

Comprehensive Plan Educational Facilities Element

Draft Amendments

~~DELETIONS~~

ADDITIONS

CITATION HEADING

CITATION Narrative Text. Citation

NEW **New text, policy, or action.**

CITATION *Policy Element Abbreviation-Section Number.Policy Number: Policy Name*

CITATION *Action Element Abbreviation-Section Number.Action Letter: Action Name*

Completed Action Text (at end of action and before citation): **Completed – See Implementation Table.**

1200 Overview 1200

1200.1 The Educational Facilities Element addresses the location, planning, use and design of the District’s educational facilities and campuses. It includes policies and actions related to **early childhood development facilities, public primary, and secondary District of Columbia Public Schools (DCPS), public charter schools, private schools,** and higher educational facilities, **including public and private colleges and universities.**

The District’s Pre-K through Adult environment includes a network of neighborhood, matter-of-right schools and feeder systems, providing predictable paths from elementary to middle to high school grades, as well as a citywide application and lottery-accessed public schools and public charter schools. Washington, DC’s collegiate environment includes nine universities whose home campuses are in the city, as well as many other educational institutions and non-local universities that provide programs within the District.

The Element focuses on the efficient use of school property, and the relationship between schools and the communities that surround them. For ~~District~~ **DCPS public schools,** it focuses on school **planning and** modernization ~~and the right-sizing of school facilities~~ **efforts** to meet existing and long-term educational needs, **and on investing equitably in a system of neighborhood public schools to provide fair access to high quality education throughout the District’s communities.** 1200.1

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1200.2 The crucial educational facilities issues facing the District of Columbia are addressed in this Element. These include:

- ~~• Modernizing the District's public schools to provide a safe and stimulating learning environment for District students~~
- ~~• Re-establishing quality schools that are anchors and assets for District neighborhoods~~
- Ensuring that investments in schools promote equity and excellence, serving the needs of all students, and providing access to educational skills and development opportunities across all eight wards through matter-of-right neighborhood schools and citywide public schools.
- Continuing to plan for and investing in new and existing school facilities to meet the District's growth and enrollment needs while delivering spaces that reflect best practices in building configuration and design.
- Leveraging schools as assets and anchors of District neighborhoods where culture, skills training, and civic engagement goals can be achieved, in addition to schools' core educational missions.
- Encouraging university and community college satellite campuses east of the Anacostia River to provide expanded educational opportunities, and engaging Washington, DC's universities as innovation centers and as potential activators for large site development and as good neighbors that are compatible with surrounding neighborhoods through the use of a campus plan.
- Using school facilities to exemplify Washington, DC's environmental commitments, through such measures as building to gold LEED standards, installation of green roofs and rooftop gardens, passive and circular design elements, and inclusion of gardens on the grounds, where possible. 1200.2

1200.3 ~~The District of Columbia Public Schools (DCPS)—in partnership with residents, business owners and civic organizations has committed to rebuild and re-conceive its public schools. The DCPS Master Education Plan clearly states this renewed commitment:~~

~~*“To provide high-quality teaching and learning in every classroom in every school over the long term, the District of Columbia Public Schools*~~

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~~(DCPS) must find sustainable solutions to critical challenges inside and outside our school system. First and foremost, DCPS must regain its place as the school system of choice for children and families in the District of Columbia. We must extend and strengthen our services to all of our student populations, bring young children into the system earlier, serve our special education students within their own neighborhood schools, give all students a strong foundation for learning in the fundamental skills of reading and mathematics, close achievement gaps, expand opportunities for students to excel, and develop effective strategies to keep all of our students in school through high school graduation.” 1200.3~~

Since 2006, when the Comprehensive Plan was last updated, the District has committed to reconceiving and rebuilding its public schools in partnership with residents, business owners, and civic organizations. The Educational Facilities Element has guided Washington, DC’s historic strides toward increasing the quality of DCPS facilities to support teaching and learning after decades of disinvestment prior to the year 2000. From 2007 to 2018, the District allocated over \$2 billion to modernize or renovate 73 school facilities. In addition, from 2007 to 2018, the District provided public charter schools with over \$1.2 billion in funding through the per-student public funding allotment specifically for facilities.

Washington, DC charter and private schools and universities have access to the city's enviable tax-exempted bonds through the District’s private activity bond program. Institutions have used this financing tool to raise millions of dollars to finance their expansion, building and renovation programs. 1200.3

MOVED

Because the emphasis of the Comprehensive Plan is on the physical environment, this Element, as it relates to DCPS **and public charter schools**, addresses school land and buildings, rather than educational curriculum, teacher quality, school administration and other programmatic issues. Those issues are critically important, but they **will be** ~~are~~ addressed **by in** the DCPS ~~Master Education Strategic~~ Plan and other DCPS documents. ~~Policies in the Educational Facilities Element are intended to work in tandem with those adopted by DCPS, the Office of the Deputy Mayor for Education, and the Office of Public Education Facilities Modernization as a coordinated, internally consistent strategy for educational excellence and neighborhood revitalization.~~ 1200.5

1200.4

~~The Educational Facilities Element incorporates the DCPS vision for a new generation of public schools. It recognizes that improving our schools is an important part of the city’s goal of attracting more residents, especially households with children. As recent school construction projects in the District have shown, new schools can become catalysts for private investment and can have a tremendous effect on local growth patterns. More than any other community facility, schools define the social, economic, and physical~~

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~~characteristics of our neighborhoods~~ **Policies in the Educational Facilities Element work alongside those adopted by the Office of the Deputy Mayor for Education (DME), DCPS, the DC Public Charter School Board (DC PCSB), the Department of General Services (DGS), the Office of the State Superintendent of Education (OSSE) and the Office of Planning (OP) as a coordinated, internally-consistent strategy for educational excellence and neighborhood revitalization.** 1200.4

NEW **Continuing to improve our schools is fundamental in meeting the goal of retaining and attracting households with children. Schools strongly define the social, economic, and physical characteristics of our neighborhoods.**

1201 Educational Facilities Goal 1201

1201.1 The overarching goal for educational facilities is: ~~Transform the educational environment in the District of Columbia, providing facilities that inspire excellence in learning, create a safe and healthy environment for students, and help each individual achieve his or her fullest potential~~ **to provide facilities that accommodate population growth and inspire excellence in learning; create an adequate, safe, and healthy environment for students; and help each individual achieve their fullest potential while helping to build and strengthen local communities.** 1201.1

TEXT BOX (page 12-2)

The overarching goal for educational facilities is: ~~Transform the educational environment in the District of Columbia, providing facilities that inspire excellence in learning, create a safe and healthy environment for students, and help each individual achieve his or her fullest potential~~ **to provide facilities that accommodate population growth and inspire excellence in learning; create an adequate, safe, and healthy environment for students; and help each individual achieve their fullest potential while helping to build and strengthen local communities.**

END OF TEXT BOX

Policies and Actions

1202 EDU-1 ~~K-12 School Facility Planning~~ **PK-12 and Adult/Alternative School Facility Planning** 1202

1202.1 Public education in the District of Columbia is provided by ~~the District of Columbia Public Schools (DCPS)~~ and by ~~P~~public ~~C~~harter schools. DCPS is a traditional local education agency **(LEA) headed by a chancellor appointed by the Mayor under the Public Education Reform Amendment Act of 2007 which became effective in 2007.** ~~It~~ **DCPS** is responsible for educating District of Columbia children and **provides a school of right for every compulsory school-**

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~~age child. DCPS also~~ coordinates with ~~the DGS Office of Public Education Facilities Modernization (OPEFM)~~ in planning, operating, maintaining, designing, and constructing public school facilities (see text box ~~on 12-4~~ **“Understanding the Relationship of DC Public Schools to District Government”**). ~~The Public~~ ~~Charters~~ **LEAs** are publicly-funded ~~schools and~~ organized as non-profit corporations and ~~each is~~ managed by ~~an~~ independent Boards of Trustees. **The DC Public Charter School Board (PCSB), created in 1996 and governed by the School Reform Act of 1995, is the sole authorizer of public charter schools and it provides comprehensive oversight, application review, and stakeholder engagement across all public charter schools.** 1202.1

1202.2 ~~In 2006, the DCPS inventory included approximately 150 active schools, serving roughly 56,000 students. District facilities also include administrative buildings, “swing schools” (used for temporary relocation when campuses are being renovated), transportation lots and buildings, and special education facilities. Map 12.1 shows the locations of DCPS school sites~~ **In school year 2017-2018, DCPS had 116 schools housed in 112 different facilities serving approximately 48,150 students. Other facilities include administrative buildings, “swing space” used for temporary relocation while campuses are being renovated, and facilities undergoing modernization. Map 12.1 shows the location of DCPS schools. Washington, DC has one of the most robust charter school sectors in the country. In school year 2017-2018, 66 public charter LEAs were operating 121 schools, serving approximately 43,350 students. The location of public charter schools as of school year 2017-2018 is shown on Map 12.2.**

DCPS and public charter school total enrollment, including PK-12th grade and adult and alternative schools, started to increase in 2008 after decades of decline, driven by enrollment in public charter schools and also in DCPS in recent years. Between 2008 and 2017, total public school enrollment increased by 29 percent (See Figure 12.1). Public charter school enrollment has increased steadily since the School Reform Act authorizing charters was passed in 1997, and DCPS enrollment started increasing after 2008. As of school year 2017-2018, DCPS enrolled 53 percent of all public school students while public charters enrolled 47 percent. Total citywide growth in enrollment between 2011 and 2017 was greatest in the elementary (KG-5th) and early childhood grades (PK3 and PK4).

These increases in public school enrollment mirror recent increases in population. The District added 122,000 residents between 2000 and 2017, driven mostly by an increase in adults. However, in the past five years the number of children has substantially increased, surpassing the number of children as of 2000. Between 2010 and 2017, infants and toddlers under age 5

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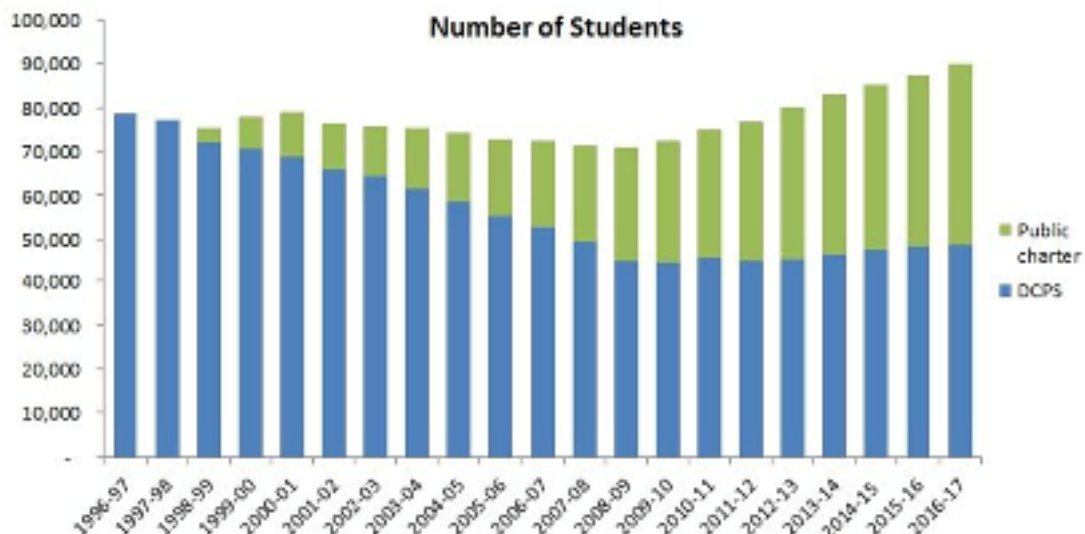
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increased by 12,200. Forecasts from the DC Office of Planning State Data Center indicate this trend will continue during the period of 2017 – 2025, with an estimated net population increase of 91,000, of which 21,090 (23 percent) will be school-age children. These figures, coupled with vigorous housing construction activity over the last 10 years and improved quality of schools, suggest there will be many new students, necessitating additional school facility space and financial resources. 1202.2

These increases in public school enrollment mirror the District's recent increases in population. The District added 122,000 residents between 2000 and 2017, driven mostly by an increase in adults. However, in the past five years the number of children has substantially increased, surpassing the number of children as of 2000. Between 2010 and 2017, infants and toddlers under age 5 increased by 12,200. Forecasts from the DC Office of Planning State Data Center indicate this trend will continue during the period of 2017 – 2025, with an estimated net population increase of 91,000, of which 21,090 (23 percent) will be school-age children. These figures coupled with vigorous housing construction activity over the last 10 years and improved quality of schools suggests there will be many new students in the District in the future. Additional school facility space and financial resources will be necessary.

