

The School District of the City of Erie

District-Wide Feasibility Study

***Phase 1 Town Hall Meeting
February 22, 2012***

mckissick associates

inSights

Harrisburg, Pennsylvania

February 22, 2012

Presenters

Jay Badams
Superintendent,
Erie City School District

Michael Laipple
President,
LP Ciminelli Solutions

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Project Manager,
LP Ciminelli Solutions

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Educational Planner,
McKissick Associates InSights



PLANNING PROCESS GOALS

The Goal:

School facilities improvements - while also reducing costs so that.....

- **Better facilities and better programs can improve student performance.**
- **Cost reduction of operations will allow existing educational programs to be maintained, even expanded.**
- **An open, transparent planning process involving community will improve public understanding and support for strategic plan.**

STUDY PROCESS COMPONENTS

The optimization study consists of the following three basic components:

- **Phase 1**: a **comprehensive evaluation** of all facilities, current and projected county demographics, and educational curriculum
- **Phase 2**: the **formulation of options** for improvement of buildings, operational savings, adjustments to facilities' curricula and the regional effects of such changes
- **Phase 3**: the **development of a long-range master action plan** for use in establishing scopes and budgets for maintaining or expanding school facilities over a 5, 10 & 20-year horizon

PLANNING PROCESS GOALS

The study process provides valuable physical by-products and political benefits to the school system (*continued*):

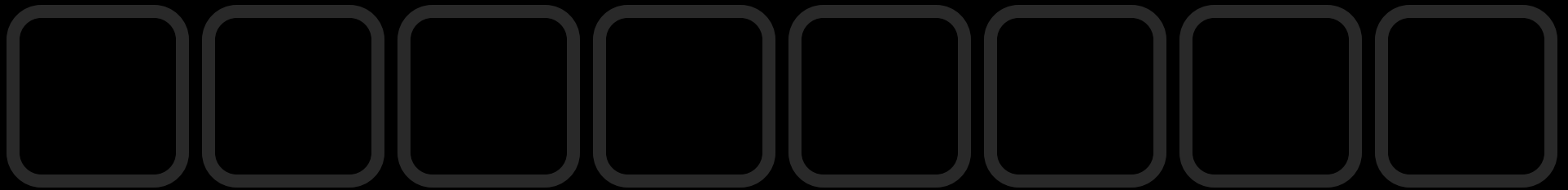
- **valuable opportunities for building community consensus and communicating the real needs** to community leaders and tax-payers
- a platform to float “**trial balloons**” of **new ideas** facilitating community discussion
- positive community support for a long-range plan, **assisting in efforts to secure funding and support the school system**

STUDY PROCESS INTERACTION & PARTICIPATION

Underlying Requirement for success: Community Participation, Understanding & Acceptance via ...

- meetings with school board and administration
- discussions with teaching staff
- planning teams to involve community-wide stakeholders
- variety of media for the public-at-large
 - physical presentations
 - television broadcast
 - website availability of materials
 - radio call-in programs
 - printed newsletters or mailers
- distribution of printed information to parents via the students

Study Process Background and Overview



phase **1**

***a comprehensive evaluation
of all facilities, current and
projected county
demographics, and
educational curriculum***

Demographics Research

- analysis of student enrollment, ethnicity and wealth
- analysis of neighborhood demographics for future population shifts

Building Evaluations

- on-site review of all buildings by architects & engineers
 - exterior site assessments
 - building structure
 - heating & cooling
 - plumbing
 - electrical
 - fire protection
 - data/technology/communications



1
phase

STUDY PROCESS: PHASE 1

Educational Curriculum Evaluations

- review of programs (present & desired) to determine space needs
- on-site building walkthroughs by educational planner
- surveys of principals & teachers (anonymous response)
- interviews with administration & departmental teaching staff
- solicitation of private sector input related to program development
- educational specifications developed conforming to state and CEFPI standards



1
phase

STUDY PROCESS: PHASE 1

Facilities, Programming & Operations

- determine the ability of each facility to accommodate all or part of the district's current curriculum
- determine various pupil capacities for each facility
 - pa dept of education
 - practical
 - surge capacity
- assemble cost data for non-instructional operations
 - repairs – capital costs
 - Utilities & energy use
 - transportation
 - maintenance, custodial & contracted services
 - food service



1
phase

Phase I Final Result - Status Quo / Baseline Comparison

- developed by McKissick Associates based on bringing existing facilities up to minimum occupancy requirements
- Uses ESD Design Standards and Generic Educational Specification as guides
- **determines the cost of “doing nothing”** – provides the benchmark against which to compare potential strategic options



1
phase

2 phase

*the **formulation of options**
for improvement of buildings,
operational savings,
adjustments to facilities'
curricula and the regional
effects of such changes*

STUDY PROCESS: PHASE 2

Draft Option Development: All Possibilities Considered

- initially developed by McKissick Associates
- input from school board, administration, staff, PTA & students
- input from community committee
- includes closures, new buildings, renovations, grade realignments, new programs, new attendance boundaries



STUDY PROCESS: PHASE 2

Round Table Community Discussions

- additional input from municipal boards (code review, historic review, zoning & planning boards)
- input from government officials, political and business leaders
- modifications made to draft options & new options development



STUDY PROCESS: PHASE 2

Option Details Developed

- cost estimates developed for facility modifications
- cost estimates for indirect savings
- impact of special initiatives or considerations such as historic preservation or green design
- availability of alternative funding for particular initiatives as they apply to individual options

Option Comparison & Ranking

- school board, district staff and community committee rank the options and select two or three for detailed analysis



3 phase

the development of a long-range master action plan for use in establishing scopes and budgets for maintaining or expanding school facilities over a 5, 10 & 20-year horizon

STUDY PROCESS: PHASE 3

Detailed Final Option Evaluation

- selection of a final option and refinement of variants

Master Action Plan Development

- phasing timelines
- cost estimates and impact of multiple-project phasing over time
- exploration of private programs
(grants, lease/purchase, ESCO programs, etc.)



3
phase

STUDY PROCESS: PHASE 3

Long-term Implementation Strategy

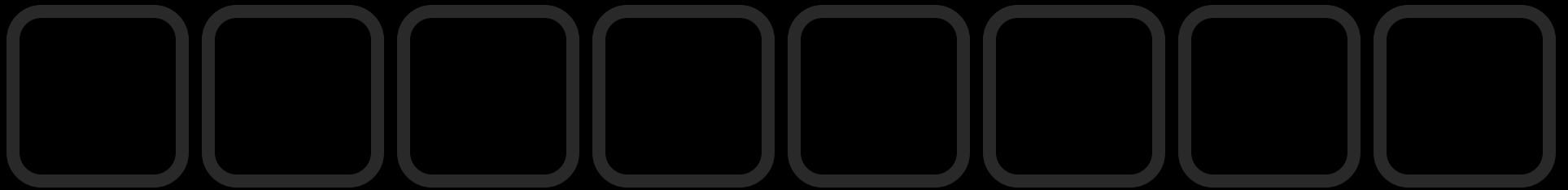
- calculation of actual financial impact: debt service less operational savings
- exploration of creative financing options with the district's financial consultant
- determine best financing strategy and phasing plan

Communicate the Final Plan & Strategy

- develop clear materials for communicating the plan
- present the community's plan to stakeholders and taxpayers

