

Transparent, Data Driven and Inclusive

Facilities Utilization Master Plan



and



with



Anne Arundel County Public Schools

- FY18 Operating Budget of \$1,150,692,200
- FY18 Capital Budget of \$197,015,000
- Enrollment exceeding 82,000 students
 - One of the fastest growing public school systems in Maryland (up 5.3% in the last five years)
 - Fifth largest school system in Maryland (42nd in the nation)
- 121 schools with 13.5 million square feet of real estate (3,176 acres)
- 10,000 full-time and 3,000 part-time employees



Days of Old

- Erratic and inefficient planning and budgeting process
- No orderly list of projects that was credible or could withstand scrutiny
- Project prioritization highly subject to parochial influences at Board and County levels
- Created discord for citizens, county and school system administrations, school board members and elected officials

Benefits of Facilities Master Plan

- Independently prepared by credible subject matter experts
- Utilizes an inclusive and transparent process
- Orderly data-driven process
- Increases efficiency in planning and budgeting
- Takes most of the politics out of the equation

New Era of Collaboration

- Political and fiscal climate in the County
 - Changes in leadership
 - To improve our system of public education by accelerating development of smaller, neighborhood schools while simultaneously addressing the pre-existing facilities backlog and overcapacity issues
- Start communicating and building bridges
 - Message of shared goals and vision; synergy
 - New commitment to communication and collaboration with all stakeholders

Path We Followed

- Garnered support from Superintendent & Board
- Garnered support from the County Executive & County Council
- All must embrace and “buy into” the process
- Reviewed previous study recognizing that the 2006 report had become dated due to changing conditions
- Initial development of “key study areas”

Path We Followed

- Stakeholder meetings to refine “key study areas”
- Selecting a competent and unbiased vendor
- Collaborative scope development and contract negotiations
- Shared procurement and approval process
- Shared agreement on prioritization algorithms and cut scores in advance

Independence and Credibility

- Neutrality, independence, no pre-conceived notions, and no emotional stake in the outcomes
- Subject matter experts with a national experience basis
- Capable of providing defensible deliverables
- Professionalism and acknowledgement of all stakeholder views and options
- Need to be good listeners

Inclusive and Transparent Process

- Preliminary meetings with the Board of Education, Superintendent of Schools, County Government Administration, and County Council to identify priorities, shared values and areas of concern
- Community meetings to share the process, solicit information and feedback, and ultimately unveil the results
- Create a web-portal for access to all public documents, surveys and presentations

Project Goals and Objectives

- Provide an objective decision making tool
- Examine specific facilities-related needs and trends
- Balance and improve the utilization of facilities
- Examine best practices regarding school size
- Determine various options to remedy deficiencies
- Establish recommended priorities and cost estimates
- Provide prioritized 10-year recommendations for facilities capital improvements and building utilization

Data Driven Process

- The most critical part of the process: **DATA**
- Task 1 – Project Initiation
- Task 2 – Develop Facilities and Site Inventory
- Task 3 – Educational Review, Space Standards and Programmatic Priorities
- Task 4 – Conduct Facilities Assessments
- Task 5 – Analysis of School and Community Demographics
- Task 6 – Analysis of Capacity and Utilization
- Task 7 – Public Involvement and Community Collaboration
- Task 8 – Develop Standards for Ranking Building Needs
- Task 9 – Budget Estimates
- Task 10 – Develop Master Plan Scenarios and Budgets
- Task 11 – Preparation and Presentation of Final Facilities Master Plan

Building Condition Assessment

Measures the amount of deferred maintenance in the building's major systems weighted by building square footage.

90+	New or Like New: The building and/or a majority of its systems are in good condition, less than three years old, and only require preventative maintenance.
80-89	Good: The building and/or a majority of its systems are in good condition and only require routine maintenance.
70-79	Fair: The building and/or some of its systems are in fair condition and require minor to moderate repair.
60-69	Poor: The building and/or a significant number of its systems are in poor condition and require major repair, renovation, or replacement.
BELOW 60	Unsatisfactory: The building and/or a majority of its systems should be replaced.