MOVED

Figure 12.1: Public School Enrollment Trends in the District 1996-2016 1202.10



(Source: Office of the Deputy Mayor for Education)

NEW

Beginning in the late 1990s, DCPS initiated the practice of comprehensive facility master planning. In 2000, it adopted a Master Facilities Plan (MFP) that established 15-year goals and long-range planning policies for modernizing District schools. The MFP was subsequently updated in 2001, 2002, and 2003 and 2006. Another MFP was developed and adopted in 2013

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with five-year goals to address facility needs, followed by supplemental reports in 2014, 2015, 2016, and 2017. The DME then released the 2018 MFP, which is required by the Planning Actively for Comprehensive Education Facilities Amendment Act of 2016 (PACE).

NEW

The 2018 MFP for the first time analyzed both the public charter school sector and DCPS schools. It used population forecasts, enrollment projections, utilization analyses, and facility data to better understand the current landscape of the District's public school facilities (Pre-K through Adult provided by DCPS and public charter schools) as well as facility needs five and ten years from now. This integrated (DCPS and charter) approach provides a more comprehensive cross-sector picture than any of the earlier iterations of the MFP, which focused almost exclusively on DCPS buildings and used five-year planning horizons.

NEW

Through the 2018 MFP, the DME in conjunction with DCPS, DGS, DC PCSB, and community stakeholders provided 1) up-to-date comprehensive information about current public school facility conditions and needs, and 2) analyses of future facility needs based on estimated population growth and LEAs' aggregated enrollment growth plans. The MFP addressed growth and modernization needs through strategies that address overcrowding and school capacity issues, while affirmatively advancing the equity and excellence goals expressed throughout this Element. Outcomes of the 2018 MFP, which include data sets and visualizations, will help the public, policymakers, LEAs, education support organizations, and other educational stakeholders for use in their work to improve public education.

NEW

In addition, the 2018 MFP will help inform strategic and sustainable long-term facilities planning for DCPS, charter LEAs, city agencies, and others. The 2018 MFP includes a suite of recommendations that may be applied to meet educational facility needs that includes: utilization of current educational space in the best ways possible; retention of educational space for educational purposes; growing the total portfolio of space for educational use; review of enrollment policies to manage utilization; and streamlining planning processes, data collection, and knowledge sharing. A few of the suggestions made in the MFP for addressing the need for more space include the following:

- Optimize the use of our educational facilities by co-locating schools across sectors;
- Leverage the use of public facilities for educational purposes;
- Investigate the development of vacant parcels for public mixed-use projects that incorporate educational uses; and

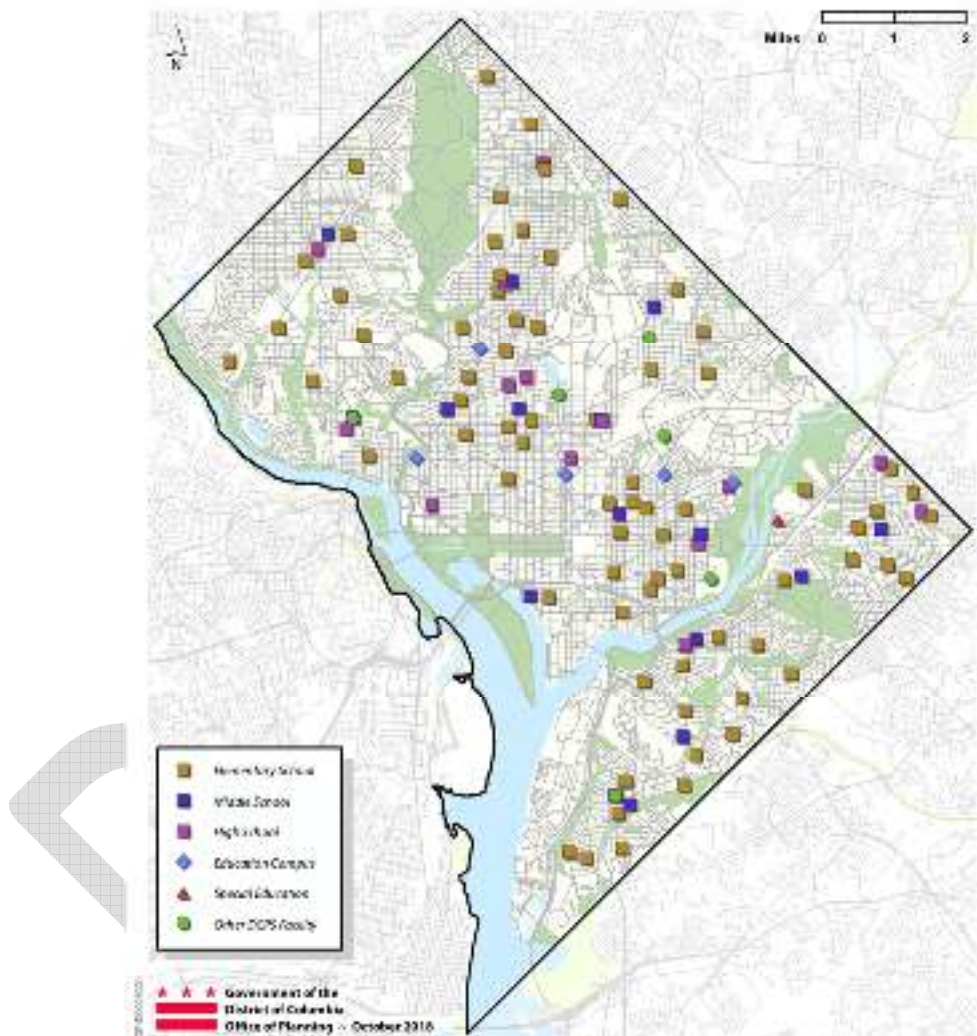
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- **Proactively plan for Washington, DC's forecasted population growth by expanding access to educational facilities citywide.**

NEW

Map 12.1: Location of DCPS Schools **School Year 2018-2019** 1202.3



(Source: DC Office of Planning, 2018)

1202.4

CALLOUT BOX (Page 12-4)

Understanding the Relationship of DC Public Schools to District Government

1202.4

The District of Columbia Public Education Reform Amendment Act of 2007 (**PERAA**), effective June 12, 2007 (D.C. Law 17-9; 54 DCR 4102), created a new and re-organized structure of educational leadership. **PERAA established that the Mayor has ~~D~~irect ~~mayoral~~ control of District of public schools and**

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~~Columbia Public Schools (DCPS)~~ as a cabinet-level agency ~~was established. It also empowered t~~The Mayor ~~to appoints, after review and confirmation by the Council of the District of Columbia,~~ a Deputy Mayor for Education (**DME**) to **plan, coordinate, and supervise public education in the District, support the development and implementation of an education reform vision. In addition, the Mayor appoints** a Chancellor to **lead DCPS as its chief executive officer, and oversee day-to-day operations of DCPS, including academic improvement and student performance, and the hiring of teachers and principals. The Office of a** State Superintendent of Education (**OSSE**), **the state education agency that** requests, distributes, and monitors the use of federal grant monies, sets state policy and regulations, and **collects and shares reliable and actionable data supports and advises the District's State Board of Education.** The District's State Board of Education is responsible for advising **the State Superintendent OSSE** on educational matters, including state standards ~~and state policies, including those governing special, academic, vocational, charter, and other schools, state objectives, and state regulations proposed by the Mayor or the State Superintendent of Education.~~ The **DGS Office of Public Education Facilities Modernization (OPEFM)** oversees the maintenance, construction, and modernization of all DCPS facilities. All public charter schools **are chartered under the** ~~receive~~ authority ~~of from~~ the **District of Columbia** Public Charter School Board (**DC PCSB**). 1202.4

NEW

Across Washington, DC, school facilities and grounds serve as community assets by providing recreational space, meeting space, and more. As part of the facility modernization planning process, DCPS will continue to engage communities on how modernized facilities and grounds could better serve the needs of the surrounding communities and improve quality of life.

NEW

A School Improvement Team (SIT) is established at every DCPS school where a major capital project (to include modernization, school replacement, addition, renovation or remodeling) is scheduled within the next one to two fiscal years. The SIT includes parents, neighbors, and community members as well as DCPS and DGS staff. The SIT has several duties, including providing feedback during the development of education specifications and schematic design and assisting with disseminating information about the progress of the school improvement to constituencies and peers represented on the SIT. Team members are also expected to consult on issues that arise during construction, be available to receive updates, and serve on the SIT through the end of construction.

1202.5

~~Many DCPS schools are in desperate need of modernization. As recently as 2002, 70 percent of its campuses were rated to be in poor physical condition by the Army Corps of Engineers. Over 80 percent of the school buildings are more than 55 years old, and many lack the necessary amenities and features for~~

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~~contemporary teaching. More than 65 schools are located on sites smaller than three acres, which is extremely confined by any standard.~~ 1202.5

1202.6 ~~DCPS faces the challenge of declining enrollment. Between 1970 and 1990, as the city's population fell by 20 percent and birth rates declined, enrollment plummeted from 147,000 students to 80,000 students. Forty-three schools closed. Enrollment continued to decline during the 1990s, though at a much slower rate. Between 1997 and 2005, enrollment dropped by another 11,000—this time the loss was largely driven by the growth of Public Charter schools. As Figure 12.1 shows, total enrollment in DCPS and the charter schools has been relatively stable since 1998, but the DCPS share has consistently declined. Enrollment in charter schools climbed to about 15,000 in 2005—more than 25 percent of the public school enrollment total.~~ 1202.6

1202.7 Like many urban school districts ~~across the country~~, DCPS is struggling with ~~large financial needs and increasing~~ substantial social needs. Poverty, disrupted families, and neighborhood violence challenge schools' buildings (and grounds) to do more—stay open longer, expand their services, and adopt a broader constituency. **Indeed, as school facilities are modernized, the opportunity is created to use those buildings to more fully serve the communities that surround them.** ~~Many DCPS buildings, meanwhile, still look and operate much as they did generations ago.~~ 1202.7

1202.8 ~~Through its Facilities Master Plan update, DCPS is evaluating all schools to “right-size” facilities to better meet the needs of existing and future students. Many schools are operating with enrollment that is far below recommended levels. Although smaller schools may sound attractive on the surface, they can lead to a more limited curriculum and reduced program offerings. The text box on the next page includes the recommended enrollment levels for elementary, middle and high schools and describes the number of under-enrolled schools.~~ 1202.8

1202.9 ~~The District of Columbia has one of the most robust charter school programs in the country. As of the 2005–06 school year, there were 52 charter schools in the city operating on 64 campuses. The location of Public Charter Schools in the city as of 2005 is shown in Map 12.2.~~ 1202.9

1202.11 ~~Best Sizes for Schools~~ 1202.11

Elementary Schools: DCPS indicates that an elementary school needs at least 318 students to offer quality, cost-effective programming. That assumes two classrooms per grade level; a full complement of art, music, physical education and library services; and a student: teacher ratio of 20: 1 for grades pre-K–2 and 25: 1 for grades 3–6. ~~The recommended elementary school size is between 300 and 500 students.~~

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~~In 2005, 40 DCPS elementary schools enrolled fewer than 300 students, 20 enrolled between 200 and 250 students, and 10 enrolled fewer than 200 students. One way schools have continued to operate with lower enrollments has been to eliminate educational offerings; for example, elementary schools have cut staff for art, music, physical education and libraries. In all, DCPS is currently supporting 600 underutilized elementary-level classrooms and has about 14,000 available elementary school seats.~~

~~Middle/Junior High Schools: The recommended middle/junior high school size is between 400 and 600 students. The larger middle schools would have the capacity to provide additional course variety beyond a high-quality core program. In 2005, DCPS had three middle or junior high schools with less than 350 students, one with less than 300 and two with fewer than 250. In all, DCPS is supporting 250 underutilized middle/junior high school classrooms and has more than 5,000 available seats.~~