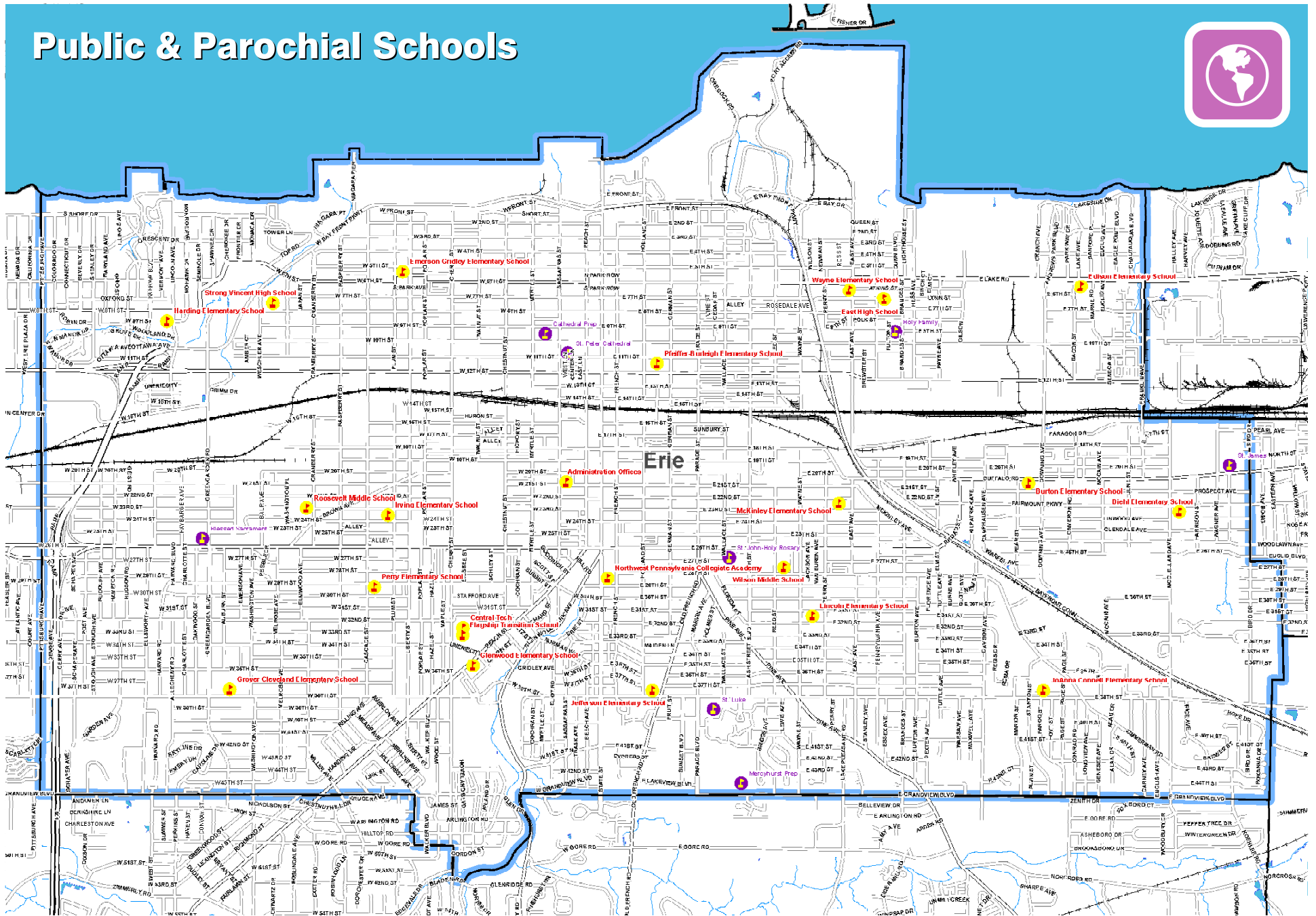


District Overview

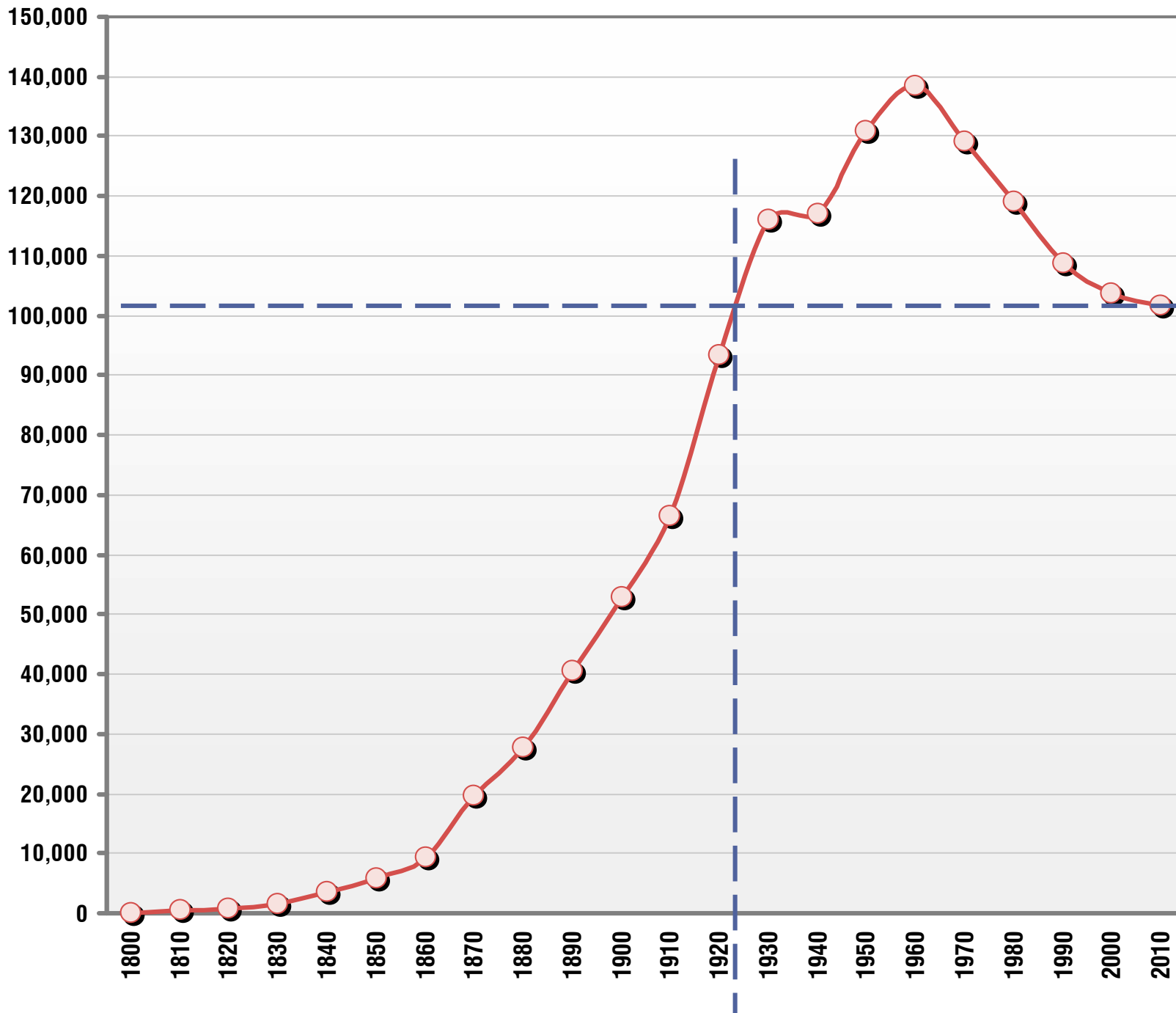


SCHOOL LOCATIONS

Public & Parochial Schools



HISTORICAL POPULATION TREND FOR ERIE

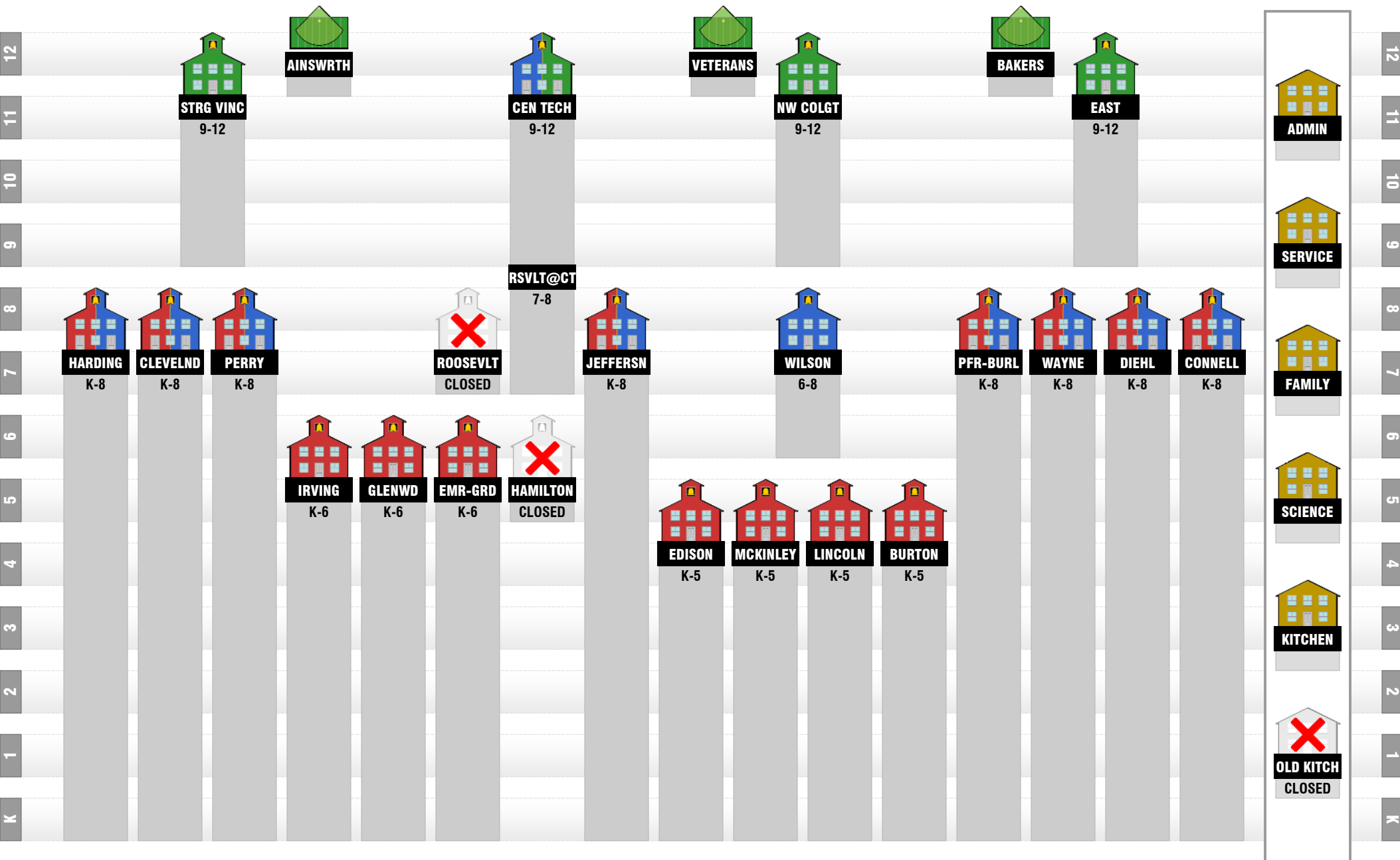


HISTORICAL POPULATIONS	
CENSUS	POPULATION
1800	81
1810	394
1820	635
1830	1,465
1840	3,412
1850	5,858
1860	9,419
1870	19,646
1880	27,737
1890	40,634
1900	52,733
1910	66,525
1920	93,372
1930	115,967
1940	116,955
1950	130,803
1960	138,440
1970	129,231
1980	119,123
1990	108,718
2000	103,717
2010	101,786

KEY OBSERVATIONS

- Educational Programming
 - Inequities (real & perceived) between schools based on ethnicity & poverty
 - Educational equity non-existent, particularly at middle school level
 - High class sizes and undersized classroom areas
 - Lack of specialized instruction space for middle school grades located in elementaries
 - Social promotion of K-8 becomes an issue at 9th grade
 - Multiple grade level configurations make consistency difficult
 - 6th grade housed in 13 separate buildings
 - Globally need to address need for small group instructional spaces
 - Full-sized rooms being used as offices
 - Corridors, lobbies and store rooms in use as classrooms
 - Reprogramming of elementary spaces a must

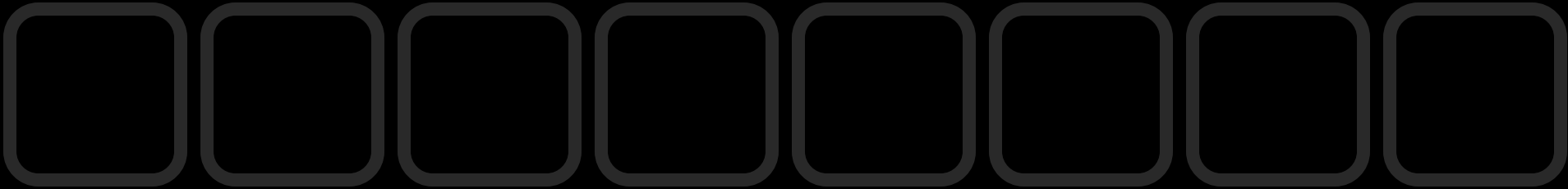
EXISTING SCHOOL PROGRESSION DIAGRAM



Legend for Facility Types:

- ADMIN (Yellow house icon)
- SERVICE (Yellow house icon)
- FAMILY (Yellow house icon)
- SCIENCE (Yellow house icon)
- KITCHEN (Yellow house icon)
- OLD KITCHEN CLOSED (Yellow house icon with red X)

General Demographics



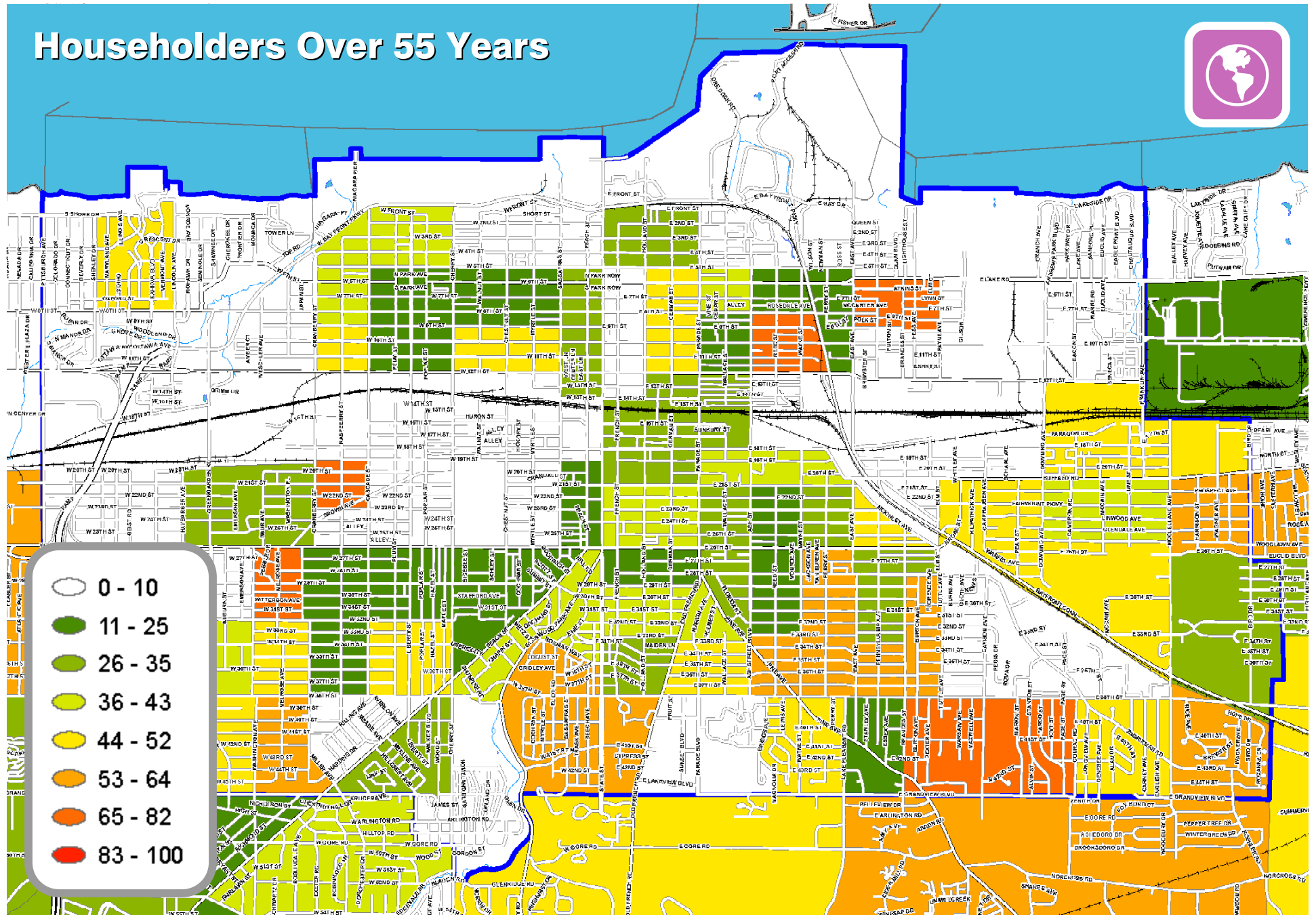
KEY OBSERVATIONS

- **The City**

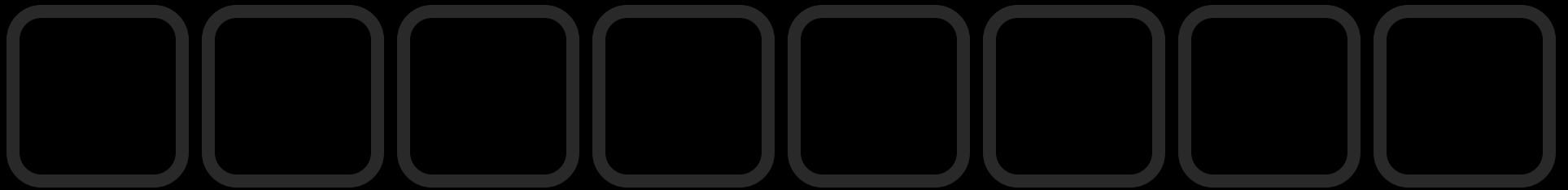
- Erie population is now 101,786 has dropped below Allentown to become the 4th largest city in Pennsylvania, and 2nd poorest (behind Reading).
- Has lost 1.9% of population since 2000.
- **High poverty levels:**
 - Household income is \$32,218 versus \$50,398 statewide
 - 2010 census shows 25% of residents and 43% of pupils (vs. 12.4% statewide) below poverty line
- **Racial mix & district diversity**
 - 2010 census shows 75% white versus 81.9% statewide
- **Aging of residents**
 - 12.9% 65 and older compares with 15.4% for PA
- **Transient Population**
 - 55.3% Home Ownership versus 71% statewide
- **Densely settled at 5,334 persons per square mile**
- **Competition from Private & Charter Schools**
 - 40 + private schools
 - growing interest in charter schools
 - high enrollments in private schools for residents of means

