Survey

Part II:

Programs

(To be completed and signed by the individual program directors/managers for the programs listed in response to question #15, Part I.)

Part II: Programs

(To be completed and signed by the individual program directors/managers for the programs listed in response to question #17 in Part I.)

Please print or type clearly.

#P1: Name of program: _____

#P2: Sponsoring organization: _____

#P3: Director: _____ **Telephone no.** _____

#P4: Which days/hours of the week does the program use the facility?
Check (✔) all that apply.

( ) Monday	Hours of usage: _____
( ) Tuesday	Hours of usage: _____
( ) Wednesday	Hours of usage: _____
( ) Thursday	Hours of usage: _____
( ) Friday	Hours of usage: _____
( ) Saturday	Hours of usage: _____

#P5 How many hours each week (average) does the program use this facility?

_____

#P6: Briefly describe the program. (Attach a brochure or description, if you have one.)

_____

_____

_____

#P7: What is the program enrollment? _____

#P8: Grade levels or equivalents served - please check (✔).

( ) Pre-school	( ) 2nd	( ) 6th	( ) 10th	( ) No students
( ) Pre-K	( ) 3th	( ) 7th	( ) 11th	
( ) Kgn	( ) 4th	( ) 8th	( ) 12th	
( ) 1st	( ) 5th	( ) 9th	( ) Adult	

#P9: What are the criteria for admission to the program? _____

_____

#P10: What room(s) are used for the program, and how are they used?

Room # or location: _____ Your use: _____

Type of room (classroom, etc.) _____ Size: _____ feet x _____ feet

Room # or location: _____ Your use: _____

Type of room (classroom, etc.) _____ Size: _____ feet x _____ feet

Room # or location: _____ Your use: _____

Type of room (classroom, etc.) _____ Size: _____ feet x _____ feet

Room # or location: _____ Your use: _____

Type of room (classroom, etc.) _____ Size: _____ feet x _____ feet

#P11: Describe the ambiance, comfort, usefulness of the space for your program. (Circle the one which best characterizes the space.)

Poor Fair Adequate Good Excellent

If marked "fair" or "poor", please explain your answer: _____

_____

#P12: How do you access your space?

( ) From inside the building
( ) From outside the building

#P13: Can you access your space when school is closed?

In the evenings?	( )	Yes	( )	No
On weekends?	( )	Yes	( )	No
On holidays?	( )	Yes	( )	No
During vacations?	( )	Yes	( )	No

#P14: How does admissions to the program compare to capacity?

( ) Does the program have enough space for all who want to attend? ( ) Yes ( ) No

If no, estimate how many additional people would participate if there were space: _____

( ) Does the program have capacity for additional persons? ( ) Yes ( ) No

If yes, how many additional persons does your program have space for?_____

#P15: What other suggestions do you have for improving the usefulness of the space for your program?

_____

_____

_____

END OF PART II

Thank You!

Name: _____ **Telephone:** _____
(Please Print)

Fax: _____

Signature: _____ **Date:** _____
(Program Director/Manager)