~~High Schools: The recommended comprehensive high school size is been 600 and 1,200 students. DCPS operates 20 senior high schools—10 comprehensive high schools and 10 citywide magnet high schools.~~

~~Four DCPS high schools enroll between 1,000 and 1,500 students, four enroll between 800 and 1,000, five enroll between 500 and 800, and five enroll less than 500. In all, there are more than 2,200 available high school seats in DCPS.~~

1202.11

1202.12

~~Further growth in charter school enrollment is expected in the future, creating the need for additional space and financial resources. Like the modernized DC Public Schools, charter schools have helped catalyze the revitalization of several District neighborhoods. This is particularly true for schools that have occupied and restored DCPS facilities, such as Chamberlain, Woodridge, and Thurgood Marshall Academy.~~ 1202.12

NEW

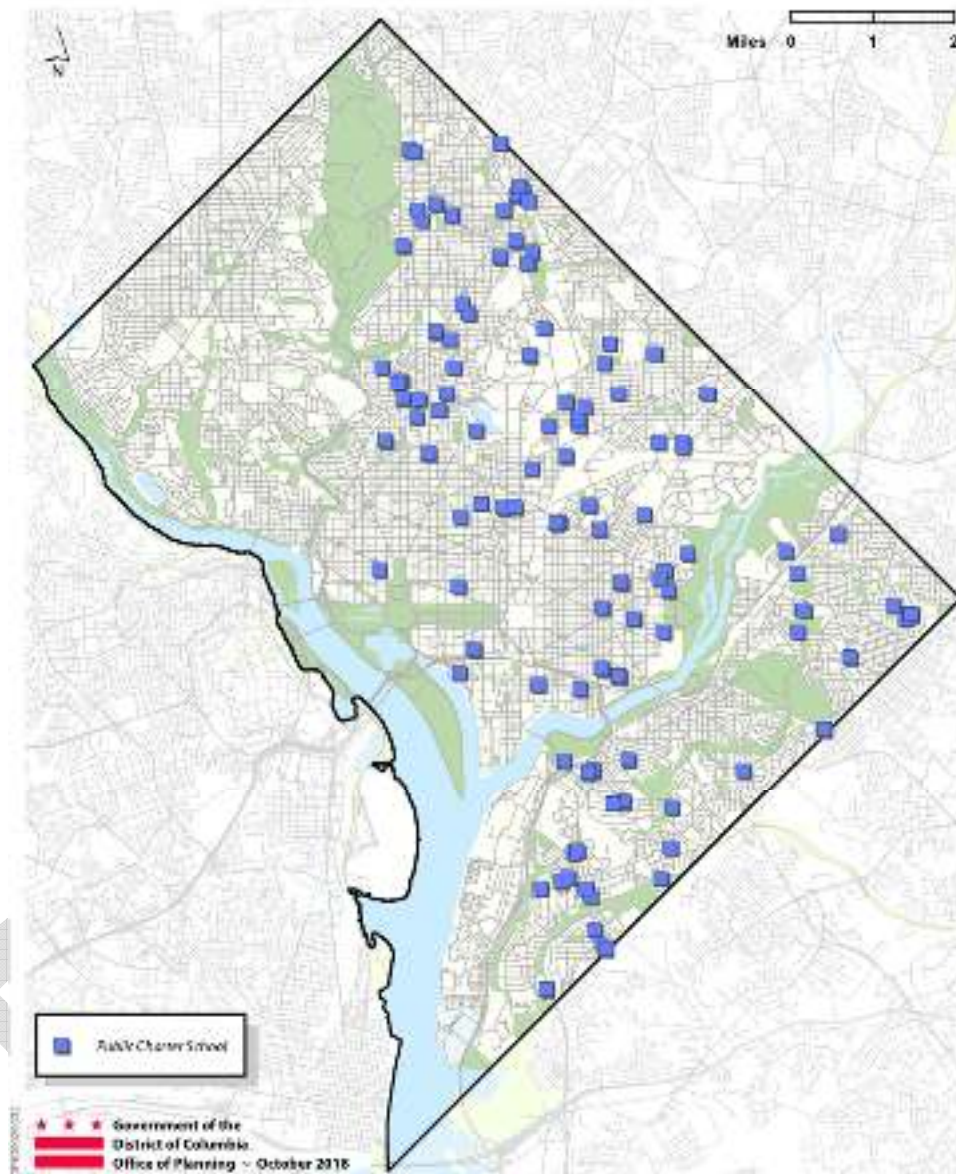
The 2018 Master Facilities Plan (2018 MFP) anticipates combined public charter school and DCPS growth in enrollment from 91,484 students in SY2017-18 to between 109,000 and 122,000 students in SY2027-28 depending on the assumptions made. The upper end of the enrollment projection includes the aspirational growth plans of the public charter sector that would ultimately require DC PCSB approval and facility acquisition to actually reach that ambitious number. DCPS enrollment based on just school-level estimations may reach 58,400 students in SY2027-28, up from 48,000 students in SY2017-18. When analyzed against available school capacity, the 2018 MFP estimates that enrollment will outstrip DCPS' current capacity in all wards except Wards 5, 7, and 8. Space planning recommendations are made in the MFP in anticipation of both this growth and continued underutilization in some school facilities.

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NEW

Map 12.2: Location of Public Charter Schools **School Year 2018-2019** 1202.13



(Source: DC Office of Planning, 2018)

CALLOUT BOX (PAGE 12-8):

Significant progress toward the modernization of the building stock has been made in the last eight years. Five elementary schools have been fully modernized. McKinley Technology High School is in its second year of operation, and Kelly Miller is now operating as a state-of-the-art middle school on the site of a formerly closed facility.

END OF CALLOUT BOX (PAGE 12-8)

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1203 EDU-1.1 ~~Improving DCPS Facility Condition~~ **Integrated Master Planning for All Public Schools** 1203

1203.1 ~~For many years, DCPS maintained its buildings through an annual repair and replacement program. This approach only addressed short-term needs. Buildings became inefficient and obsolete due to the lack of a more comprehensive approach to modernization.~~ **Washington, DC is committed to not only modernizing its inventory but maintaining school facilities over the long term. The Facility Conditions Assessment (FCA) program aims to complete FCAs for every DCPS school on a three-year cycle. An FCA is a comprehensive evaluation of the condition of the systems and structure of the school building and is conducted via a walk-through of the school building by licensed engineers. The FCAs, combined with other capital asset replacement programs currently in use by the District, will assist DCPS and DGS in developing detailed repair needs, estimated repair costs, and capital reinvestment plans which will allow for a more proactive approach to building maintenance and repair.** 1203.1

1203.2 ~~Beginning in the late 1990s, DCPS initiated the practice of comprehensive facility master planning. In 2000, it adopted a Facilities Master Plan (FMP) that established 15-year goals and long-range planning policies for modernizing District schools. The FMP was updated in 2001, 2002, and 2003 and 2006. The new FMP supports the 2006 Master Education Plan (which addresses broader operational issues) through related recommendations addressing the use of space and facilities. The District's Comprehensive Plan seeks to capture the guiding policies provided by the FMP to ensure consistency with the District Government's own land use policies and public facility plans.~~ 1203.2

1203.3 ~~The National Clearinghouse for Educational Facilities reports that students attending school in new, modern facilities have been found to score five to seventeen points higher on standardized tests than students in older, substandard buildings. Recent DCPS experience at campuses such as Miner and McKinley mirrors this national experience and has shown that high-quality school facilities also strongly influence public perception, and increase the attractiveness of the modernized schools to parents and students. Modernized schools also can attract families to surrounding neighborhoods and increase private property values.~~ 1203.3

TEXT BOX (page 12-8)

~~Significant progress toward the modernization of the building stock has been made in the last eight years. Five elementary schools have been fully modernized. McKinley Technology High School is in its second year of operation, and Kelly Miller is now operating as a state-of-the-art middle school on the site of a formerly closed facility.~~

END OF TEXT BOX

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- 1203.6 *Policy EDU-1.1.21: ~~Facility~~ Master **Facility** Planning*
Strongly support **DME DCPS** efforts to prepare long-range master facility plans so that the **DCPS** school modernization program **and public charter school facilities planning are** ~~is~~ based on comprehensive system-wide assessments of facility condition, enrollment trends, long-term needs, and the District's land use plans. 1203.6
- MOVED** *Policy EDU-1.21.32: Locating DCPS and Public Charter Schools*
Require that neighborhood impacts are **studied and** addressed when a ~~P~~public ~~C~~harter school or DCPS school locates in a non-school facility, such as a vacant commercial or industrial building. 1204.8
- MOVED** *Policy EDU-1.21.23: Co-Location of Charter and DCPS Schools*
Support efforts to co-locate **public** ~~c~~harter ~~s~~chools within **significantly underutilized** DCPS facilities. Address ~~Ensure that~~ parking, traffic, noise, **needs for green open space and recreational facilities**, and other impacts associated with increased enrollment and space utilization ~~are addressed~~ when co-location occurs. 1204.7
- 1203.7 *Policy EDU-1.1.34: Administrative and Maintenance Facilities*
~~Ensure that e~~Educational facility planning **should** accommodate the administrative, maintenance, and transportation needs of DCPS, **as well as public charter schools where relevant**. 1203.7
- NEW** ***Policy EDU-1.1.5: Production, Distribution and Repair (PDR) Uses and Schools***
Discourage siting of schools in areas zoned as PDR. Already, some public schools exist on PDR lands, generating the potential for conflicting needs and impacts. The zoning regulations require buffers between PDR zoned land and residential zone uses, including schools. However, PDR lands may be one way to accommodate the educational facilities necessitated by population growth.
- NEW** ***Policy EDU-1.1.6: Programming Partnerships for Cultural Activities in Schools***
Encourage partnerships between cultural organizations and schools to maximize students' cultural exposure and access to space by cultural organizations.
- NEW** ***Policy EDU-1.1.7: Cultural Space***
Maximize use of in-school facilities and spaces, such as art studios, rehearsal studios, and theaters, for cultural performance, expression, and production endeavors by students as well as by external organizations when feasible and appropriate.

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- NEW** **Policy EDU-1.1.8: Expanded Access to Facilities for DCPS and Public Charter Schools**
Plan for forecasted citywide and neighborhood-specific population growth by: (1) Optimizing the use of educational facilities by co-locating schools within and across sectors; (2) Considering incentives for developers to include educational space in future mixed-use developments; (3) Considering the establishment of impact fees on new or proposed development projects to contribute to the costs of providing services, including education, to those developments; and (4) Investigating the inclusion of educational uses into the development plans for large, public vacant parcels.
- 1203.9 Action EDU-1.1.A: ~~DCPS' Facility~~ Master **Facility** Plan Process
~~Actively participate in the DCPS Facilities Master Plan Update process to ensure that facility plans are coordinated with the District's neighborhood conservation and community revitalization plans. Complete the 2018 MFP process in close collaboration with relevant agencies and the District's education stakeholders. Use MFP outcomes to guide school facilities planning on a citywide and neighborhood-specific basis, guiding growth across both DCPS and public charter school sectors for a span of 10 years.~~ 1203.9
- ~~1203.10 Action EDU-1.1.B: Developer Proffers and Partnerships for School Improvements
Establish mechanisms for developer proffers and public-private partnerships to meet school facility needs through the development process.~~ 1203.10
- NEW** **Action EDU-1.1.B: Space for Youth Cultural Entrepreneurship Initiatives**
Explore the availability of public school spaces to serve partnerships and programs between cultural organizations and schools that can help youth become entrepreneurs.
See also the Economic Development Element for related policies.
- 1204 EDU-1.2 **DCPS Facilities** ~~Public Charter Schools~~ 1204
- 1204.1 ~~The public charter schools provide another choice for District families with school-age children. Of the more than 50 charter schools within the District, several have waiting lists with hundreds of students.~~ 1204.1
- 1204.3 ~~Although the Public Charter Schools operate in a wide range of facilities, their preference is usually to occupy former public schools due to the functionality of the space. This makes it essential to have clear policies on the use of surplus DCPS space. DCPS has expanded its traditional planning focus to include planning for those charter schools that indicate the need for additional space.~~ 1204.3