HOUSEHOLD DEMOGRAPHICS

Householders Over 55 Years

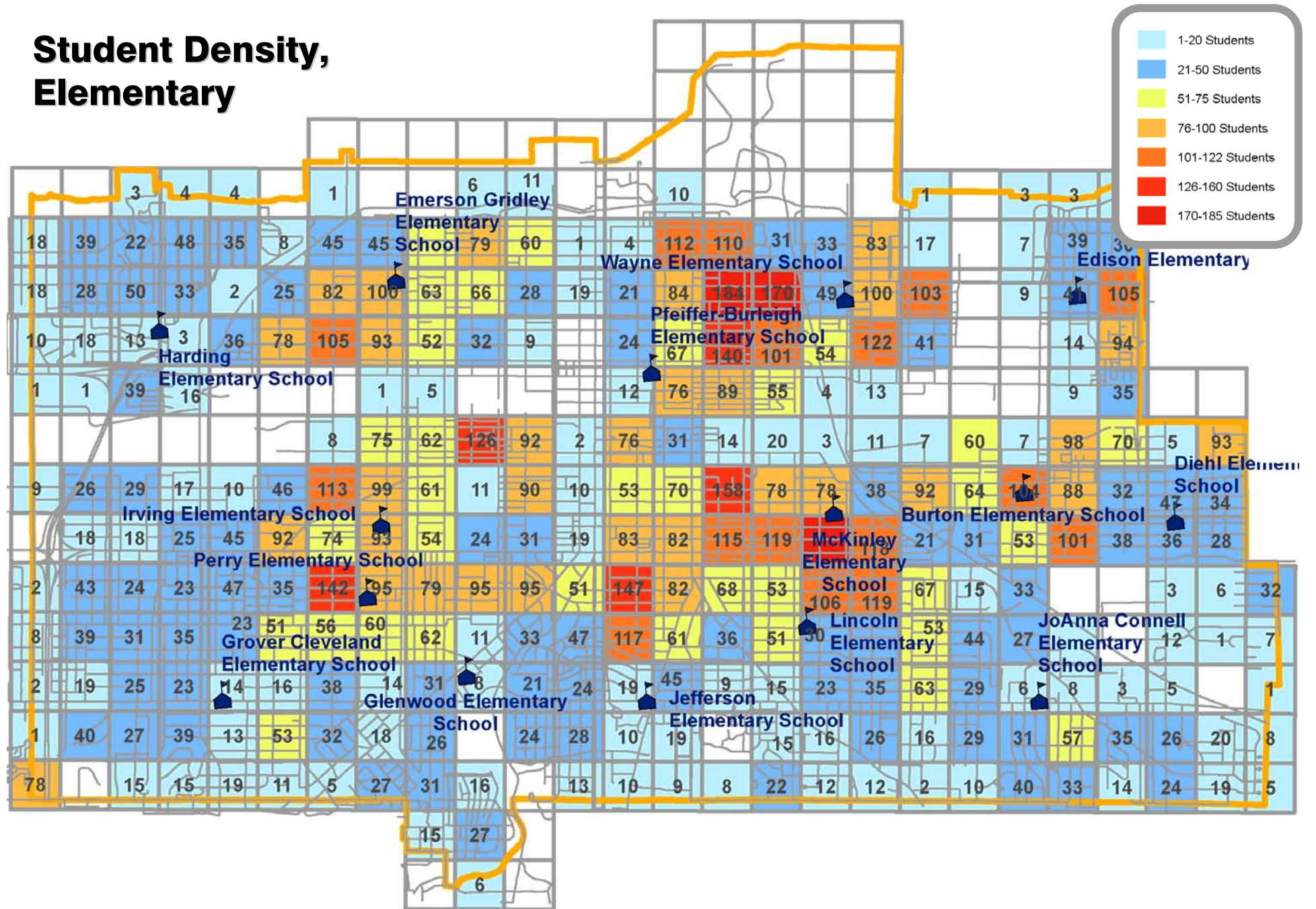


Student Locations & Attendance Areas



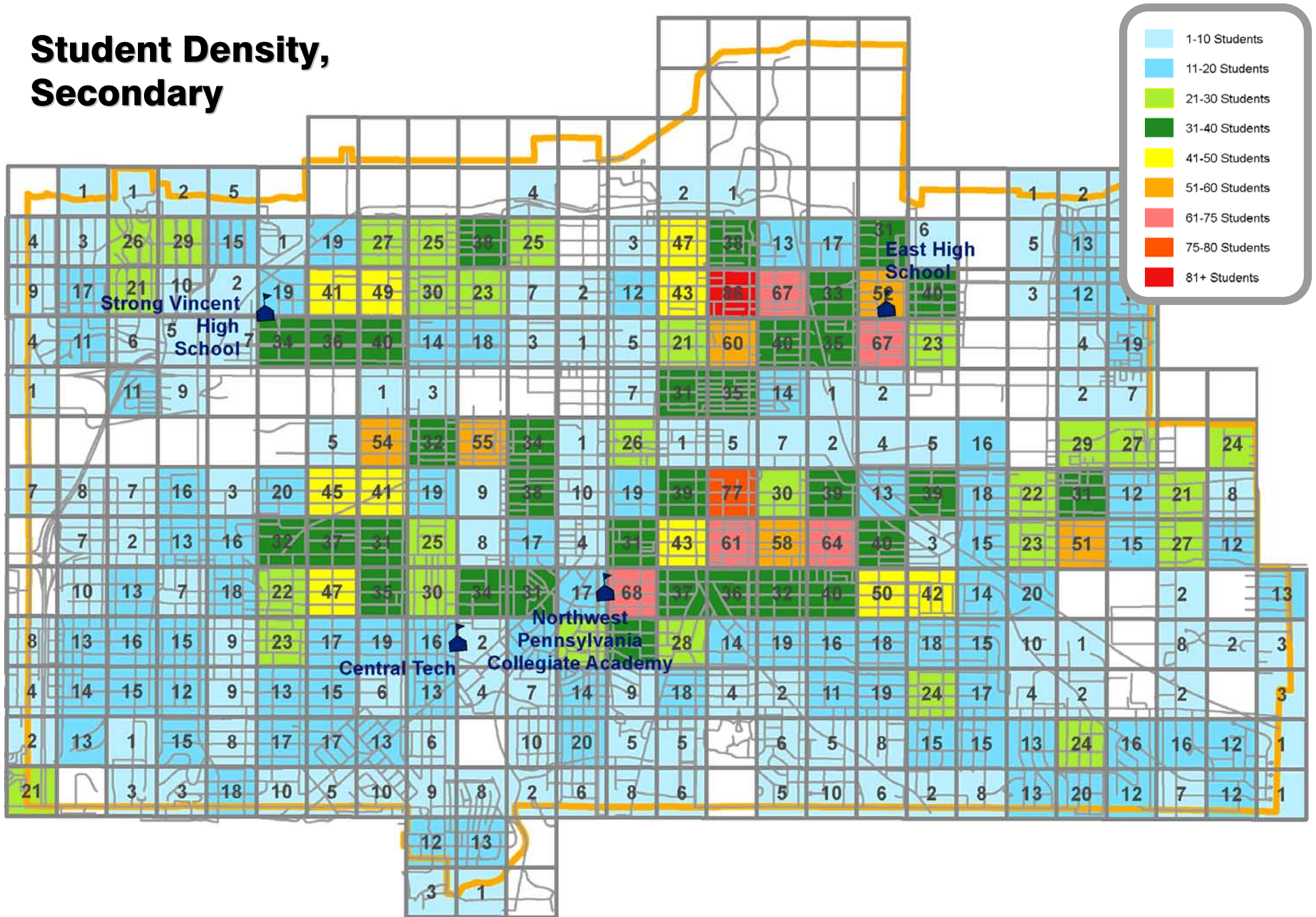
STUDENT DENSITY

Student Density, Elementary

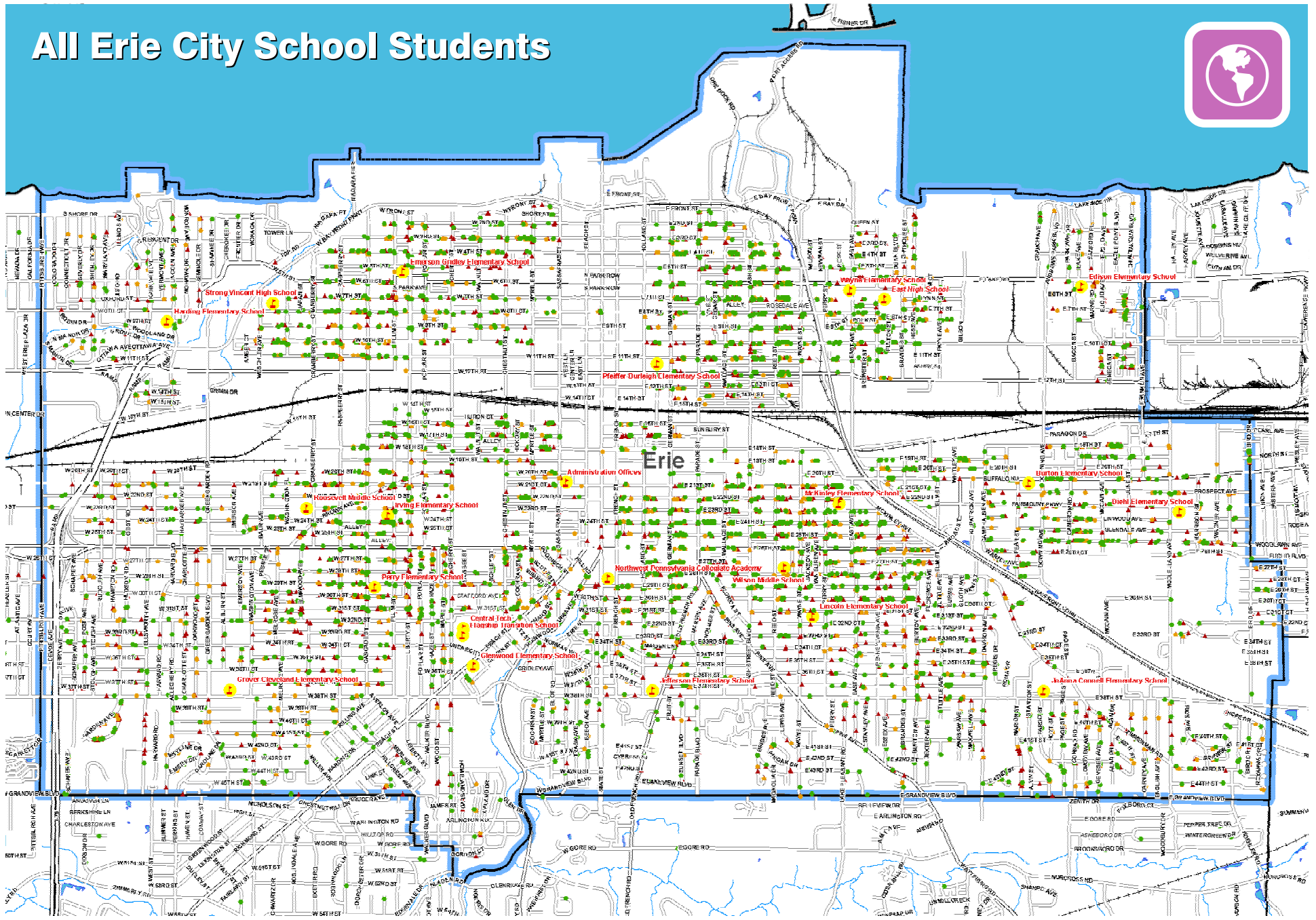


STUDENT DENSITY

Student Density, Secondary

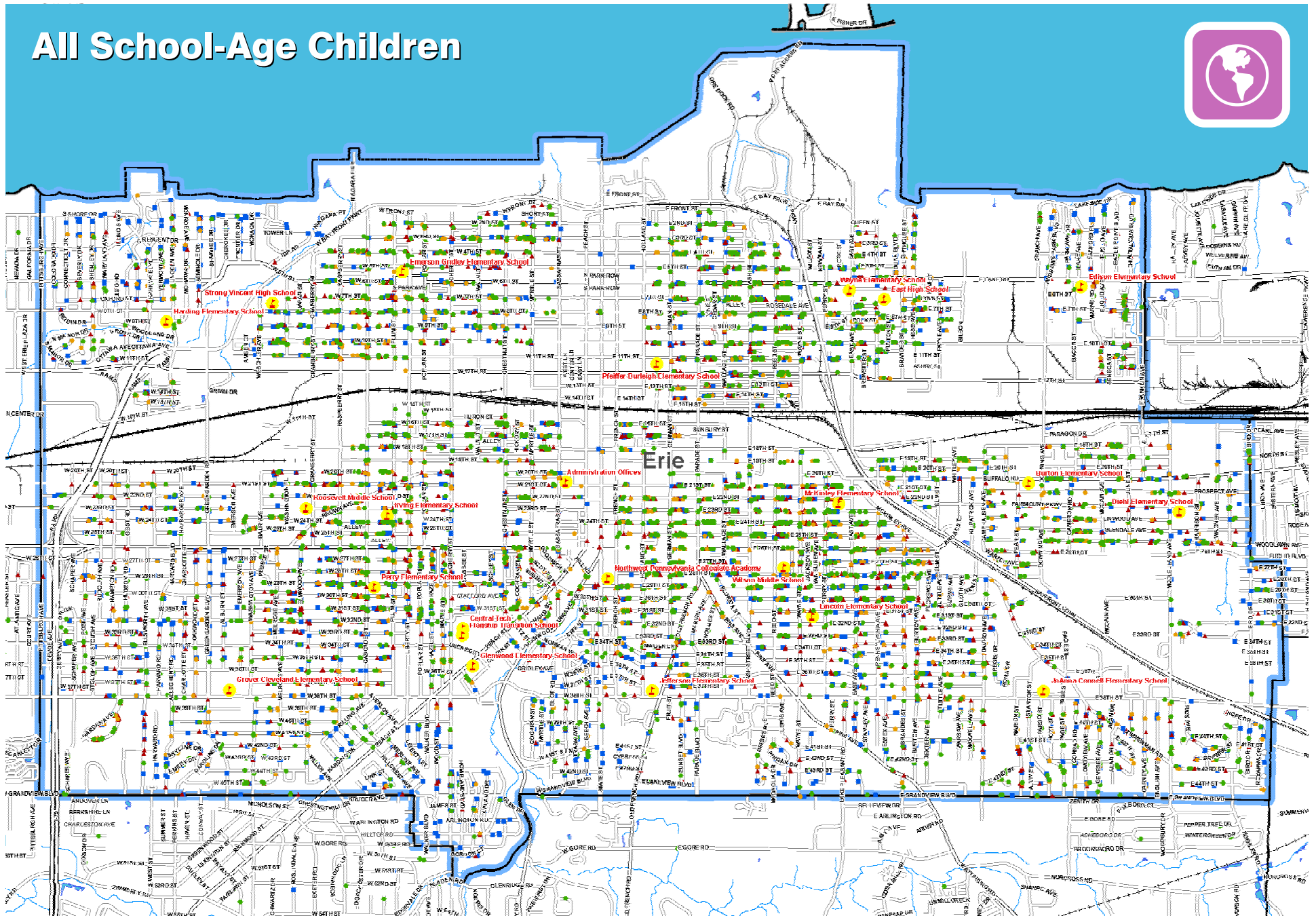


STUDENT LOCATIONS

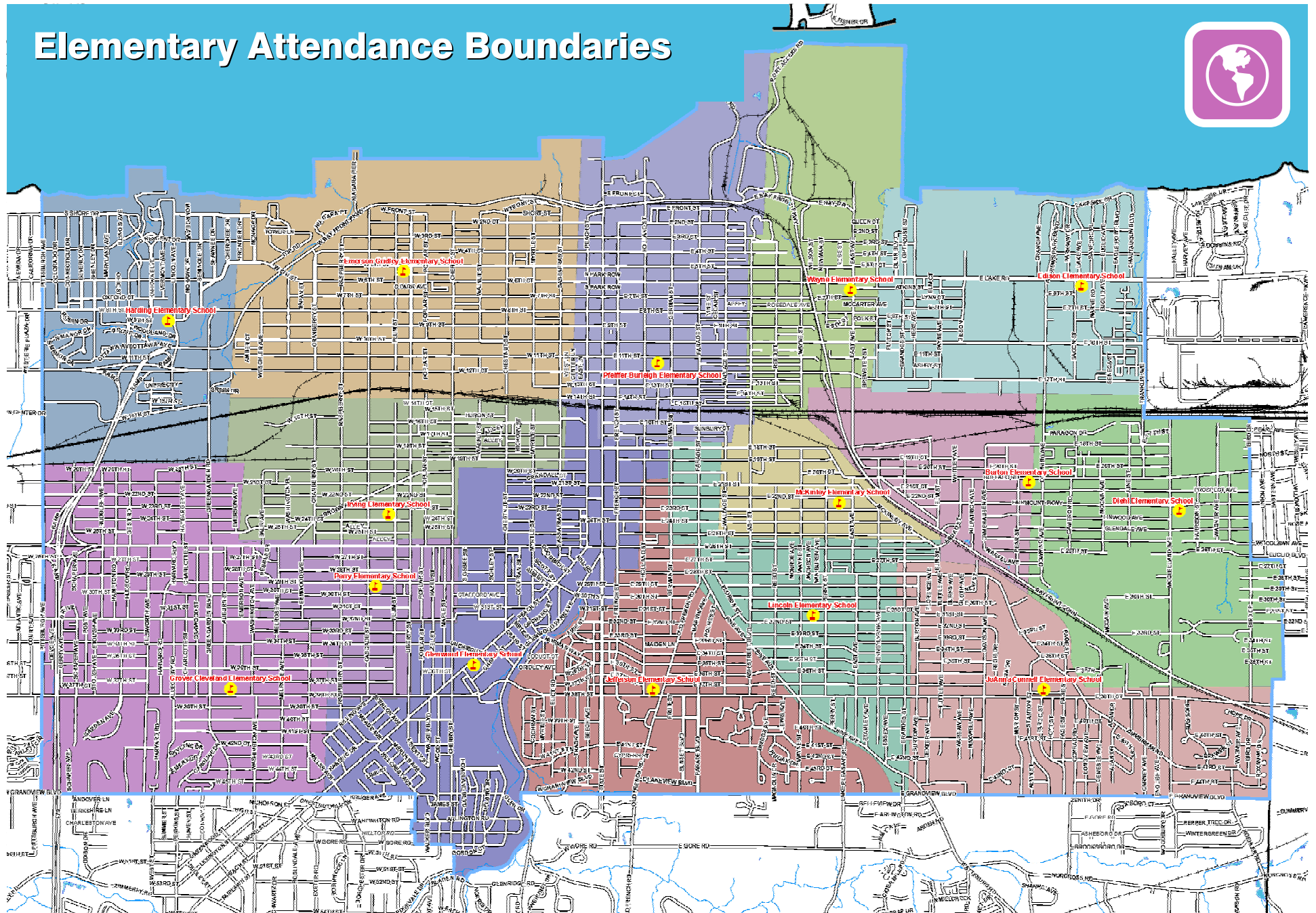


STUDENT LOCATIONS

All School-Age Children



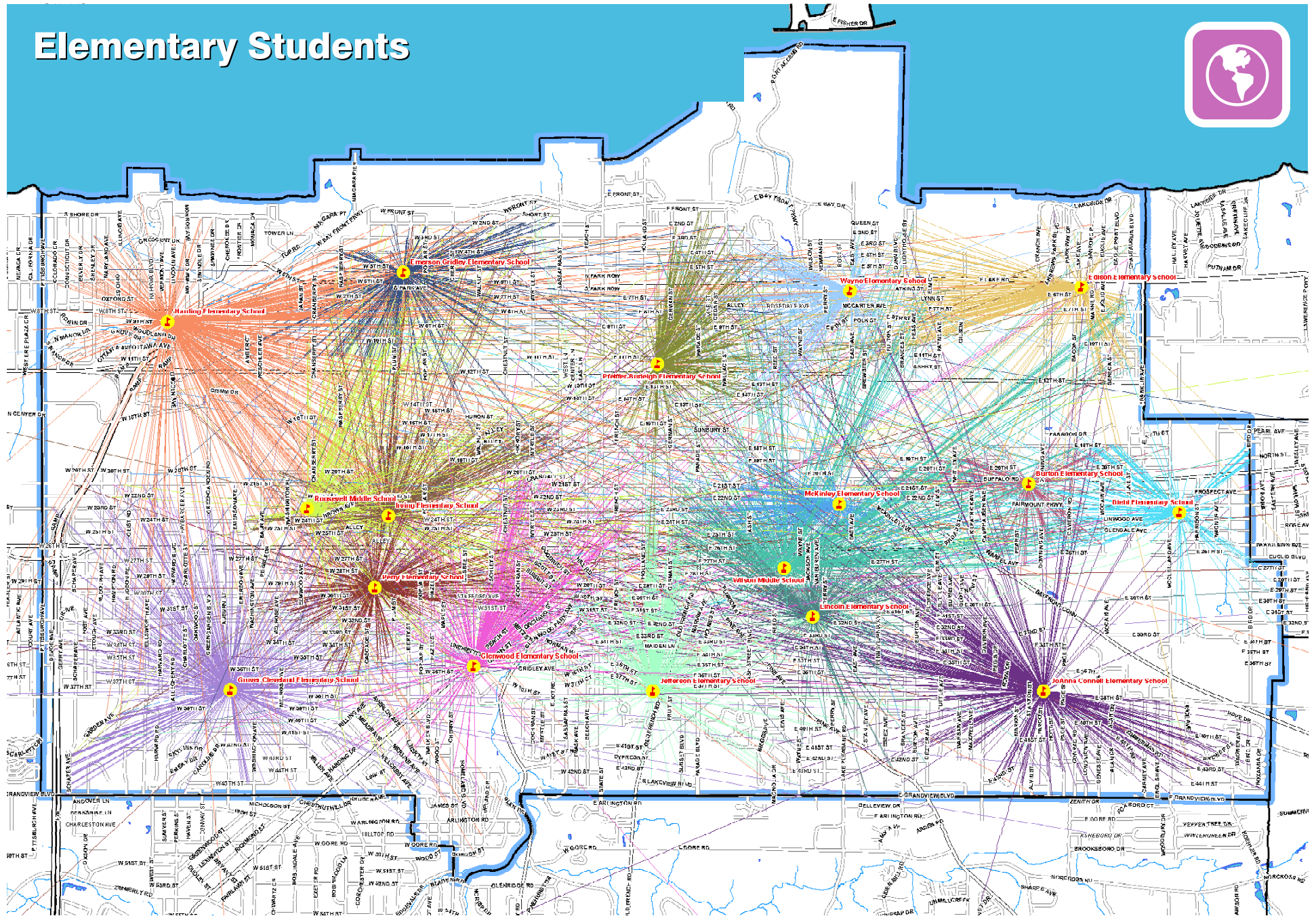
Elementary Attendance Boundaries



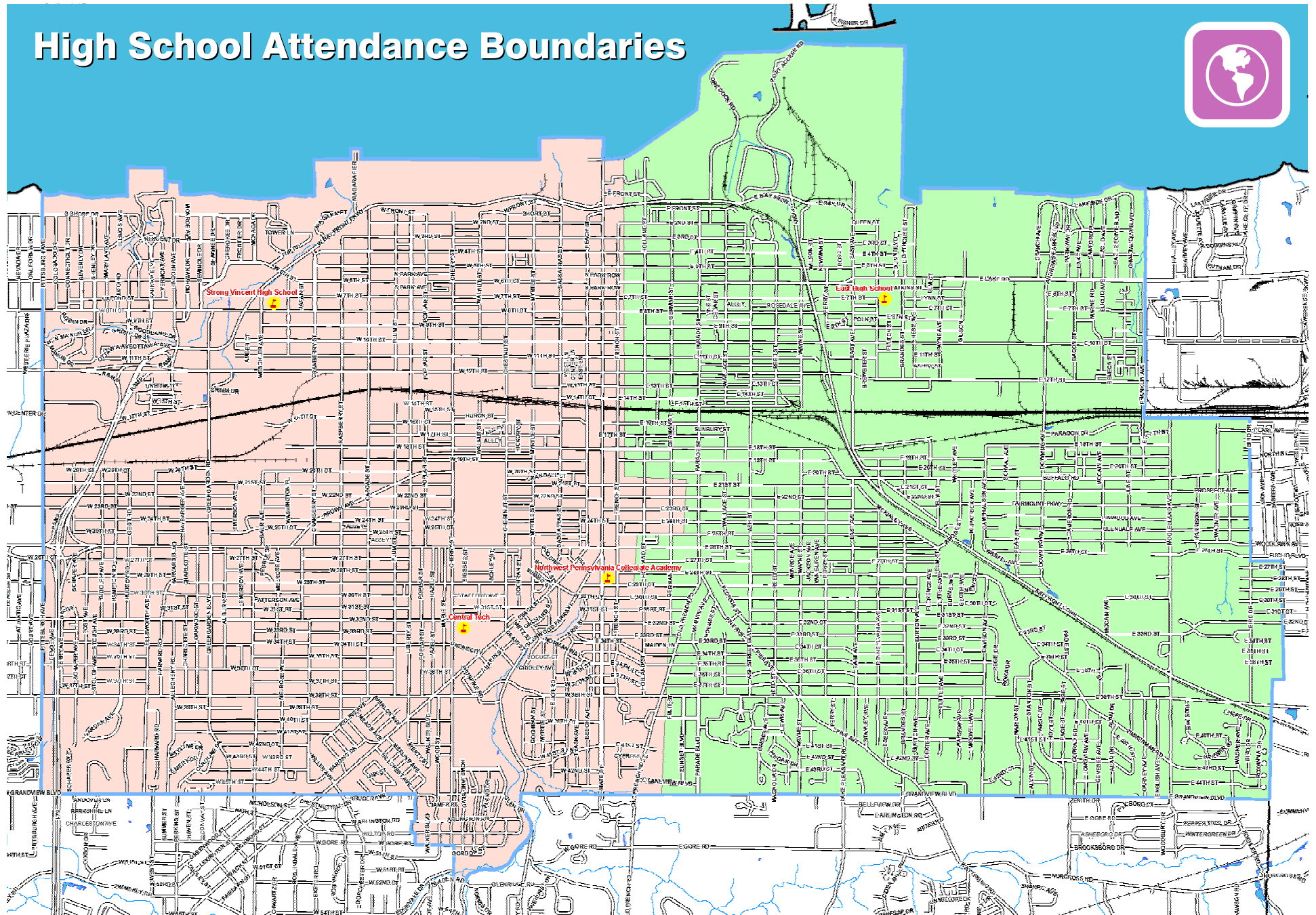
ATTENDANCE BOUNDARIES

ELEMENTARY

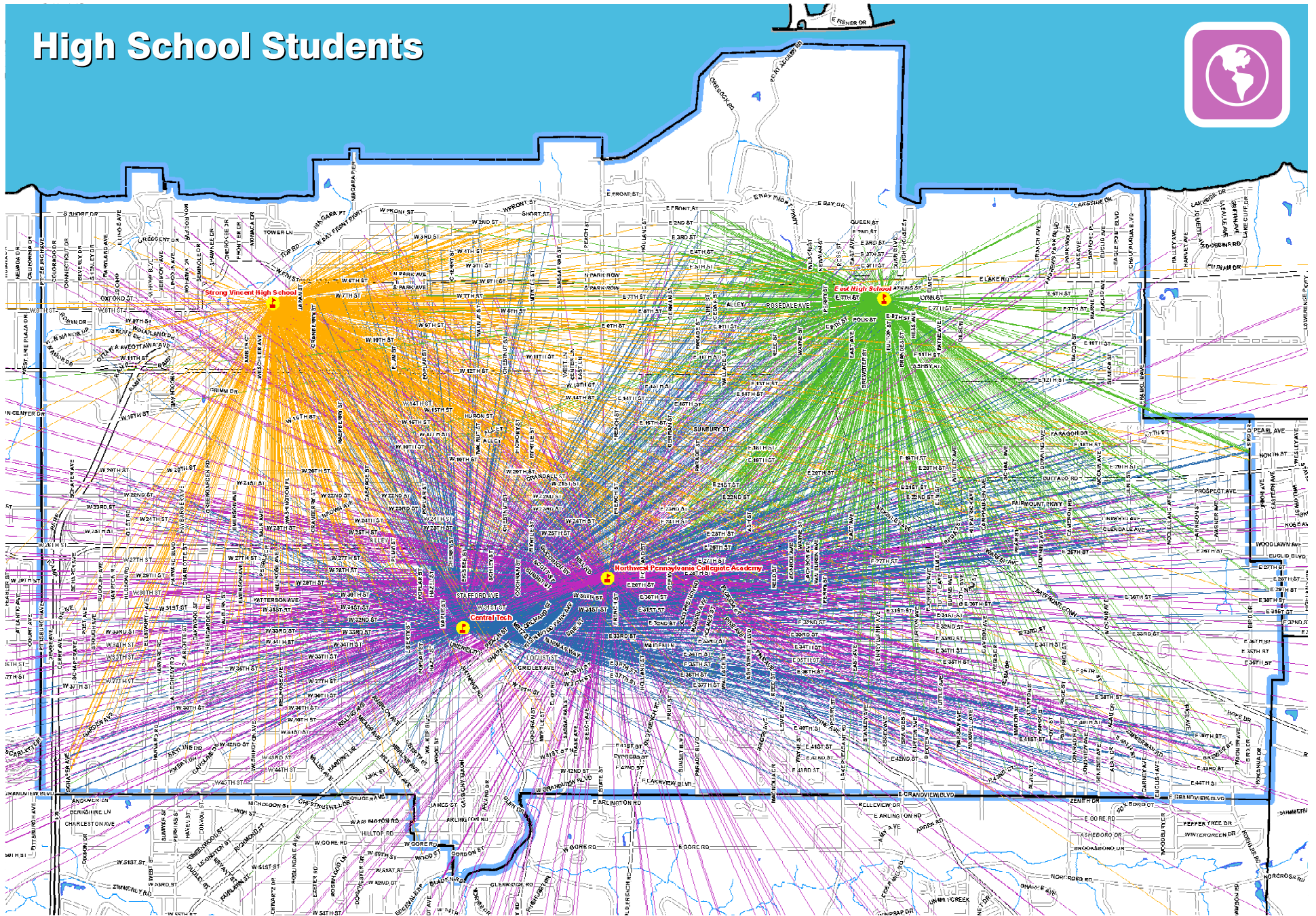
Elementary Students



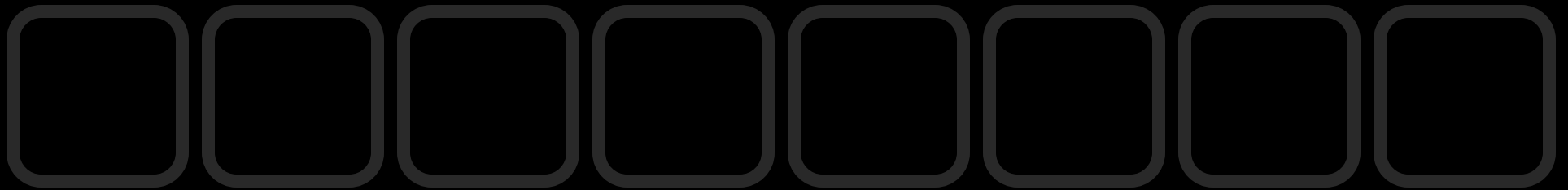
High School Attendance Boundaries



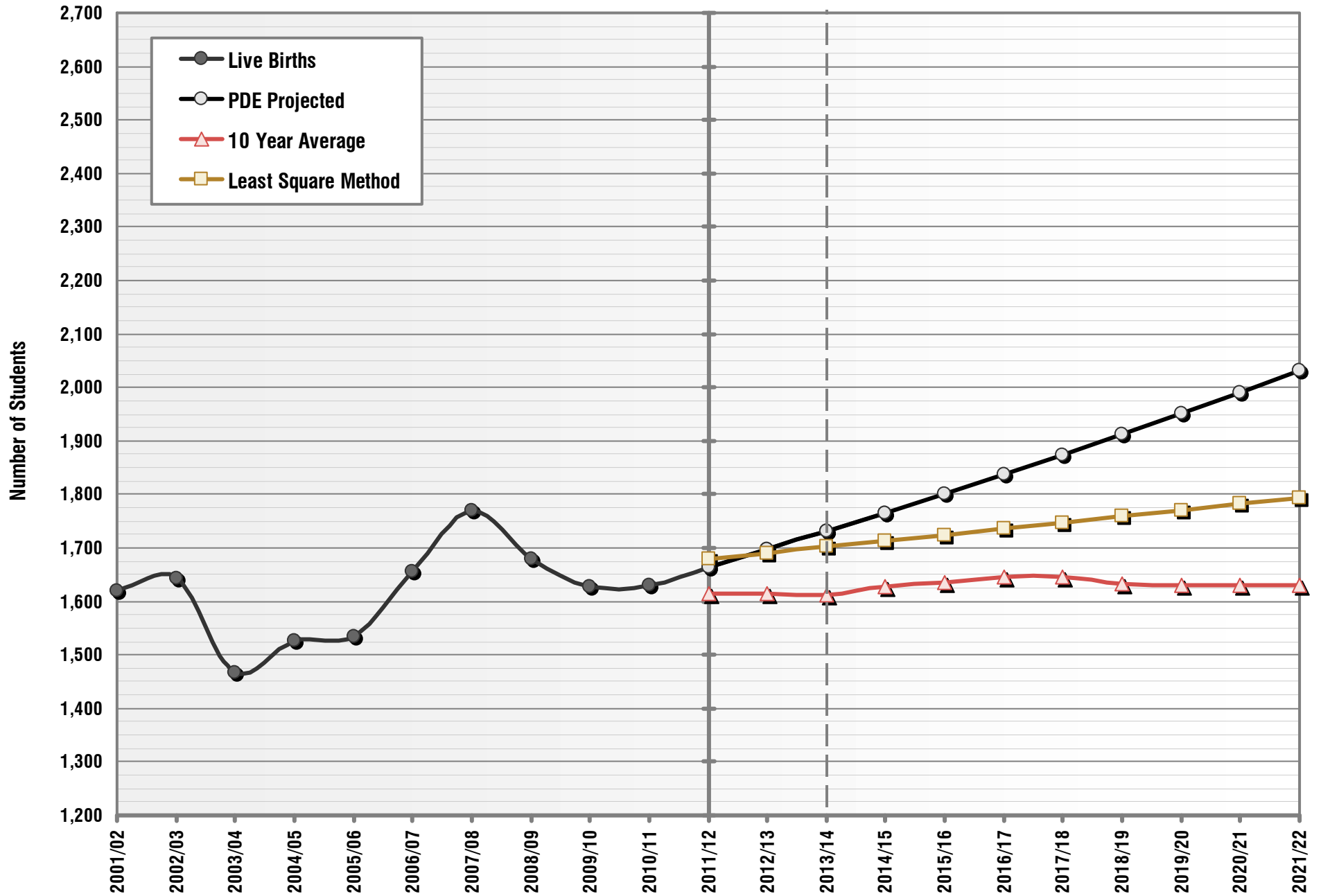
High School Students