Educational Suitability Assessment

Evaluates how well the facility supports the educational program

ENVIRONMENT	The overall environment of the schools with respect to creating a safe and positive learning environment.
CIRCULATION	Circulation patterns within in the building. Also, pedestrian/vehicular circulation and the appropriateness of site facilities and signage.
SUPPORT SPACE	The existence of facilities and spaces to support the educational program being offered. These include general classrooms, special learning spaces (e.g. music rooms, libraries, science labs), and support spaces (e.g. administrative offices, counseling offices, reception areas, kitchens, health clinics).
SIZE	The adequacy of the size of the program spaces.
LOCATION	The appropriateness of adjacencies (e.g. physical education space separated from quiet spaces).
STORAGE & FIXED EQUIPMENT	The appropriateness of utilities, fixed equipment, storage, and room surfaces (e.g. flooring, ceiling materials, and wall coverings).

Educational Suitability Assessment

How suitability scores are interpreted

90+	Excellent: The facility is designed to provide for and support the educational program offered. It may have minor suitability issues but overall it meets the needs of the educational program.
80-89	Good: The facility is designed to provide for and support a majority of the educational programs offered. It may have minor suitability issues but generally meets the needs of the educational program.
70-79	Fair: The facility has some problems meeting the needs of the educational program and will require remodeling/renovation.
60-69	Poor: The facility has numerous problems meeting the needs of the educational program and needs significant remodeling, additions, or replacements.
BELOW 60	Unsatisfactory: The facility is unsuitable in support of the educational program.

Grounds Condition Assessment

Measure of the amount of capital needs or deferred maintenance (driveways, walkways, parking lots, playfields, and utilities)

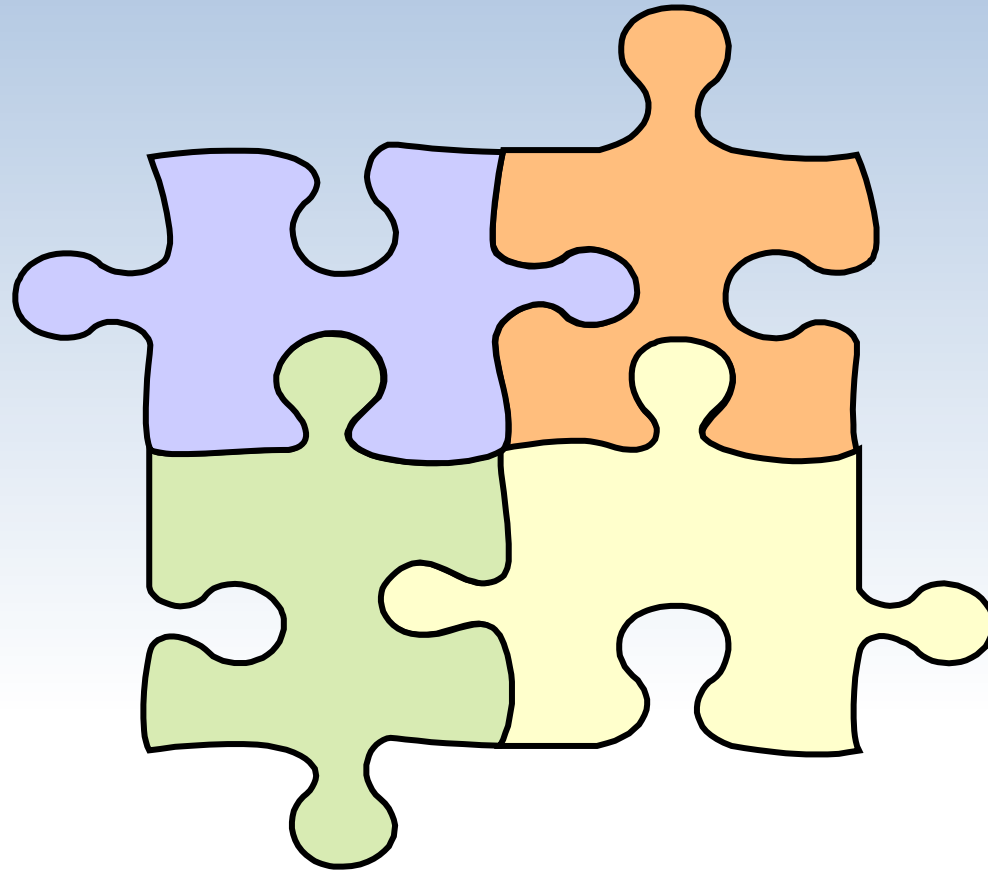
90+	New or Like New: The site and/or a majority of its systems are in good condition, less than 3 years old, and only require preventative maintenance.
80-89	Good: The site and/or a majority of its systems are in good condition and only require routine maintenance.
70-79	Fair: The site and/or some of its systems are in fair condition and require minor to moderate repair.
60-69	Poor: The site and/or a significant number of its systems are in poor condition and will require major repair or renovation.
BELOW 60	Unsatisfactory: The site and/or a majority of its systems should be renovated.