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1204.4 ~~Since 2002, the District of Columbia government has made several changes to the laws governing DCPS' relationship with the public charter schools. The city has modified its Code on "Public School Facilities Governing the Reuse of Surplus School Space" by designating charter schools as having "right of first offer" for the use of excess space. In 2004, the Board of Education adopted guidelines for identifying parts of DCPS school buildings that could be considered "excess to DCPS needs" and therefore suitable for use by Public Charter Schools. It also adopted guidelines for selecting public charter schools for co-location in DCPS facilities or on DCPS sites. 1204.4~~

~~PHOTO CAPTION (Page 12-10)~~

~~The District of Columbia has one of the most robust charter school programs in the country. As of the 2005-06 school year, there were 52 charter schools in the city operating on 64 campuses.~~

~~END OF PHOTO CAPTION~~

1204.5 ~~The former Board of Education also adopted general principles acknowledging the role of charter schools in meeting the diverse needs of the city's population and emphasizing the importance of safe and secure neighborhood public school facilities, regardless of who operates them. These principles laid the groundwork for co-location standards and detailed procedures for accommodating public charter schools within DCPS buildings. For instance, the standards allow charters to lease floors in underutilized school buildings where certain conditions are met (such as a separate entrance and adequate visitor parking). While co-location may accommodate some of the demand for space, it is likely that space may be needed in non-school buildings as well. 1204.5~~

MOVED

~~Between 1998 and 2006, significant progress toward the modernization of the building stock was made. Five elementary schools (Oyster, Barnard, Miner, Key, and Randle Highlands) were fully modernized. McKinley Technology High School is in its second year of operation, and Kelly Miller is now operating as a state-of-the-art middle school on the site of a formerly closed facility. The combined Bell and Lincoln Schools in Columbia Heights, and Thomson Elementary School in Shaw will soon join the inventory of modernized facilities.~~

The city has made significant progress toward modernizing DCPS school buildings, investing over \$2 billion since the year 2007 to modernize 73 school buildings. The city has budgeted an additional \$1.6 billion to modernize 20 DCPS school buildings from 2019 to 2024. DCPS schools slated for future capital improvements will be prioritized using an approach identified in the Planning Actively for Comprehensive Education Facilities Amendment Act of 2016 (PACE). This quantitative assessment employs data concerning facility conditions, school demand, community needs, and equity to arrive at an impartial ordering of school modernizations. The prioritization will inform District Capital Improvement Plans (CIPs). The 32 DCPS school buildings that have received a partial modernization will be prioritized for

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full modernization funding in the 2018 Master Facilities Plan described earlier in this Element. By 2023, 90 percent of DCPS school buildings will have been renovated and modernized. 1203.4

MOVED Policy EDU-1.~~12~~.1: Continue to Provide Updated DCPS Facilities ~~Updated Facilities~~
Continue to provide updated and modernized DCPS school facilities throughout the District based on the MFP and in compliance with laws, regulations, and appropriations. ~~Provide updated and modern school facilities throughout the District based on the DCPS Facilities Master Plan.~~ 1203.5

MOVED Policy EDU-1.~~12~~.~~42~~: ~~Public-Private~~ Partnerships for DCPS Facilities
~~Consider public-private partnerships and proffers to improve DCPS schools as residential development is approved.~~ Explore partnership opportunities to enhance operation, modernization and/or construction of new DCPS school facilities, and strongly encourage the retention and inclusion of actively used recreational areas and/or open space ~~Strongly discourage the practice of giving up actively used school recreational areas and/or open spaces to accommodate private development in exchange for school reconstruction.~~ 1203.8

NEW Policy EDU-1.2.3: Developer Proffers for DCPS Facility Needs
Explore developer proffers as a way to meet school facility needs through the development process.

NEW Policy EDU-1.2.4: Using District-Owned Facilities for Healthy Food Access
Encourage the renovation and new construction of schools to support healthy food education and access. Assess feasibility of incorporating space for teaching kitchens, prep kitchens, cafeterias, and educational gardens in renovated and modernized buildings.

NEW Policy EDU-1.2.5: Facility Expansion
Where additional DCPS school capacity is needed to satisfy enrollment demand and to avoid overcrowding, DCPS may need to consider existing site capacity, site acquisition, and new school development, in addition to school boundary and enrollment adjustments.

NEW Policy EDU-1.2.6: Transportation Demand Management Programs for DCPS Facilities
Improve parking management at DCPS facilities by pairing reduction in surface parking availability with a transportation management plan for school staff.

NEW Policy EDU-1.2.7: DCPS School Design and Sustainability
Continue to use green practices in the modernization, construction, and operation of DCPS schools to maximize sustainability and reduce GHG

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emissions. Examples of building features and systems that can help achieve this include architectural design and materials, solar panels, rain gardens, green roofs, and high efficiency energy, water, and waste management systems.

NEW Policy EDU-1.2.8: DCPS School Design as a Tool for Teaching Sustainability
Promote design features of schools as a tool for interactive learning about sustainability and to provide related stewardship opportunities. Examples of design features include green roofs and rain gardens; energy, water, and waste management systems; and on-site greenhouses and urban farming facilities.

MOVED Policy EDU-1.42.67: Neighborhood Schools of Excellence
Strongly support the goal of making one's neighborhood school an appealing the "school of choice", where students' academic and personal achievement is nurtured, so that children do not have to travel long distances to schools across town. 1206.8

NEW Action EDU-1.2.A: Parking Utilization Study at DCPS Facilities
Conduct studies to understand utilization of parking facilities at appropriate DCPS sites to determine where reductions may be possible in order to identify potential higher and better uses for them.

NEW Action EDU-1.2.B: Shared Use Agreements
Continue to support shared-use agreements for public access to recreation facilities and gardens in public schools.

1205 EDU-1.3 ~~Private~~ Public Charter Schools Facilities 1205

1205.1 Public charter schools provide another school choice for families with school-age children. As of SY2016-17, 46 percent of all public school students were enrolled in public charter schools and the DC PCSB approved the conditional opening of three more public charter schools in SY2018-19.

MOVED ~~The appeal of these~~ Public charter schools ~~stems from several sources: they~~ are publicly funded free, their daily operations and curriculum are managed by their school leadership and ~~is set by~~ an independent board of trustees, and ~~they often~~ some offer specialized programs such as dual language, expeditionary learning, International Baccalaureate, and Montessori ~~in particular subject areas such as math, science, or performing arts~~. The ~~charter schools are funded by a~~ per pupil facilities allowance from public funds that helps public charter schools ~~them~~ acquire and renovate space and is intended to cover their facility expenses (see description in callout box). ~~They~~ Public charter schools are authorized approved and monitored by the District of Columbia Public Charter School Board (DC PCSB) and are held accountable for student performance

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and compliance with local and federal laws in the same way as DCPS schools by the state education agency (OSSE). 1204.2

NEW

As of school year 2017-2018 there were 121 public charter schools with 135 campuses located in 104 facilities. Of those public charter school campuses, 63 were located in 40 former DCPS buildings through long-term leases or ownership of a surplus facility. These 63 campuses include 10 co-locations of public charter LEAs. Two additional public charter schools are co-located with existing DCPS schools. The remaining 70 public charter school campuses were located in 62 commercial facilities that they either owned or leased by the District; these 70 campuses include six co-locations.

NEW

Although public charter schools operate in a wide range of facilities, former DCPS school buildings offer attractive solutions due to the ready functionality of their space and to the scarcity of and rising costs for space. To better identify those sites that may be suitable for public charter school use, an update to the DC Code created a pre-surplus designation of “excess” in 2014. DC Code §38-2803 defines a school site to be designated excess after it has been identified as vacant without a plan for reuse or has been significantly underused for two consecutive years without plan for reuse.

NEW

If a school building has been determined to be excess by DCPS and the District does not have plans for its public reuse, the DME conducts a process to designate the building as surplus, subject to final approval by the Council of the District of Columbia. For surplus buildings, DME develops a Request for Offers (RFO) which allows public charter schools to submit proposals to lease the space from the city. Public charter schools and charter school incubators, which are nonprofit organizations that provide short-term, transitional, and below-market rent space to public charter schools that may face difficulty in finding and/or financing education facilities, have right of first offer for the use of surplus DCPS school buildings.

NEW

Since school buildings serve as institutional anchors, the RFO process includes public engagement.

NEW

Consistent with DC Code § 38–1802.09, the following preferences are used to determine the use of former DCPS schools that are deemed surplus:

- First preference to an existing tenant that is a public charter school that occupies all, or substantially all, of the facility.
- Second preference to a high-performing and financially-sound public charter school, or an existing tenant that has occupied all or substantially all of the excess school facility since December 30, 2008 and is a District non-profit elementary or secondary school or District community based non-profit arts education

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organization whose programming includes youth classes; and

- Third preference to any other eligible entity.

NEW

CALLOUT BOX: Uniform per Student Funding: The Uniform Per Student Funding Formula (UPSFF) is used to help set annual operating funding for DCPS and public charter schools. The requirement that education be funded on a uniform per-student basis was enacted into DC law in 1995 (DC Official Code § 38-1804.01). The UPSFF formula allocates funding to DCPS and DC public charter LEAs based on students' grade levels and additional relevant characteristics, such as at-risk status. It applies only to local funding. In addition, public charter schools also receive a per pupil facility allotment through the UPSFF intended for facility funding. DCPS capital expenses are funded from the capital budget. Between FY16 and FY20, the UPSFF is expected to increase by 15.7 percent, resulting in the foundation level per student rate increasing from \$9,492 per public school student in FY16 to \$10,980 per public student in FY20.

MOVED

Policy EDU-1.23.1: Planning For Public Charter Schools
Incorporate the needs of the Public Charter Schools in public school facility planning, including in master facilities planning (MFP) efforts, ensuring to account for the community's desire for a citywide system of neighborhood public schools supplemented by school choice that is equitably invested in and provides predictable and fair access to high quality schools in all of Washington, DC's communities. 1204.6

NEW

Policy EDU-1.3.2: Partnerships for Public Charter School Facilities
Explore partnership opportunities to enhance operation, modernization and/or construction of new public charter school facilities, and strongly encourage the retention and inclusion of actively used recreational areas and/or open space.

NEW

Policy EDU-1.3.3: Developer Proffers for Public Charter School Facility Needs
Explore developer proffers as a way to meet school facility needs through the development process.

NEW

Policy EDU-1.6.7: Alternative Financing Systems
Support construction and renovation needs of public charter schools as well as private schools and universities by allowing them access to low-cost financing programs offered by the District. Examples of these programs include the DC Revenue Bond Program, the Green Bank, and the Property Assessed Clean Energy (PACE) programs.