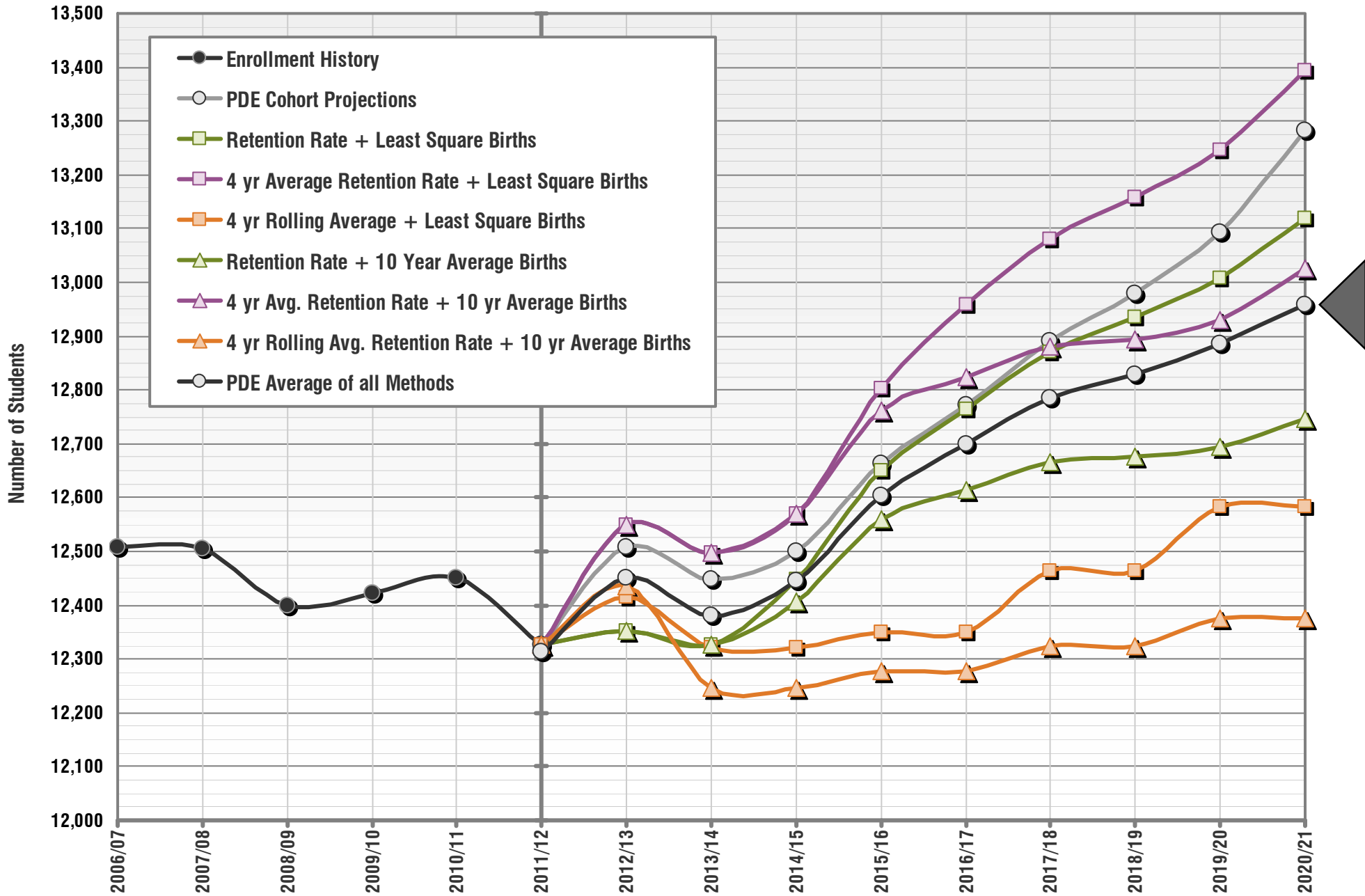
Enrollment & Student Capacity



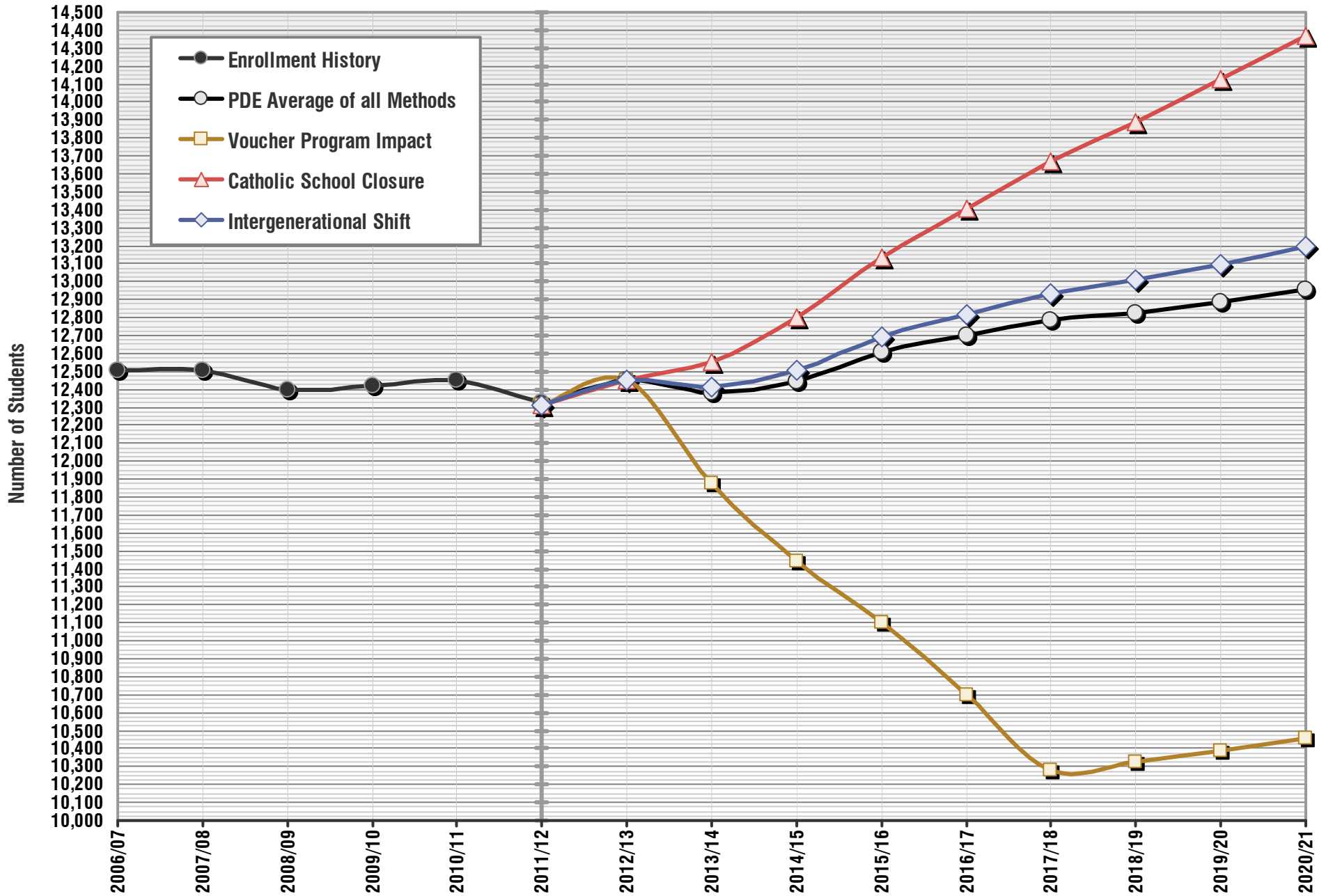
ENROLLMENT PROJECTIONS



ENROLLMENT PROJECTIONS



ENROLLMENT PROJECTIONS



BUILDING UTILIZATION

BUILDING AREA				ENROLLMENT & CAPACITY				STANDARD	
Gross	Scheduled	Eff. Ratio	Gross SF/Pupil*	Current Enrollment	Standard Capacity	Practical Capacity	Surge Capacity	Standard Utilization Rate	Over/Under Utilization

ELEMENTARY SCHOOLS										
Burton	48,956 sf	21,795 sf	2.25	69.9 sf	312	375	375	450	83.2%	-16.8%
Edison	54,287 sf	28,626 sf	1.90	72.8 sf	393	625	625	750	62.9%	-37.1%
Lincoln	70,306 sf	32,248 sf	2.18	79.6 sf	405	475	555	666	85.3%	-14.7%
McKinley	55,000 sf	39,113 sf	1.41	91.6 sf	427	775	775	930	55.1%	-44.9%
Emerson-Gridley	80,561 sf	37,596 sf	2.14	76.6 sf	491	575	675	810	85.4%	-14.6%