Technology Readiness Assessment

Measures the capabilities of the existing infrastructure to support information technology and associated equipment.

90+	Excellent: The facility has excellent infrastructure to support information technology.
80-89	Good: The facility has the infrastructure to support information technology.
70-79	Fair: The facility is lacking in some infrastructure to support information technology.
60-69	Poor: The facility is lacking in significant infrastructure to support information technology.
BELOW 60	Unsatisfactory: The facility has little or no infrastructure to support information technology.

Bringing it Together



Facility Assessment Combined Score

Measures	2006	2015
Building Condition	50%	55%
Educational Suitability	30%	35%
Grounds Condition	10%	5%
Technology Readiness	10%	5%

Capacity and Utilization

Projected Utilization	Description
>110	Inadequate
101-110	Approaching Inadequate
85-100.9	Adequate
75-84.99	Approaching Inefficient
<74.99	Inefficient

Data Driven Prioritization Algorithm

Priority	2006	2015
Phase 1	Combined score < 65 Exceeds capacity > 30%	Combined score < 75 Exceeds capacity > 10%
Phase 2	Combined score < 70 Exceeds capacity > 20%	Combined score < 80 Exceeds capacity
Phase 3	Combined score < 75 Exceeds capacity > 10%	All remaining schools

Unveiling the Results

- Presentations to Superintendent, Board of Education, County Executive, and County Council
- Press releases – private meeting with the press
- Prominent website presence
- Meetings with stakeholders to share and discuss results of the study
- Share and educate businesses and civic organizations
- Continued community outreach and presentations

Outcomes

- Acknowledgement of shared values, vision and importance of synergy
 - AACPS decisions affect all constituents, not just those with children in our schools
- Facilitated conversations with the Superintendent, Board of Education, County Council, and the County Executive, and State Officials
- Provides sound and defensible information for decision making and resource allocation
- Provides unified list and unified voice

Outcomes (cont.)

- Usefulness for budget development, identifying redistricting opportunities and long range planning activities
- Usefulness to other constituencies such as local Chambers of Commerce and the Realtor Board
- Essentially the study was a chance to hit the reset button.
- New launch point for discussions including; future budgets, shared vision for our county, potential opportunities for partnering, etc.

Lessons Learned

- Timing is critical
 - Results should be released ahead of all budget unveilings and deliberations
- Understand the “shelf life” of the report based upon local conditions, developments and evolving land use policies
- Be cognizant of other district and county priorities
- Collaboration can help foster other areas of partnerships and joint ventures (land banking)



Thank You

<http://www.aacps.org/mgt.asp>

Questions and Answers



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