NEW

EDU-1.4 Private PK-12 School Facilities

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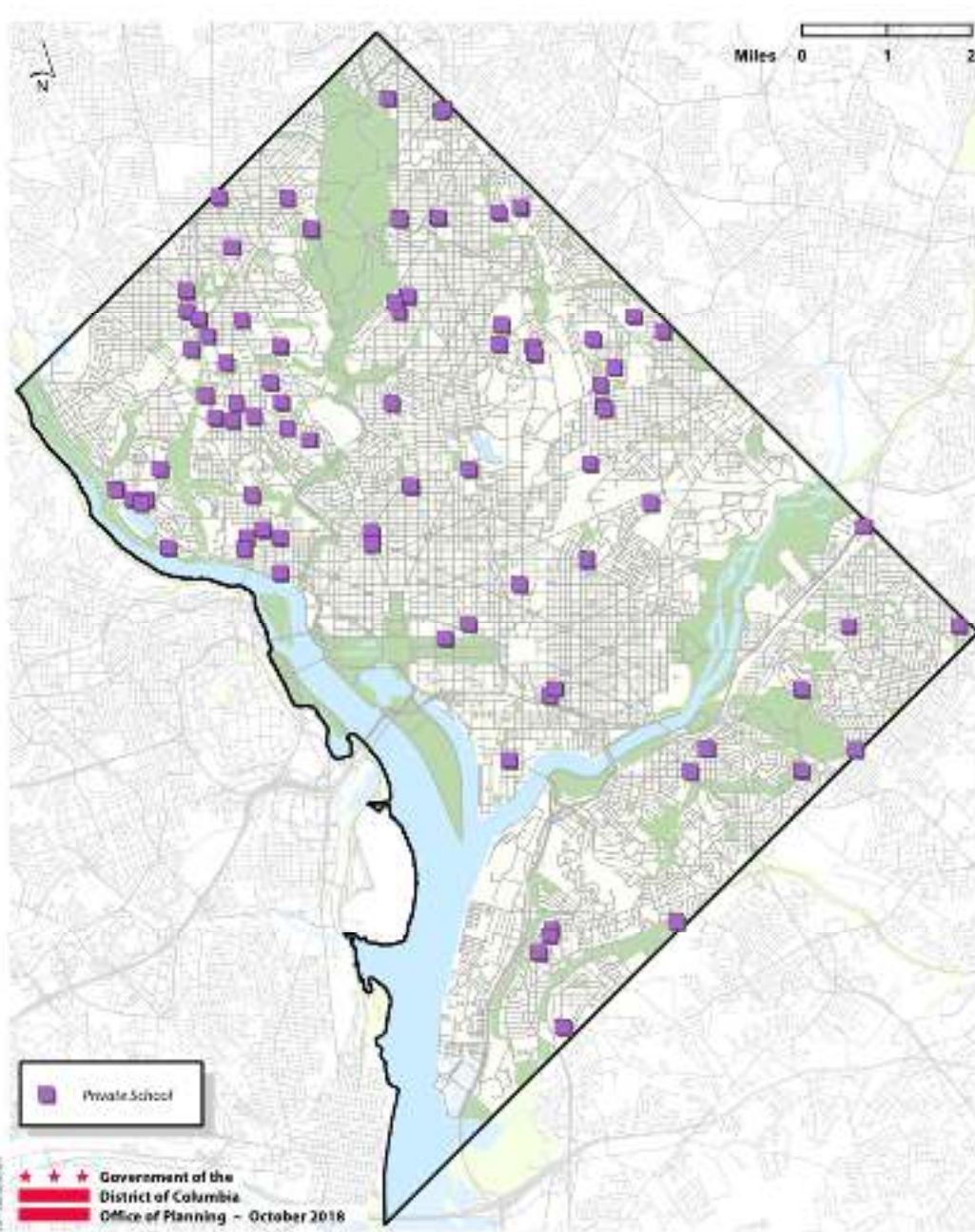
- 1205.1 **Information gathered from t**~~The National Center for Educational Statistics, the Association of Independent Schools of Greater Washington (AISGW), the National Center for Education Statistics, the National Catholic Education Association (NCEA) indicate~~**reports that in 2017 there were approximately 94**~~82~~ private schools in the District of Columbia. **These private schools render services to specific segments of the District's population, from pre-K to 12th Grade.** These facilities are shown in Map 12.3. **Thirty-one (31) schools**~~Twenty-six~~ are affiliated with ~~the Association of Independent Schools of Greater Washington (AISGW), including facilities such as Georgetown Day School and Capitol Hill Day School. Enrollment at the 26 AISGW schools has been stable over the past several years at about 11,000 students. These facilities are shown in Map 12.3. Most~~ **Several of the remaining schools** ~~these as well as schools~~ **unaffiliated with AISGW** are affiliated with churches, including **a total of 118** represented by the ~~NCEA National Catholic Educational Association~~ and several affiliated with other religious organizations. **Washington, DC acknowledges the contributions that these schools have provided to the education sector and the importance of including K-12 private schools in overall school planning and discussions.** 1205.1
- 1205.2 *Policy EDU-1.34.1: Private **PK-12** Schools*
Recognize private schools as an important part of Washington's educational infrastructure. Private school representatives should be encouraged to participate in citywide educational facility planning initiatives. 1205.2

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NEW

Map 12.3: Location of Private Schools 1205.3



(Source: DC Office of Planning, 2018)

NEW

Policy EDU-1.4.3: Private School Partnerships

Encourage engagement and partnership with communities and other institutions in the delivery of school services and engagement with local neighbors in planning and development processes.

1206

EDU-1.4.5 School Building Design and Site Planning 1206

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- 1206.1 Attractive, well-designed, and well-sited schools communicate respect for the people that use them and contribute to a positive school climate, ~~good discipline,~~ and productive learning. By strategically locating windows, access points, and gathering places, for example, school designers can foster student safety and security. High-quality site planning and architecture also provide an opportunity to enhance the learning experience. 1206.1
- 1206.2 ~~It is also important that s~~ School modernization projects must take into consideration ~~are sensitive to~~ issues that extend beyond school boundaries, such as ~~Issues like~~ the safety of children traveling to and from school, public transit accessibility, the availability of open green space, playgrounds and athletic facilities as well as ~~and~~ parking and traffic ~~must be considered~~. 1206.2
- PHOTO CAPTION (Page 12-12)*
Attractive, well-designed, and well-sited schools communicate respect for the people that use them and contribute to a positive school climate, good discipline, and productive learning.
END OF PHOTO CAPTION
- 1206.4 *Policy EDU-1.45.21: Promoting High-Quality Design*
Require that the renovation or reconstruction of public, private, and public charter school facilities use high architectural and landscape design standards that are sensitive to community context as well as academic and student safety needs. 1206.4
- 1206.5 *Policy EDU-1.45.32: Safety First: Designing For Multiple Uses*
Encourage ~~school~~ design of K-12 public, private, and public charter schools to include appropriate measures to keep students safe, especially where multiple activities are accommodated in a single structure. 1206.5
- 1206.6 *Policy EDU-1.45.43: Eco-Friendly Design*
Strongly support the use of green building, energy efficiency, and green infrastructure ~~low-impact~~ development methods in school construction and rehabilitation of K-12 public, private, and public charter school design. 1206.6
- 1206.7 *Policy EDU-1.45.54: Multi-modal ~~Pedestrian and Transit~~ Access to Schools*
Continue to ~~Increase~~ coordinate ~~ion between~~ among DDOT, ~~and~~ DCPS, DC PCSB, and K-12 private school stakeholders to improve the safety of students walking or biking to and from school through design and transportation improvements. In addition, new K-12 public, private and public charter school buildings should be designed to foster safe and attractive pedestrian access. ~~At the high school level, e~~ Encourage transit connections to high schools ~~the routing of bus lines~~ to provide easy access for students and teachers ~~to campuses~~, thereby minimizing the need for ~~students to drive~~ ing to school. 1206.7

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- NEW** **Policy EDU-1.5.5 School Projects and Design Plans**
Seek to better align proposed school modernizations and new school projects with citywide and place-based design plans, helping ensure that school design achieves a high quality.
- NEW** **Policy EDU-1.5.6: Historic Preservation**
Consider historic preservation concerns in the planning of DCPS and public charter school as well as private school facilities occupying DC government property.
- MOVED** **Policy EDU-1.45.17: Site Planning**
Continue Encourage DCPS and OPEFM to plan for the modernization of entire DCPS school campuses rather than just the school buildings. Where school facilities are adjoined by athletic fields, playgrounds, educational and community gardens, and open space, the improvement of these areas should be included in renovation plans wherever feasible. In addition, school employee parking should not be provided at the expense of recreational space. 1206.3
- 1207 EDU-1.56 Planning For the Long-Term Future 1207
- 1207.1 An important long-range planning objective is to align DCPS and **public charter school** enrollment projections with the Comprehensive Plan demographic forecasts. The Comprehensive Plan can aid DCPS by identifying the specific schools that may be most impacted by **new increased in-boundary enrollment from new** development, and therefore most in need of future expansion. **As an example, population forecasts used in 2016 for the Comprehensive Plan Amendment process were used to develop student population projections to support the 2018 Schools Master Facility Plan (2018 MFP).** 1207.1
- 1207.2 In the District of Columbia, the relationship between new housing construction and school planning is complex. ~~The city's~~ **Public school enrollment** policies allow students to **enroll in their in-boundary DCPS school and apply to enroll in an out-of-boundary DCPS school, a public charter school, or any other citywide or selective DCPS school. Thus, students often** travel to schools in other parts of the city, leading to significant out-of-boundary enrollment at many **DCPS facilities and to public charter schools far from students' homes.** Figure 12.2 shows the **share of students who enroll in the different types of schools in school year 2016 – 2017 and how many students enroll in their own ward of residence. This complexity makes projecting enrollment at DCPS and public charter schools challenging.** ~~daily migration of students from their homes to out-of-boundary schools often located many miles away. Another complicating factor in projecting enrollment is the large percentage of students attending charters and private schools, rather than the neighborhood DCPS school.~~ 1207.2

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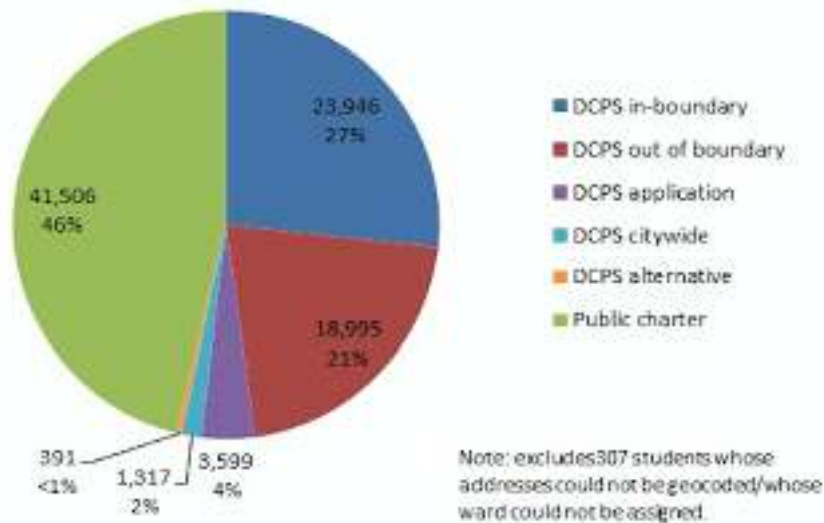
Draft Amendments

NEW

CALL-OUT BOX: In 2013-2014, the Office of the Deputy Mayor for Education (DME) and District of Columbia Public Schools (DCPS) led a comprehensive review process of student assignment policies and DCPS school boundaries. The process culminated in a series of recommendations made by the DC Advisory Committee on Student Assignment that were fully adopted by the Mayor and Chancellor at that time. Implementation of the recommendations began in 2015. In its Final Recommendations on Student Assignment Policies and DCPS School Boundaries, the Committee noted that: “The overwhelming input from parents and District residents was that families want a city-wide system of neighborhood public schools that is equitably invested in and provides predictable and fair access to high quality schools in all of the city’s communities.”

1207.3

Figure 12.2: **Share of All Students by Public School Type (SY16-17)**
~~Daily Migration of Students from Home to Out-of-Boundary Schools~~ 1207.3



(Source: Office of the Deputy Mayor for Education)

1207.4

The Comprehensive Plan cannot predict who will actually occupy new housing units and whether they will be singles or families with children. ~~In addition,~~ ~~Increases~~ in enrollment may **also** take place in stable neighborhoods as the existing housing stock changes hands—even though very little new construction is occurring. **In addition, a higher percentage of students may choose to attend public schools rather than private schools in the future.** 1207.4

NEW

Aggregate projections indicate the need to coordinate the growth of educational facilities with the growth of housing in some parts of the city, driving recommendations in the 2018 MFP to consider incentives for developers to include educational space in future mixed-use developments, consider establishing impact fees on new development projects to contribute

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to the costs of providing services to new developments, including education, and investigate the inclusion of educational uses into the development plans for large public vacant parcels.

NEW

Notwithstanding these challenges, the 2018 MFP will enable the District to align population growth forecasts, estimated school needs, and facilities planning to better right-size facilities. The 2018 MFP used facility utilization data as well as population trend and forecast information from the District's State Data Center to inform enrollment projections.

In addition to the 2018 MFP, the District launched EdScape Beta, "educational landscape," in 2019. It is an online tool that provides a comprehensive set of interactive visualizations and downloadable datasets on topics essential to inform and coordinate the opening and siting of programs and schools in Washington, DC. This information will support data transparency and help build a coherent public education system. EdScape Beta is intended to help inform whether and where new schools, programs, or facility capacity may be needed and to provide the public with the same information available to policy makers for transparency purposes. Together, the 2018 MFP and EdScape Beta will help assess overcrowding and identify strategies to address it.