Glenwood	49,525 sf	30,507 sf	1.62	70.3 sf	434	525	545	654	82.7%	-17.3%
Irving	60,663 sf	29,162 sf	2.08	54.5 sf	535	650	650	780	82.3%	-17.7%
Hamilton	31,000 sf	15,830 sf	1.96		0	275	355	426	0.0%	-100.0%

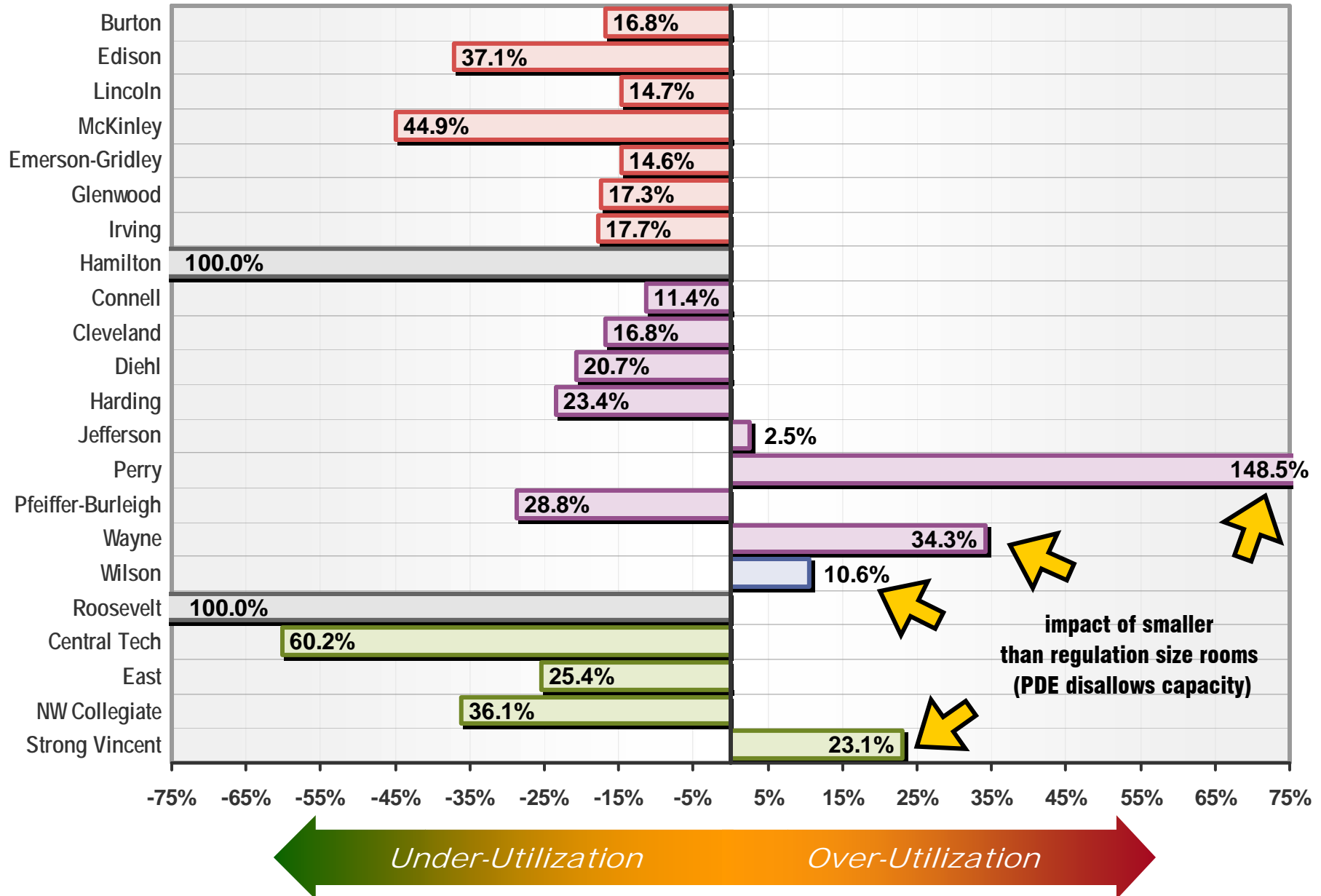
ELEMENTARY / MIDDLE										
Connell	97,428 sf	55,656 sf	1.75	81.0 sf	687	775	775	930	88.6%	-11.4%
Cleveland	62,695 sf	49,173 sf	1.27	76.2 sf	645	775	827	992	83.2%	-16.8%
Diehl	60,407 sf	37,814 sf	1.60	86.7 sf	436	550	550	660	79.3%	-20.7%
Harding	105,540 sf	54,158 sf	1.95	85.7 sf	632	825	825	990	76.6%	-23.4%
Jefferson	57,543 sf	31,953 sf	1.80	52.0 sf	615	600	600	720	102.5%	2.5%
Perry	60,896 sf	33,125 sf	1.84	66.6 sf	497	200	600	720	248.5%	148.5%
Pfeiffer-Burleigh	86,251 sf	51,776 sf	1.67	80.8 sf	641	900	900	1,080	71.2%	-28.8%
Wayne	80,180 sf	44,050 sf	1.82	82.0 sf	537	400	588	706	134.3%	34.3%

BUILDING UTILIZATION

	BUILDING AREA				ENROLLMENT & CAPACITY				STANDARD	
	Gross	Scheduled	Eff. Ratio	Gross SF/Pupil*	Current Enrollment	Standard Capacity	Practical Capacity	Surge Capacity	Standard Utilization Rate	Over/Under Utilization
MIDDLE SCHOOLS										
Wilson	126,313 sf	61,609 sf	2.05	103.5 sf	595	538	978	1,174	110.6%	10.6%
Roosevelt	105,000 sf	53,255 sf	1.97		0	503	783	940	0.0%	-100.0%
HIGH SCHOOLS										
Central Tech	430,780 sf	270,521 sf	1.59	199.2 sf	1,358	3,408	3,448	4,138	39.8%	-60.2%
East	208,872 sf	116,335 sf	1.80	118.3 sf	983	1,318	1,318	1,582	74.6%	-25.4%
NW Collegiate	243,500 sf	131,293 sf	1.85	151.4 sf	867	1,357	1,529	1,835	63.9%	-36.1%
Strong Vincent	194,433 sf	102,117 sf	1.90	122.1 sf	836	679	1,267	1,520	123.1%	23.1%