~~1207.5 Figure 12.3: DCPS Enrollment Projections, 2006-2013 (excluding charters)~~
~~1207.5~~

~~1207.6 At this point in time, DCPS official projections indicate declining enrollment over the next seven years. Their forecasts assume continued out-migration of families with school-age children, and continued low birth rates. Total public school enrollment (including the charter schools) is expected to drop by 2,000 students between 2006 and 2013. When the charter schools are subtracted out, the decline is even steeper. As Figure 12.3 indicates, attendance at DCPS facilities is expected to drop from 58,000 in 2006 to 50,000 in 2012. Public Charter schools are projected to pick up about two-thirds of this reduction. As of 2017, the District's State Data Center forecasts a sizable increase in children, particularly infants, toddlers, and elementary-aged children over the next 10 years. These forecasts assume age cohort movement and population net migration. Recent forecasts indicate a net population increase of 114,954 people over the 10 years spanning from 2015 to 2025, with an average growth of 11,500 people each year. The District's total population will continue to increase but at a declining rate: from an annual change of 1.9 percent in 2015, to 1.6 percent in 2020, to 1.5 percent in 2025.~~ 1207.6

~~1207.7 DCPS is in the process of updating these forecasts, in part to reflect new assumptions about growth and demographics. The reality is that even if only 10 percent of the new homes projected for the District between now and 2025~~

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~~included one school-aged child, there could be 5,000 new students. If the District can successfully rebuild its educational infrastructure and begin attracting families back to the city, the decline in enrollment could be reversed. Such uncertainty about the future suggests that the District approach the disposition of surplus public school facilities with great caution. Once a facility is gone, it is gone. Given the high cost and limited supply of land, the District should retain as many of its assets as possible, even if they are used for other uses in the short or mid-term.~~ **For the District's youth population aged 0-17 years, the forecast points to an additional 21,000 (23 percent) youths for the 8-year period from 2017 through 2025. With a total forecasted youth population of 144,250 in 2025, this number will comprise 18.3 percent of the total District population, up from 18.0 percent in 2017. The 0-17 age group is expected to increase but will do so at a declining annual rate of 2.1 percent by 2020, to 2.0 percent by 2025. This increase in the population, unprecedented housing construction activity over the last 10 years, and improved quality of schools suggest there will be many new students in the District, and additional school facility space and financial resources will be necessary. The 2018 MFP provided estimated DCPS school-level enrollment projections, estimations of sector enrollment (DCPS and public charter schools), and a gap analysis of facility needs at various scales such as citywide and ward-level.** 1207.7

1207.8

~~The reality is that some schools will continue to see declining enrollment, while others will see increases. For schools facing decline, it will be an ongoing struggle to provide diverse programs and attract quality teachers. For schools facing growth, measures will be needed to expand facilities and avoid overcrowding. As spatial mismatches between growth and capacity occur, boundary adjustments and grade realignments will be needed to distribute students more evenly.~~ **Over the last 10 years, the District has made great strides toward successfully rebuilding its educational infrastructure and attracting families back to the city and to public education, reversing the decline in enrollment the District experienced previously. With the forecasted growth in population, the District should approach the disposition of surplus DCPS school facilities for non-educational use with great caution. Given the high cost and limited supply of land, the District should retain as many of its assets as possible, using interim use strategies for the short or mid-term to achieve this goal if necessary. As spatial mismatches between growth and capacity occur, boundary adjustments, grade realignments, and facility expansion should be considered to avoid overcrowding.** 1207.8

BEGIN CALLOUT BOX (PAGE 12-14)

~~The reality is that some schools will continue to see declining enrollment, while others will see increases. For schools facing decline, it will be an ongoing struggle to provide diverse programs and attract quality teachers. For schools facing growth, measures will be needed to expand facilities and avoid overcrowding.~~ **END CALLOUT BOX (PAGE 12-14)**

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1207.9 ~~In the short-term, DCPS is already planning to consolidate school facilities and will be eliminating one million square feet of space by July 2007 and an additional two million square feet by July 2008. Recent modifications to District regulations make it clear that DCPS will retain surplus buildings to provide opportunities for Public Charter schools. The updated Facilities Master Plan provides additional direction on the use of excess space, responding to the priorities set by the 2006 Master Education Plan. One factor to be considered in the disposition of school land is that some of the school grounds were formally owned and maintained by the federal government. When their jurisdiction was transferred to District in 1973, the transfers were typically made for “recreational” purposes. Such use constraints must be considered as school properties are re-purposed.~~ In previous decades, DCPS consolidated school facilities and eliminated more than three million square feet of space, sometimes releasing the buildings into the private market. Recent modifications to District regulations make it clear that the city will retain DCPS’s surplus buildings to provide opportunities for both DCPS and public charter schools. In addition, if the requirement that charter schools receive the right of first offer is satisfied and no charter school proposal is selected for adaptive re-use, non-charter school entities may be able to submit proposals for adaptive re-use. The re-use process for non-charter schools is often handled by the Office of the Deputy Mayor for Planning and Economic Development (DMPED). One enduring factor in the disposition of school land is that some of the school grounds were formerly owned and maintained by the federal government. When jurisdiction was transferred from the federal government to the District in 1973, the transfers were typically made for “recreational” purposes only. Such use constraints must be considered as school properties are re-purposed and were considered in the 2018 MFP, which provided additional direction on the use of excess space. 1207.9

1207.10 *Policy EDU-1.56.1: Retention of **DCPS** Public Schools **Facilities***
Retain **DCPS** public school buildings **and lands** in public ownership to the maximum extent feasible, **which includes expiry of leases of former DCPS schools currently leased by public charter schools through the RFO process.**
This will put the District in a better position to respond to future demographic shifts, address long-term needs for public education ~~and special education~~, and maintain the need for “swing space” which temporarily accommodates students during construction or renovation projects. 1207.10

TEXT BOX (Page 12-17)

In addition to supporting the academic needs of local students, schools can reflect the social, educational, recreational, and personal needs of the broader community. Historically, the District’s schools have been anchors for the community at large, serving as neighborhood gathering places.

END OF TEXT BOX

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- 1207.12 *Policy EDU-1.56.32: Long-Term Leases*
Strongly encourage long-term leases instead of sales so that underutilized school sites and buildings can be retained in public ownership. This approach is necessary due the limited availability of District-owned land for public facility uses, and the need to retain such land to deliver quality public services and anticipate long-term changes in enrollment. 1207.12
- 1207.13 *Policy EDU-1.56.43: Preserving Sites Near Transit*
Preserve school sites located near Metrorail and other locations well served by transit for educational use. 1207.13
- NEW** **Policy EDU-1.6.4: Public Charter School Reuse of DCPS School Surplus Space**
Support public charter schools in gaining access to surplus or under-enrolled DCPS school buildings.
- MOVED *Policy EDU-1.56.25: Reuse of **DCPS** School Surplus Space*
~~Consistent with the DC Municipal Regulations, use~~ **Continue to apply** the following **preferences priorities in accordance with the Landrieu Act** to determine the future use of **DCPS** schools that are deemed surplus ~~and turned over to the Department of Real Estate Services:~~
- First ~~priority preference should be re-use for direct educational purposes, including Public Charter schools~~ **to an existing public charter school tenant;**
 - Second ~~priority preference should be for other District agency facilities that strengthen families, such as day care and early childhood development centers, job training, libraries, recreation centers, or health care~~ **to: (1) A high-performing and financially sound public charter school; or (2) an existing tenant that has occupied the excess school facility since December 30, 2008 and is a District non-profit elementary or secondary school or District community based non-profit arts education organization whose programming includes youth classes; and**
 - Third ~~priority preference to any other eligible entity should be for other uses that provide a public benefit (such as District government administrative offices or affordable housing).~~ 1207.11
- 1207.14 *Policy EDU-1.56.56: Adaptive Re-Use*
~~In the event that DCPS facilities are surplus, provide a right of first refusal to public charter schools for the use of the facilities, and, thereafter, if converted to non-school uses, require the new uses to be sensitive to neighborhood context and to mitigate~~ **When a DCPS facility is no longer viable to house an institution**

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with an educational mission, the District should promote adaptive reuse. The facility can be used to respond to local needs through adaptive reuse and/or dynamic reprogramming. Such new uses can include cultural incubators, job training programs, and affordable housing. A conversion to new non-school uses should ensure sensitivity to neighborhood context and mitigation of impacts on parking, traffic, noise, **open space and green space**, and other quality of life factors. Provide for public review of potential new uses, and ensure that any issues related to prior jurisdiction over the site by the federal government are addressed. 1207.14

See also the Land Use Element for additional policies on the reuse of public school land.

1208 EDU-2 Schools as Community Anchors 1208

1208.1 Schools are **a** powerful **expression indicators** of **a** community's values and aspirations. In addition to supporting the academic needs of local students, they can reflect the social, educational, recreational, and personal needs of the broader community. Historically, the District's schools have been anchors for the community at large, serving as neighborhood gathering places. 1208.1

BEGIN CALLOUT BOX (PAGE 12-15)

~~In addition to supporting the academic needs of local students, schools can reflect the social, educational, recreational, and personal needs of the broader community. Historically, the District's schools have been anchors for the community at large, serving as neighborhood gathering places.~~

END CALLOUT BOX (PAGE 12-15)

BEGIN CALLOUT BOX (PAGE 12-16)

~~DCPS is accommodating "wrap-around" services at these 14 schools, with the objective of making them models for future projects around the city. Wrap-around services include family counseling and parenting programs, career education, mental health therapy and after-school enrichment programs.~~

END CALLOUT BOX (PAGE 12-16)

1209 EDU-2.1 ~~Neighborhood-Centered~~ Schools **as Community Anchors** 1209

MOVED The District has a history of collaborative arrangements with its school facilities. For years, our schools have hosted recreational programs, public services, and even family services such as health care. DCPS foresees many opportunities to establish mutually beneficial partnerships with District agencies and the non-profit sector in the future to help sustain schools as community anchors. This principle is strongly supported by the **2013** DCPS Facilities Master Plan and is regarded as key to improving the emotional and physical health of our neighborhoods. **Schools can be leveraged as anchors and cultural assets for**

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District neighborhoods—community hubs that can serve local needs beyond their core educational mission and use. 1208.2

~~1209.1 In 2001, DCPS launched the Transformation Schools Initiative to effectively transform 14 DC Public Schools into high-performing, child-centered, family- and community-focused learning centers. The 14 schools are shown in Table 12.1. 1209.1~~

~~1209.2 Table 12.1; Transformation Schools Initiative 1209.2~~

1209.3 DCPS ~~is~~ **accommodating** “wrap-around” services **at schools in low-income neighborhoods with the objective of enhancing their educational and community impact.** ~~at these 14 schools, with the objective of making them models for future projects around the city.~~ Wrap-around services include family counseling and parenting programs, career education, mental health therapy and after-school enrichment programs. Implementation of ~~these service initiatives~~ **these service initiatives** at ~~key other~~ campuses holds great promise for the District’s children and families. 1209.3

~~1209.4 Co-locating social services in school facilities can provide a number of benefits. It reduces government land acquisition costs and development expenses. It fosters partnerships between schools, other government agencies, and local businesses. By pooling resources, co-location can reduce maintenance costs and parking requirements. It can also provide convenience for residents, who can access multiple services in a single location. 1209.4~~

1209.5 *Policy EDU-2.1.1: Collaborative Arrangements with Community Service Providers*
Continue to ~~C~~create partnerships **among** ~~between~~ DCPS, **public charter schools,** District government, non-profits, and other institutions to promote schools as the central focus of community activities. 1209.5

1209.6 *Policy EDU-2.1.2: Wrap-Around Services*
Where space is available, **continue to** accommodate wrap-around health and human service programs within ~~local~~ schools to address the non-academic needs of students and families. Include affordable child care services wherever feasible. 1209.6

1209.7 *Policy EDU-2.1.3: Community Use*
Keep school space accessible and available for neighborhood meetings, community gatherings, and other events that promote citizen engagement and public service, while maintaining the school’s primary mission of educating the District’s children. 1209.7

NEW **Policy EDU-2.1.4: Out-of-School Time Opportunities**

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Encourage and promote programs across District agencies, including DCPS and the Department of Parks and Recreation, that can provide out-of-school opportunities for District children.