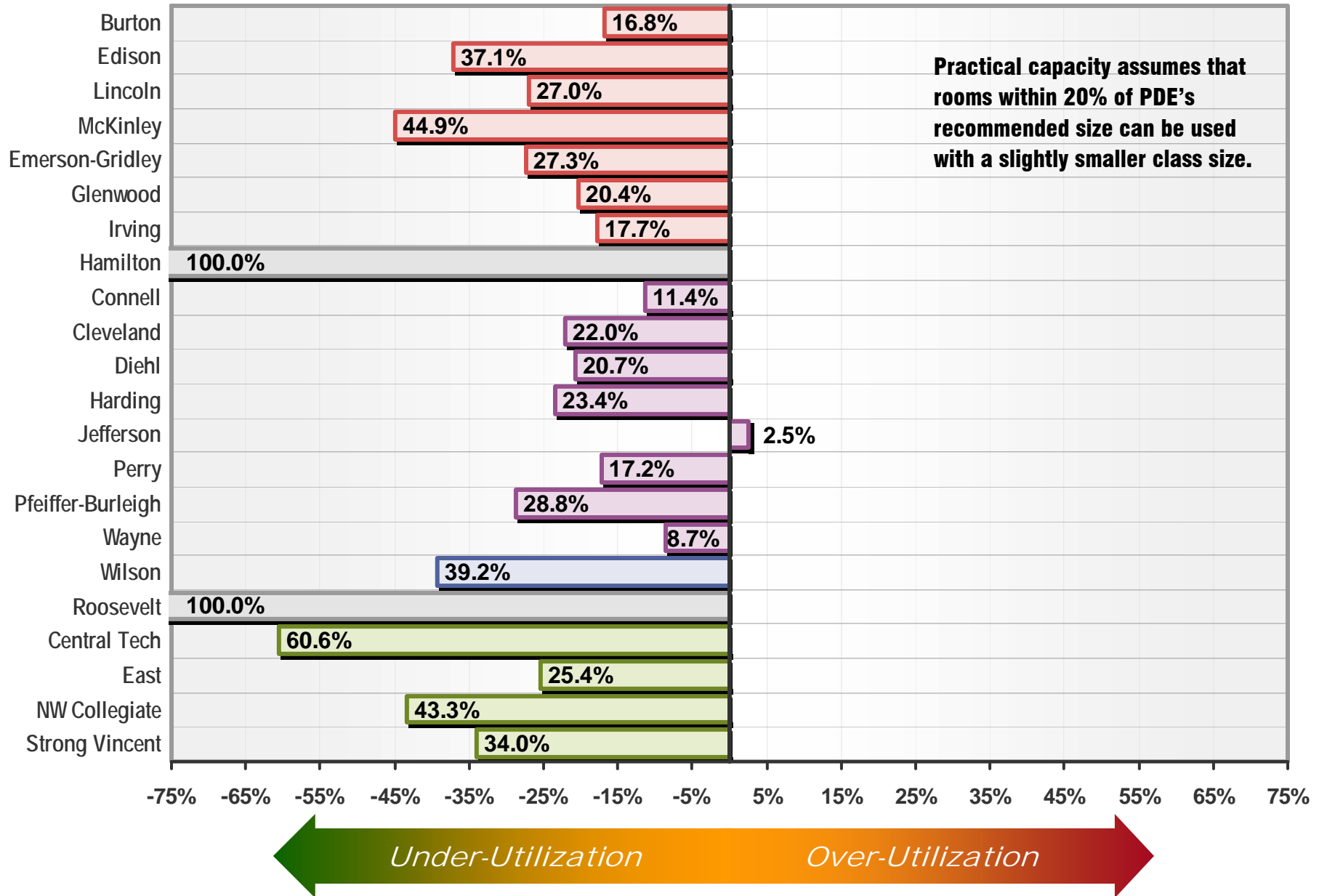
BUILDING UTILIZATION: PENNSYLVANIA STATE INTERPRETATION

Building Utilization Comparison (Standard Capacity)

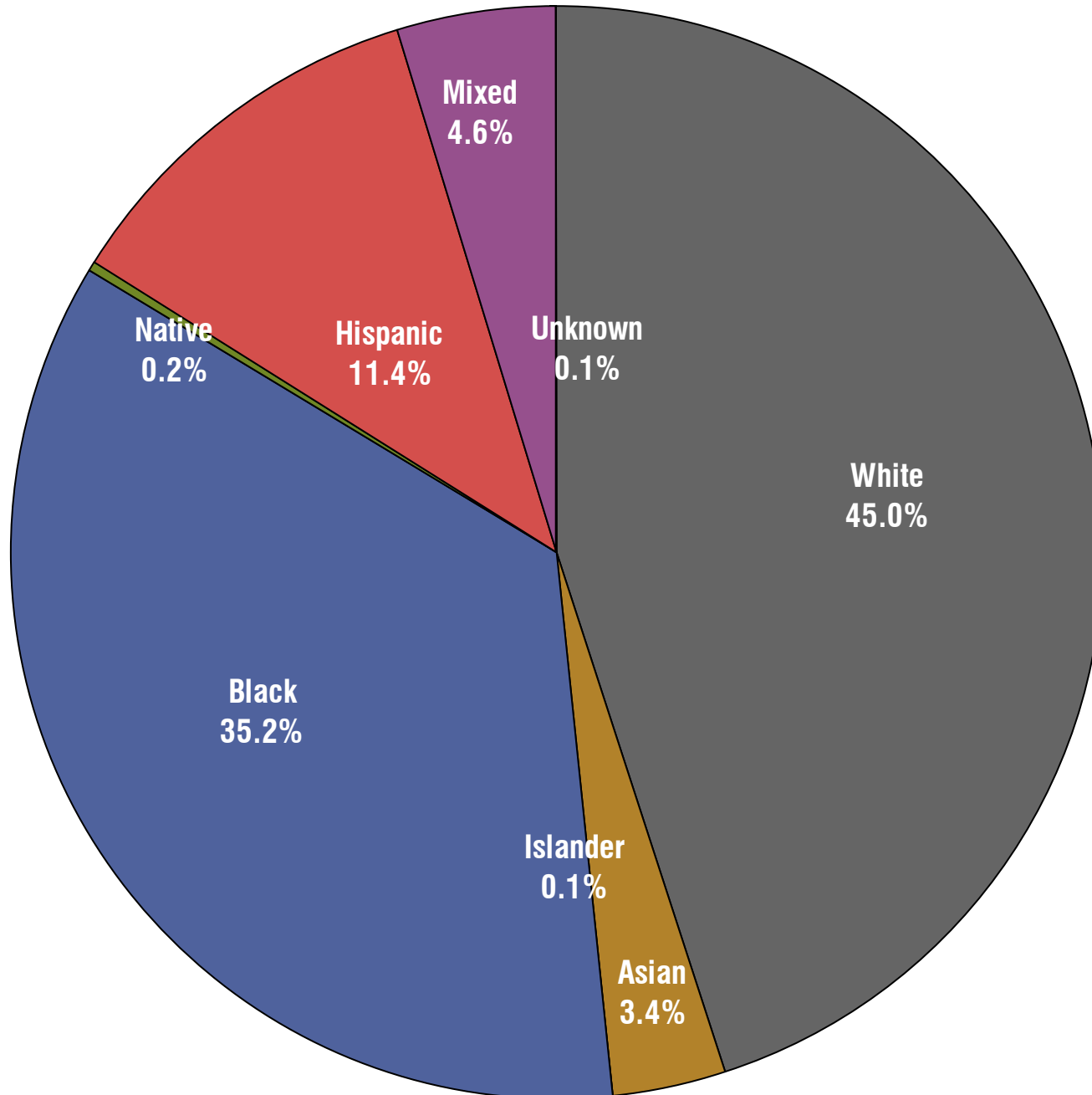


BUILDING UTILIZATION: PRACTICAL USAGE ANALYSIS

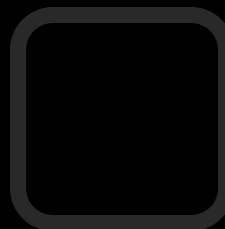
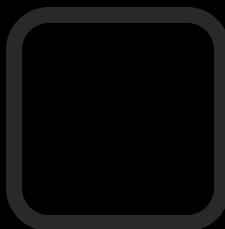
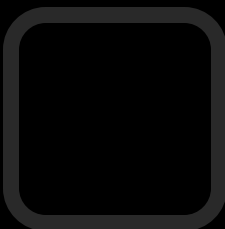
Building Utilization Comparison (Practical Capacity)



ENROLLMENT BREAKDOWN: ETHNICITY



Facility Assessments

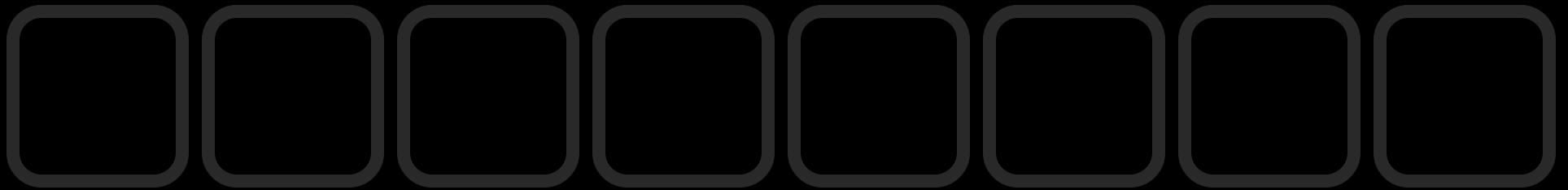


Areas of Investigation

- *Provision of District-wide Educational Equity*
- *Review of Various Grade Level Scenarios*
- *Possible Curriculum Initiatives*
- *Impacts of above on Operational Costs*



Determination of Optimal School Locations for Various Grade Scenarios



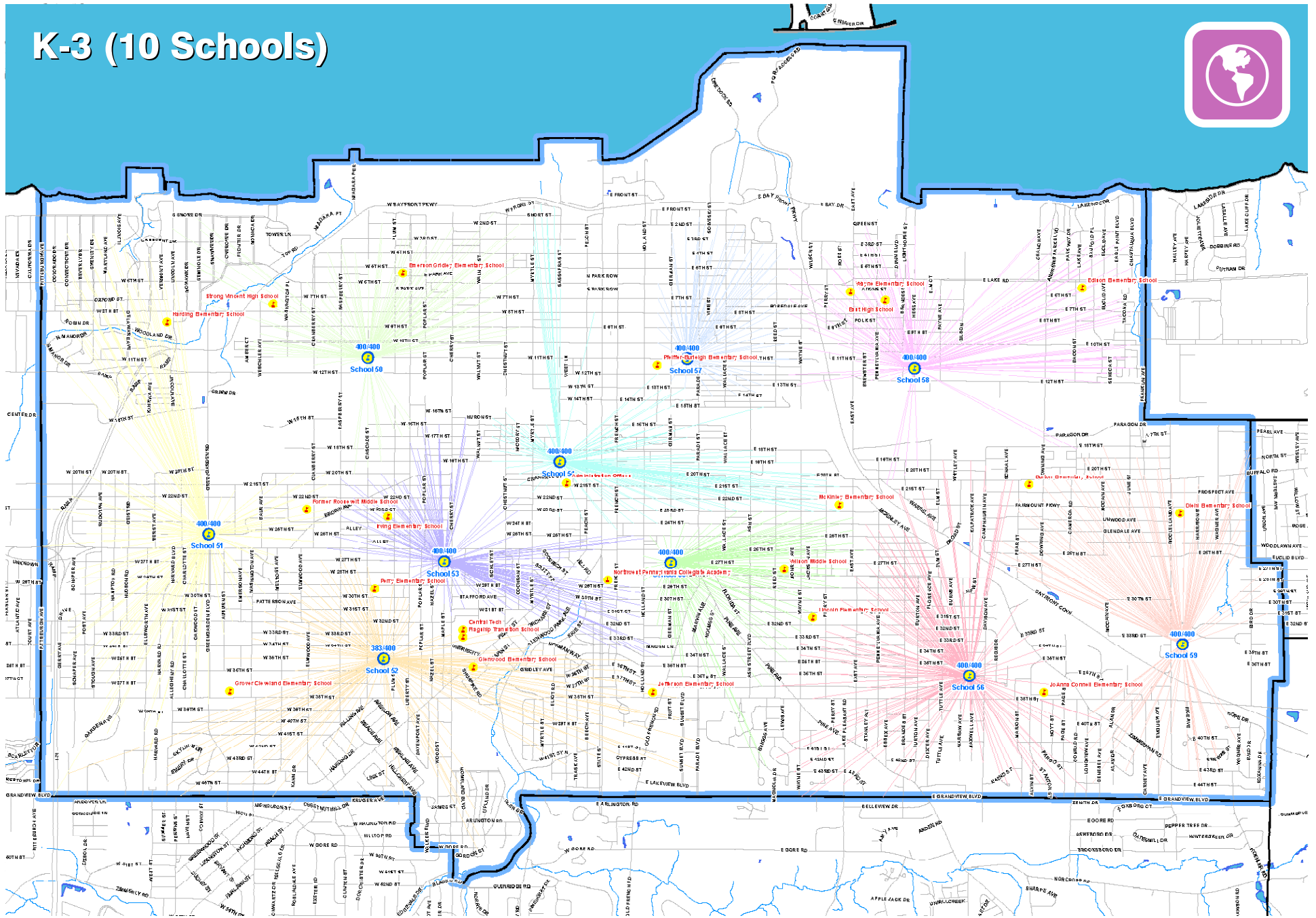
OPTIMAL SCHOOL LOCATIONS

STUDIED GRADE GROUPINGS (NEXT 3 YEARS) UNDER VARIOUS SCENARIOS

		E1	E2	M	H						
School Year		K-3	4-8	7-9	10-12	E1	E2	M	H	E/M	H1
		K-3	4-8	7-9	10-12	K-3	4-6	7-8	9-12	K-8	9
COHORT	2011/12	3,986	4,589	2,742	2,725	3,986	2,873	1,716	3,751	8,575	1,026
	2012/13	4,223	4,619	2,897	2,511	4,223	2,876	1,742	3,665	8,842	1,154
	2013/14	4,272	4,609	2,937	2,426	4,272	2,813	1,796	3,567	8,881	1,141
PDE AVERAGE	2011/12	3,985	4,582	2,738	2,722	3,985	2,869	1,713	3,747	8,567	1,025
	2012/13	4,171	4,616	2,876	2,531	4,171	2,873	1,742	3,664	8,787	1,133
	2013/14	4,213	4,603	2,915	2,442	4,213	2,810	1,793	3,564	8,816	1,122
VOUCHERS	2011/12	3,985	4,582	2,738	2,722	3,985	2,869	1,713	3,747	8,567	1,025
	2012/13	4,171	4,616	2,876	2,531	4,171	2,873	1,742	3,664	8,787	1,133
	2013/14	3,905	4,218	2,684	2,211	3,905	2,579	1,639	3,256	8,123	1,045
NO CATHOLIC	2011/12	3,985	4,582	2,738	2,722	3,985	2,869	1,713	3,747	8,567	1,025
	2012/13	4,171	4,616	2,876	2,531	4,171	2,873	1,742	3,664	8,787	1,133
	2013/14	4,322	4,739	2,997	2,524	4,322	2,891	1,848	3,673	9,060	1,149