NEW ***Policy EDU-2.1.5: Shared Use of Public Parks and Recreation Space for Public Schools***
Continue to provide access to public recreational and athletic space for DCPS and public charter schools that lack such spaces.

NEW ***Policy EDU-2.1.6: District Schools and Resilience***
As part of the educational facilities planning process, explore the potential role that schools can serve for sheltering and gathering during disasters and emergencies.

1209.8 *Action EDU-2.1.A: Shared Maintenance Facilities*
Identify opportunities to share DCPS and District government operations, transportation, and maintenance facilities to reduce land and facility costs for both entities. 1209.8

*See also the **Economic Development Element and the** Parks, Recreation, and Open Space Element for policies on joint use agreements for public access to school recreation areas.*

1210 EDU-2.2 Schools in Community Planning 1210

1210.1 School facility planning should be integrated with broader community planning efforts such as Small Area Plans and revitalization plans. The inclusion of schools in these plans can help promote parental involvement, improve school safety, and create connections between the school and the larger community around it. Coordinated planning also provides a means for residents to address land use, design, transportation, and physical planning issues associated with schools, and to voice opinions on the types of **supplemental educational (such as libraries and arts and cultural spaces)** and non-educational services that might be provided on school campuses. 1210.1

1210.2 *Policy EDU-2.2.1: Intergovernmental Coordination*
Coordinate DCPS facility planning efforts with District agencies to ensure that school modernization produces better education facilities for District children while also improving the neighborhood. 1210.2

1210.3 *Policy EDU-2.2.2: Educational Facilities in Local Plans*
Involve ~~the District of Columbia Public Schools~~ **DCPS and DC PCSB** in District government land use and transportation planning activities. Local principals, faculty, students, ~~and~~ **parents, and other local stakeholder groups** should be

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invited and encouraged to participate in decisions that impact school facilities and their surroundings. 1210.3

1210.4 *Policy EDU-2.2.3: Community Participation*

Promote an open, public process when making school facility decisions, including decisions on school renovations, additions, and replacements; new schools; school closings and consolidation; the disposition of surplus schools and/or property; site selection; and school design. **As previously mentioned, at every DCPS school where a major capital project is proposed, a School Improvement Team (SIT) is established that includes parents, neighbors and members of the larger community. This team provides feedback throughout design and construction and helps disseminate information about the school improvement to peers and constituencies.** 1210.4

1211 EDU-3 Colleges and Universities 1211

1211.1 The District of Columbia has an extraordinary concentration of academic resources, including some of the country's finest colleges and universities. **Beyond their core role as educators and knowledge hubs, universities are jobs and cultural centers that can significantly contribute toward advancing equity goals through multi-sector partnerships and other efforts that can be focused locally. While it is essential to acknowledge these dynamic attributes, universities must also be good neighbors and ensure compatibility of campus development with surrounding communities by updating and adhering to campus plans.** 1211.1

1211.2 University campuses located within the District include American University, the Catholic University of America, Gallaudet University, Georgetown University, George Washington University, Howard University, ~~Southeastern University~~, Trinity University, the University of the District of Columbia (UDC), and the National Defense University. **For the fall semester of 2017, the federal Department of Education Database (IPEDS) indicates that t**~~These institutions enrolled approximately more than 84,040 75,000~~ students. Map 12.4 shows their locations. **These universities have a deep historic imprint in the city, serve as some of the largest employers in Washington, DC, and contribute significantly to local diversity. As examples, Howard University and the University of the District of Columbia (UDC) are Historically Black Colleges and Universities (HBCUs) and Gallaudet University is chartered for the education of deaf and hard of hearing students.** 1211.2

1211.3 In addition to the schools listed above, many non-local universities maintain Washington, DC campuses, **largely due to the concentration here of government-serving professional employment, such as foreign relations and diplomacy, public policy, technology, and law.** Thousands of students from across the country attend "Washington semester" programs at these **and local**

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institutions, for study and internships ~~learning about the mechanics of the federal government. Other institutions of higher learning, such as the Coreoran College of Art and Johns Hopkins University, enroll hundreds of students at campuses across Downtown~~ Washington, DC offers additional learning opportunities through a wide range of cultural and research institutions.
1211.3

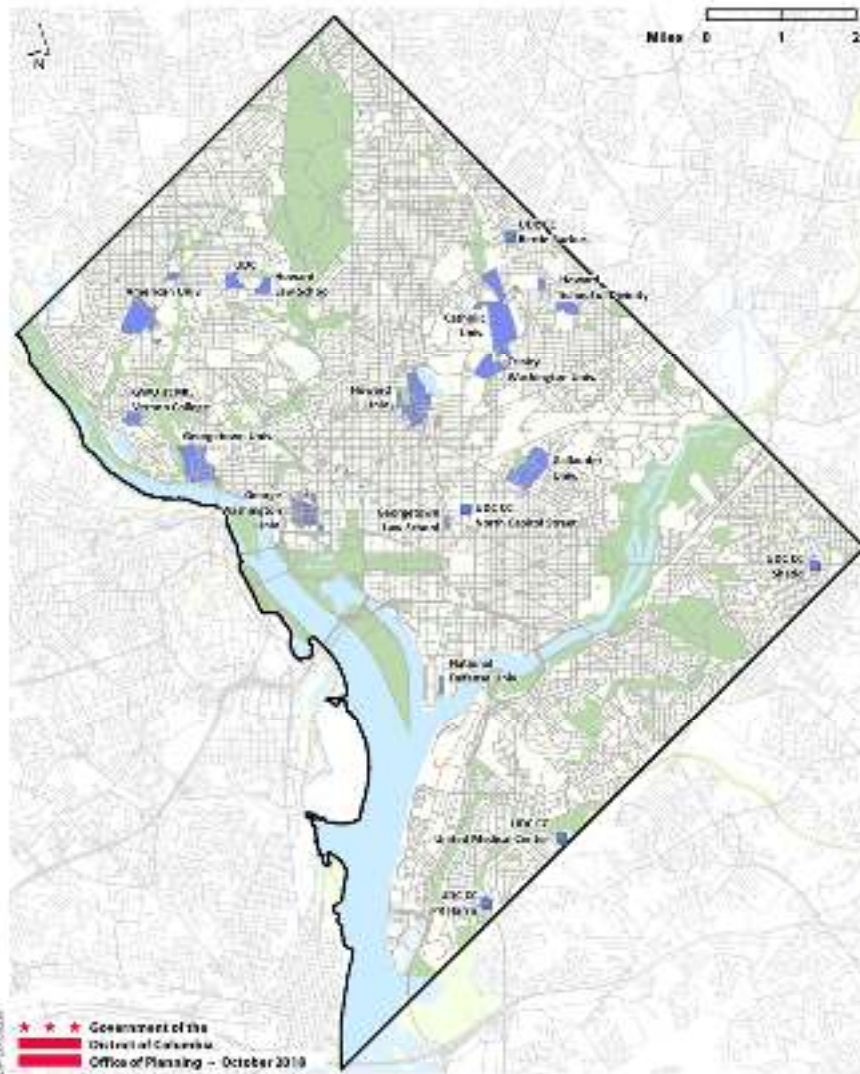
- 1211.4 The University of the District of Columbia is Washington, DC's ~~the District's~~ only post-secondary public educational institution, enrolling more DC public high school graduates than any other local university. The historically black university is also the only urban land-grant institution in the nation. In 2009, the university established the Community College of the District of Columbia as a component institution. With multiple points of access to educational opportunity, UDC ~~and~~ now offers certificate, associate, baccalaureate, and graduate level degrees that are tailored to meet the unique needs of the District. Available programs range from associate degrees in Nursing and Mortuary Science, ~~to~~ masters degrees in Cancer Biology Prevention and Clinical Psychology, to law degrees as well as workforce training and professional certifications, among other offerings. Over 50 different programs of study are offered and are aligned with immediate and long-term District needs, including workforce training. 1211.4

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NEW

Map 12.4: Locations of Colleges and Universities 1211.5



(Source: DC Office of Planning, 2018)

1211.6 UDC and the Community College of the District of Columbia (CCDC) serve a very diverse population that includes students from over ~~25~~ **80** different nations. The CCDC has an open admissions policy that is particularly beneficial for non-traditional students. Together, these institutions provide an important opportunity for young adults and adult learners to gain a quality education at an affordable price. 1211.6

1212 EDU-3.1 University of the District of Columbia 1212

1212.1 Continued political and financial support for UDC ~~and CCDC~~ is essential if they are to fulfill its mission as a viable educational option and path to career

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advancement for District residents. Creation of UDC campus locations across the city has been a priority of UDC to better serve residents' needs. As shown on Map 12.4, UDC continues to expand offerings, with campuses at 801 North Capitol Street, NE; Bertie Backus at 5171 South Dakota Avenue, NE; PR Harris at 4600 Livingston Road, SE; Shadd at 5601 E. Capitol Street, SE; and United Medical Center, at 1310 Southern Avenue, SE. ~~Establishment of a satellite campus to better serve residents' educational and training needs is an idea that has much support throughout the community. Neighborhoods east of the Anacostia River are particularly well situated for such a campus. There is only one CCDC campus there with limited program offerings and there are several large sites where they might be accommodated. This element recommends that an educational satellite campus be established.~~ 1212.1

1212.2 *Policy EDU-3.1.1: Sustaining and Advancing UDC*
Sustain, promote, and advance the University of the District of Columbia ~~and the Community College of the District of Columbia~~ as the city's only public institution of higher learning and continuing education for District residents. 1212.2

1212.3 *Policy EDU-3.1.2: Strengthen Training and Career Programs*
Strengthen the Community College of the District of Columbia ~~function of UDC to as an important pathway to economic opportunity.~~ Continue to educate training students through more seamless paths to for the baccalaureate programs at UDC, and to build practical career skills that prepare students for current and future employment ~~in the District.~~ 1212.3

NEW *Policy EDU-3.1.3: Economic Clusters and Universities*
Encourage economic cluster development in areas surrounding university campuses, with a focus on entrepreneurship, mentorship and business development.

1212.4 *Action EDU-3.1.A: ~~Develop a Satellite~~ UDC Campus Locations East of the Anacostia River*
~~Pursue the development and expansion of a satellite campus of the University of the District of Columbia and the Community College of the District of Columbia east of the Anacostia River~~ Maintain a distribution of campus locations that serves residents of all eight Wards, helping advance goals of UDC's "The Equity Imperative" 2019 – 2022 UDC Strategic Plan. 1212.4

NEW *Action EDU-3.1.B: Housing Archival Documents at UDC*
Explore synergistic opportunities for UDC to house archival documents of Washington, DC.

1213 EDU-3.2 Educational Partnerships 1213

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- 1213.1 The array of learning institutions is vitally important to the city and its residents, particularly its youth. Institutions of higher learning are involved in a myriad of community and educational partnerships to improve access to education, economic opportunities for residents, and investment in the community at-large. Partnerships between institutions of higher learning and DCPS and its students have and should continue to provide educational opportunities and advantages for our children. 1213.1
- 1213.2 ~~TEXT BOX~~
~~Successful Partnerships for Education: One Example 1213.2~~
~~The DC School Without Walls was established in 1971 through a cooperative effort between DCPS and the George Washington University. As the name implies, this public school uses the city as a classroom and offers an alternative to conventional instructional programs. The School Without Walls has been a great success. One recent indicator is that all 340 students who graduated from School Without Walls High School in June 2005 went on to college.~~
~~END OF TEXT BOX~~
- 1213.3 *Policy EDU-3.2.1: University Partnerships*
Encourage partnerships **among** the city's colleges and universities, anchor institutions, and K-12 schools to create additional pathways to learning for students, young adults, **and lifelong learners. Support the leaving open of schools of continuing studies.** 1213.3
- 1213.4 *Policy EDU-3.2.2: Corporate Citizenship*
Support continued "corporate citizenship" among the city's large institutions, including its colleges, universities, hospitals, private schools, and non-profits. This should include a continued commitment to high quality architecture and design on local campuses, expanded use of "green building" methods and low impact development, and the adaptive reuse and preservation of historic buildings. 1213.4
- NEW ***Policy EDU-3.2.3: Workforce Development***
Strengthen connections among educational programs, skills training, and workforce development initiatives to support development of career pathways and prosperity for all.
- NEW ***Policy EDU-3.2.4: Universities as Community Partners***
Encourage universities to expand service-oriented partnerships that connect students with local communities and that can strengthen town-gown relationships.
- NEW ***Policy EDU-3.2.5: University Research Partnerships***

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Encourage universities to conduct research in a manner that partners students and faculty with members of the local community to help inform thinking on community-driven topics.

NEW

Policy EDU-3.2.6: University Offerings for Older Persons

Encourage universities to expand low-cost access to course and other university offerings to older persons who reside in Washington, DC beyond zip codes that directly surround the university.

See also the *Economic Development Element* for additional policies on education and workforce development.

1214 EDU-3.3 Colleges, Universities, and Neighborhoods 1214

1214.1 The growth of colleges and universities, while supported by the city, has generated concerns in some Washington neighborhoods. Most of the universities have limited land area for expansion, and are located immediately adjacent to residential neighborhoods. **While neighborhood concerns relate to impacts such as traffic and parking, and to broader issues about the changing character of communities where universities are located or expanding, universities contribute unique offerings to their host neighborhoods, such as access to educational, cultural, and recreational opportunities. These opportunities include access to campus green spaces, culturally-enriching offerings (including concerts and lectures), and a variety of programs for continuing education and very low-cost programming for seniors.** 1214.1

1214.2 The Zoning Regulations require the preparation of campus plans showing the location, height, and bulk of present and future improvements for all colleges located in residential zone districts. In addition to serving as physical site plans, the campus plans set Floor Area Ratio (FAR) limits for the campus as a whole, and in some cases establish enrollment and employment caps. Campus plans are subject to approval by the Zoning Commission. 1214.2

1214.3 The campus plan requirement provides a formalized process for community input on a range of growth-related issues. They are an important tool to proactively address issues that may be of concern to the neighborhood and limit campus expansion into residential areas. However, most of the city's colleges and universities are engaged in ongoing discussions with the communities around them. Frequently raised issues include the need for student housing, the loss of historic buildings, the compatibility of proposed campus structures with nearby residential areas, and the loss of taxable land associated with university growth. Campus plans have responded to these concerns in a number of ways, such as increasing building intensity on-site to avoid the need for land acquisition, development of new dormitories, and implementation of numerous programs to manage parking, traffic, noise, and other environmental impacts. 1214.3

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- NEW** **The post-secondary student population is significant, and local colleges and universities are powerful drivers of employment and innovation, and significant contributors to making Washington, DC one of the nation's leading technology hubs. As a tech hub, the District is uniquely positioned to generate innovations that can help spawn new companies, create new jobs, and increase its economic competitiveness within and beyond the greater Capital Region. The District should continue to explore ways to help universities and their students meet their needs while ensuring compatibility of campus development with surrounding communities. Graduate students in particular play a vital role in university research and in helping universities to secure federal grants.**
- 1214.4 Looking forward, the development of satellite campuses is strongly encouraged to relieve growth pressure around existing campuses. In addition to accommodating university growth, satellite campuses can provide new job and educational opportunities for District residents and help revitalize local shopping districts. Continued efforts to improve the campus planning process and promote an open dialogue between the colleges and the neighborhoods around should be strongly supported. 1214.4
- MOVED** *TEXT BOX (Page 12-22)*
The development of satellite campuses is strongly encouraged to relieve growth pressure around existing campuses. In addition to accommodating university growth, satellite campuses can provide new job and educational opportunities for District residents and help revitalize local shopping districts.
END OF TEXT BOX
- 1214.5 *Policy EDU-3.3.1: Satellite Campuses*
Promote the development of satellite campuses to accommodate university growth, relieve growth pressure on neighborhoods adjacent to existing campuses, spur economic development and revitalization in neighborhoods lagging in market activity, and create additional lifelong learning opportunities for DC residents. 1214.5
- 1214.6 *Policy EDU-3.3.2: Balancing University Growth and Neighborhood Needs*
Encourage the growth and development of local colleges and universities in a manner that recognizes the role these institutions play in contributing to the District's character, culture, economy, and is also consistent with and supports community improvement and neighborhood conservation objectives. Discourage university actions that would adversely affect the character or quality of life in surrounding residential areas. 1214.6
- 1214.7 *Policy EDU-3.3.3: Universities as Large Landowners and Campus Plan Requirements*

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Continue to require campus plans for colleges and universities located in residential and mixed use zone districts. These plans should be prepared by the institutions themselves, subject to District review and approval, and should **consider** ~~address~~ issues raised by the surrounding communities. Each campus plan should include provisions that **respect neighbors and** ~~ensure that the institution is not likely to become objectionable to~~ neighboring property **and address** ~~because of~~ noise, traffic, number of students, or other similar conditions. 1214.7

1214.8 *Policy EDU-3.3.4: Student Housing*
Encourage the provision of on-campus student housing in order to reduce college and university impacts on the housing stock, **and especially the affordable housing stock**, in adjacent neighborhoods. Consider measures to address the demand for student housing generated by non-District institutions with local branches. 1214.8

1214.9 *Policy EDU-3.3.5: Transportation Impacts of Colleges and Universities*
Support ongoing efforts by colleges and universities to mitigate their traffic and parking impacts by promoting ridesharing, carpooling, shuttle service, bicycling, **scooters, skateboarding**, and other transportation demand management measures. The provision of adequate on-site parking for institutional uses also should be encouraged. 1214.9

NEW *Policy EDU-3.3.6: Faculty Housing*
Support faculty and staff housing within campus plans. Encourage the housing to be created through partnerships and dedicated university programs. Provide program opportunities to persons from a wide range of incomes.

NEW *Policy EDU-3.3.7: Inter-University Partnerships*
Support partnerships and development of facilities that can enable sector-based innovation such as inclusive incubators, which are technology incubators that offer enhanced opportunities for historically underserved residents.

NEW *Policy EDU-3.3.8: Innovative Approaches for Augmented Educational Opportunities*
Support the growth of the District's learning landscape including, but not limited to, that of universities, museums and public facilities that offer innovative approaches for providing learning opportunities that augment in-classroom education.

NEW *Policy EDU-3.3.9: Educational Facilities and Large Site Development*
Explore the role educational institutions can play in activating targeted large sites in a manner that can catalyze growth, fulfill place-based physical and

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economic development goals, and expand educational access to District residents.

1214.10

~~Action~~ **Policy** ~~EDU-3.3.10A: University-Community Task Force~~

Encourage universities and communities to ~~E~~establish a Task Force comprised of college and university representatives, neighborhood representatives, local businesses, and other non-university community stakeholders to address a range of physical planning issues relating to **the** college ~~and~~ **or** university growth and operation. Among other topics, the Task Force should address community concerns regarding the enforcement of campus plans and monitoring procedures, university concerns regarding enrollment and employment caps, ~~the regulation of non-District based colleges with expanding local facilities~~ **modifications or further processing related to the approved campus plan**, and ~~possible~~ **potentially, proposals for** amendments to the zoning regulations as they relate to campus plans and higher education facilities. 1214.10

NEW

Policy EDU-3.3.11: Access to Recreational, Educational, and Cultural Opportunities

Support continued access by local neighborhoods to university offerings, such as concerts and lectures, campus green space, continuing education, and low-cost programming for older persons.

PASTED

~~EDU-4 CSF-2.2 Child Care Development Facilities and Early Childhood Development Centers~~ 1107

The Office of **the State Superintendent of Education (OSSE)** ~~Early Childhood Development (OECD)~~ under the ~~District Department of Human Services~~ **Office of the Deputy Mayor for Education** provides support for and collaborates with other public and private child and family **serving** advocacy organizations to provide services and care for District children up to five years of age. The ~~o~~**Office** also provides access to before and after school services for eligible children up to age 13, **or 19 years of age if the child has a disability**. It also manages a subsidized child care program for eligible children and families. Waiting lists for child care ~~in the District~~ reflect a growing demand for services that support parent employment and job productivity, and provide **healthy, safe, and positive** learning environments for children. Child care needs are also significant for parents who are employed in the District but live elsewhere. 1107.1

NEW

EDU-4.1 Child Development Facilities

NEW

CALLOUT BOX

Child Care as Child Development

Recognizing that learning begins from the earliest age, the Office of the State Superintendent for Education (OSSE) now uses the term “child development” as an umbrella term that includes “child care.” Therefore,

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references to child development facilities in this section are used to refer to facilities that deliver child care and other uses relating to child development.
END OF CALLOUT BOX

NEW According to 2017 population estimates, 45,065 children under the age of 5 reside in Washington, DC. OSSE reports that in 2017 the District had 378 licensed child development facilities (258 centers and 120 homes). All licensed facilities are run by private operators. These operators can be for-profit, non-profit, or faith-based. The licensed capacity in these child development facilities for children birth to age five is 19,067. The licensed capacity for infants and toddlers (36 months and younger) is only 7,962, with approximately 28,203 infants and toddlers living in DC. This capacity only meets about 28 percent of residents' needs, which does not include the needs of families outside of DC that work in DC and seek or utilize District child care programs.

NEW Washington, DC outranks all other states in access to pre-K programs, with an estimated 70 percent of 3-year-olds and 84 percent of 4-year-olds enrolled. Of the estimated 16,753 3- and 4-year-old children in DC, 12,910 were enrolled in public pre-K programs in FY16. There are 156 sites where pre-K services are provided. Of these sites, 77 are DC Public Schools (DCPS), 59 are public charter schools, and 20 are child development facilities. The majority of students are served in DCPS or public charter schools. These facilities and programs collectively are likely to contribute to increased employment of women in Washington, DC.

NEW As a result of funding for the Pre-K Enhancement and Expansion Act of 2008, as well as other quality of life improvements, more families are choosing to raise their families in the District, resulting in an increased demand for child development facilities that serve children six weeks to three years of age.

NEW The District is also focused on expanding the use of District-owned facilities by private child development facility operators who are expanding the availability of infant and toddler care to District residents. Additionally, as of 2017, OSSE is partnering with a private philanthropic partner to increase the supply of high-quality seats in Wards 7 and 8 by 750 over the next five years.

PASTED Policy ~~EDU-4.1.1-CSF-2.2.1~~: Adequate Child ~~Care~~ Development Facilities
Allow new and expanded child development~~care~~ facilities and uses in all residential, commercial, and mixed-use areas and in community and District-owned facilities in an effort to provide adequate affordable child development~~care~~ facilities throughout the District. Locations should be accessible to public transit. 1107.2

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- PASTED** Policy ~~EDU-4.1.2-CSF-2.2.2: Child-Care~~ Incentives Expanding Access to Child Development Facilities
Provide incentives for new and rehabilitated residential and commercial developments to set aside on-site space for child~~care~~ development facilities.
1107.3
- NEW** Policy EDU-4.1.3: Expanding Allowable Spaces for Child Development Facilities
Allow new and expanded child development facilities and uses in all residential, commercial, and mixed-use areas and in community and District-owned facilities to provide access to affordable quality child development facilities throughout the District. Locations should be accessible to public transit, when possible.
- PASTED** Policy EDU-4.1.4 ~~CSF-2.2.3: Child Development Facilities Centers~~
Recognize the importance of early childhood education and related programs to the well-being of children and youth, and support the development of appropriate facilities for these programs. 1107.4
- NEW** Policy EDU-4.1.5: Co-location of work and Child Development Centers
Encourage major institutional employers to provide onsite child development facilities for children of employees and encourage the opportunity to expand education, training and research for human development professionals.
- NEW** Policy EDU-4.1.6: Continuing Education and Certification for Child Development Center Professionals
Support existing and new programs that help continuing education and certification of child development center professionals.
- NEW** Policy EDU-4.1.7: Partnerships
Explore collaborations with educational and business partners that can help to increase the availability of quality early childhood education, child development, after-school and pre-school programs for all residents, especially low-and middle-income households, and families with children with disabilities.
- PASTED** Action ~~CSF-2.2.A: Review And Address Zoning Issues~~
~~Review and assess the zoning regulations to identify barriers to the development of child-care centers development facilities in the District. The assessment should consider ways of reducing any barriers that are identified, provided that child health and safety and neighborhood quality of life issues can be adequately addressed.~~ 1107.5