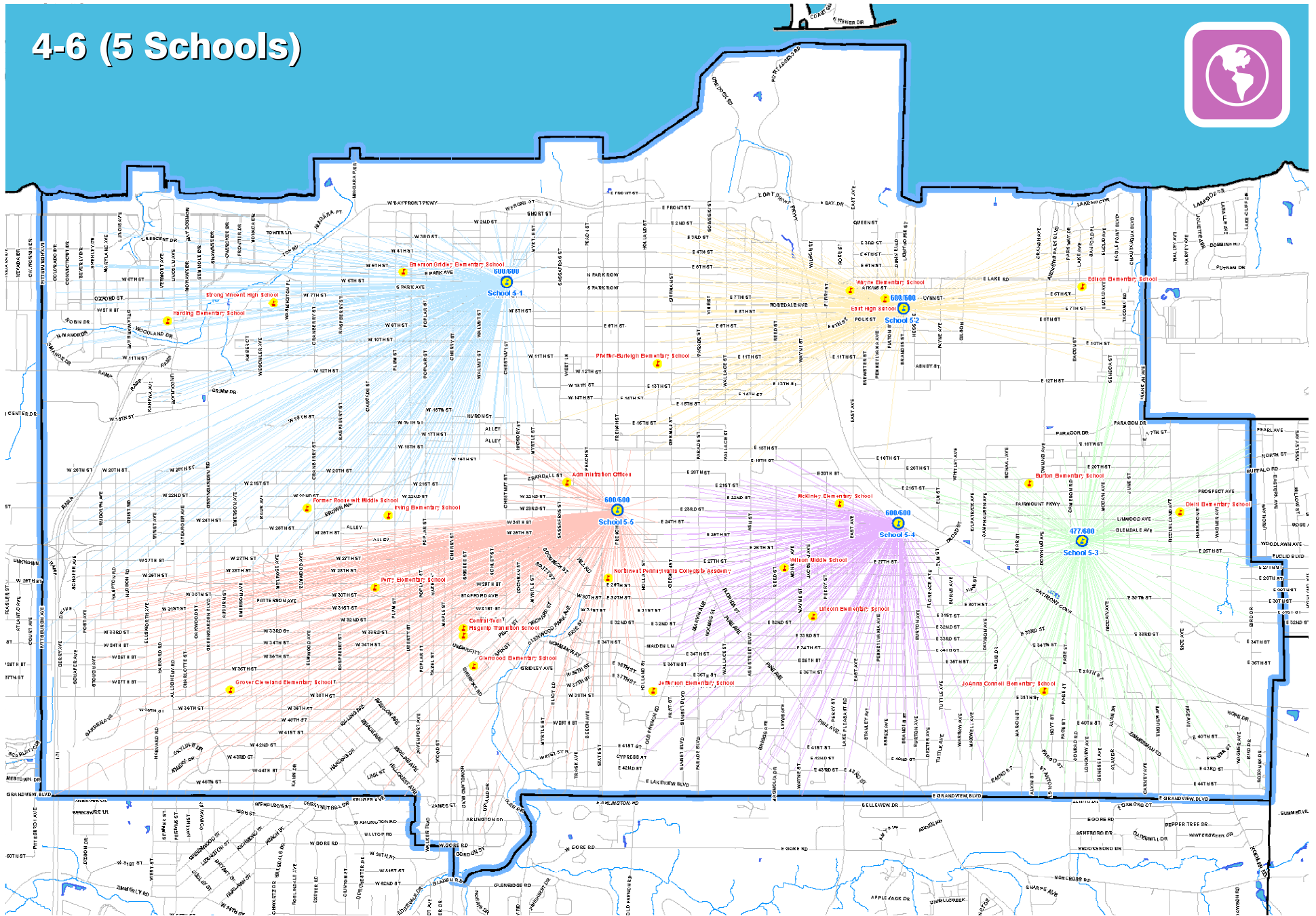
OPTIMAL SCHOOL LOCATIONS

K-3 (10 Schools)



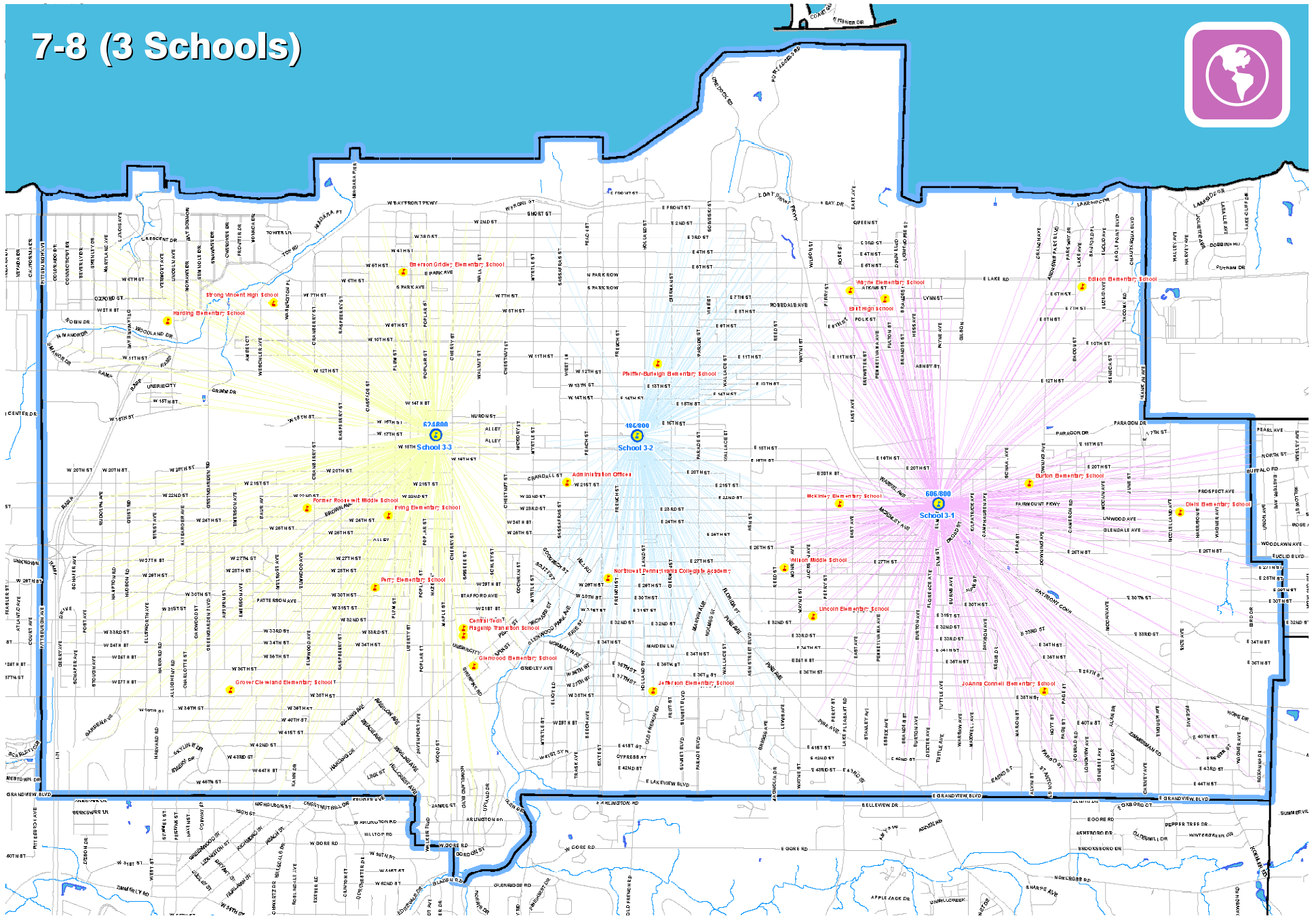
OPTIMAL SCHOOL LOCATIONS

4-6 (5 Schools)



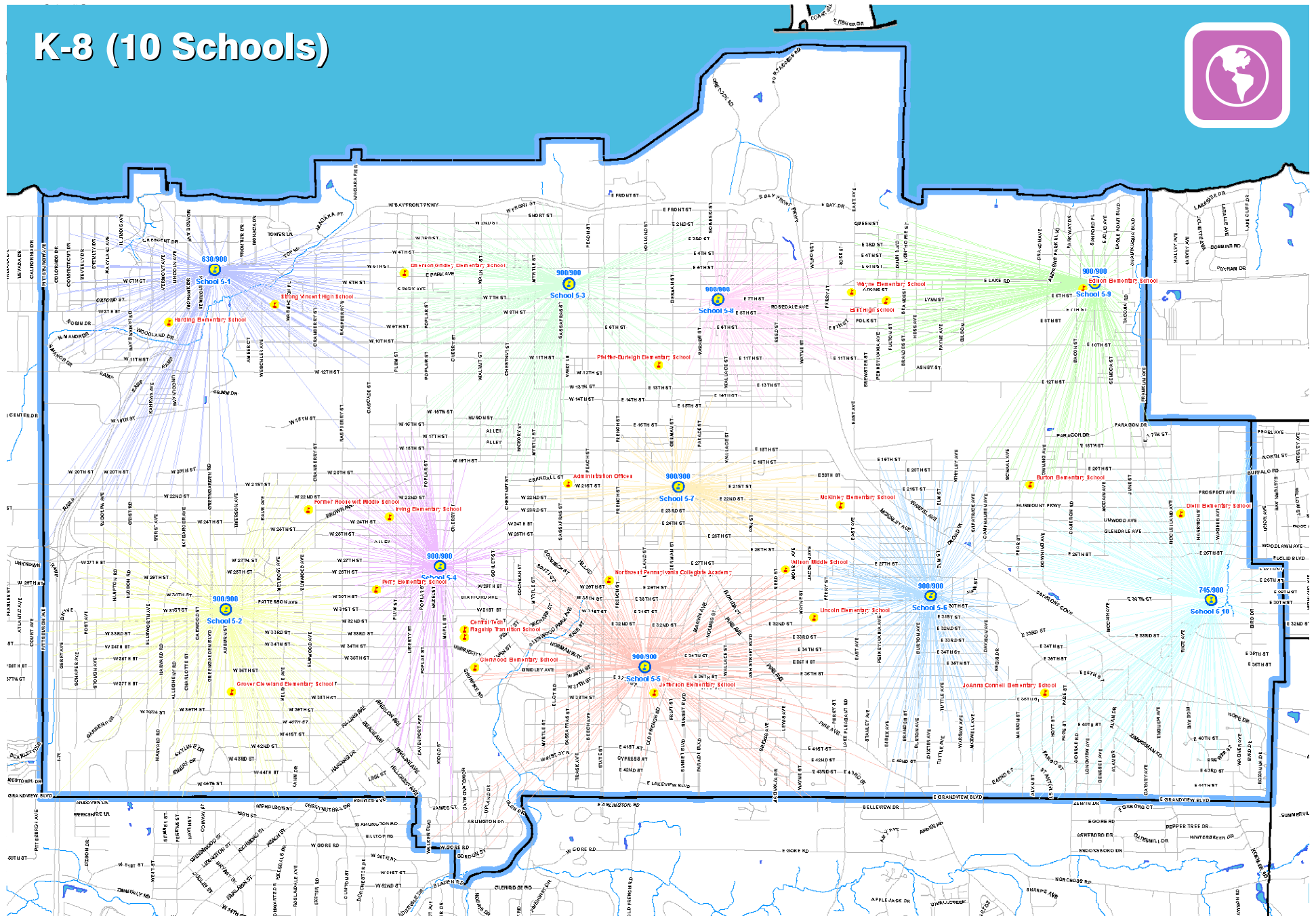
OPTIMAL SCHOOL LOCATIONS

7-8 (3 Schools)



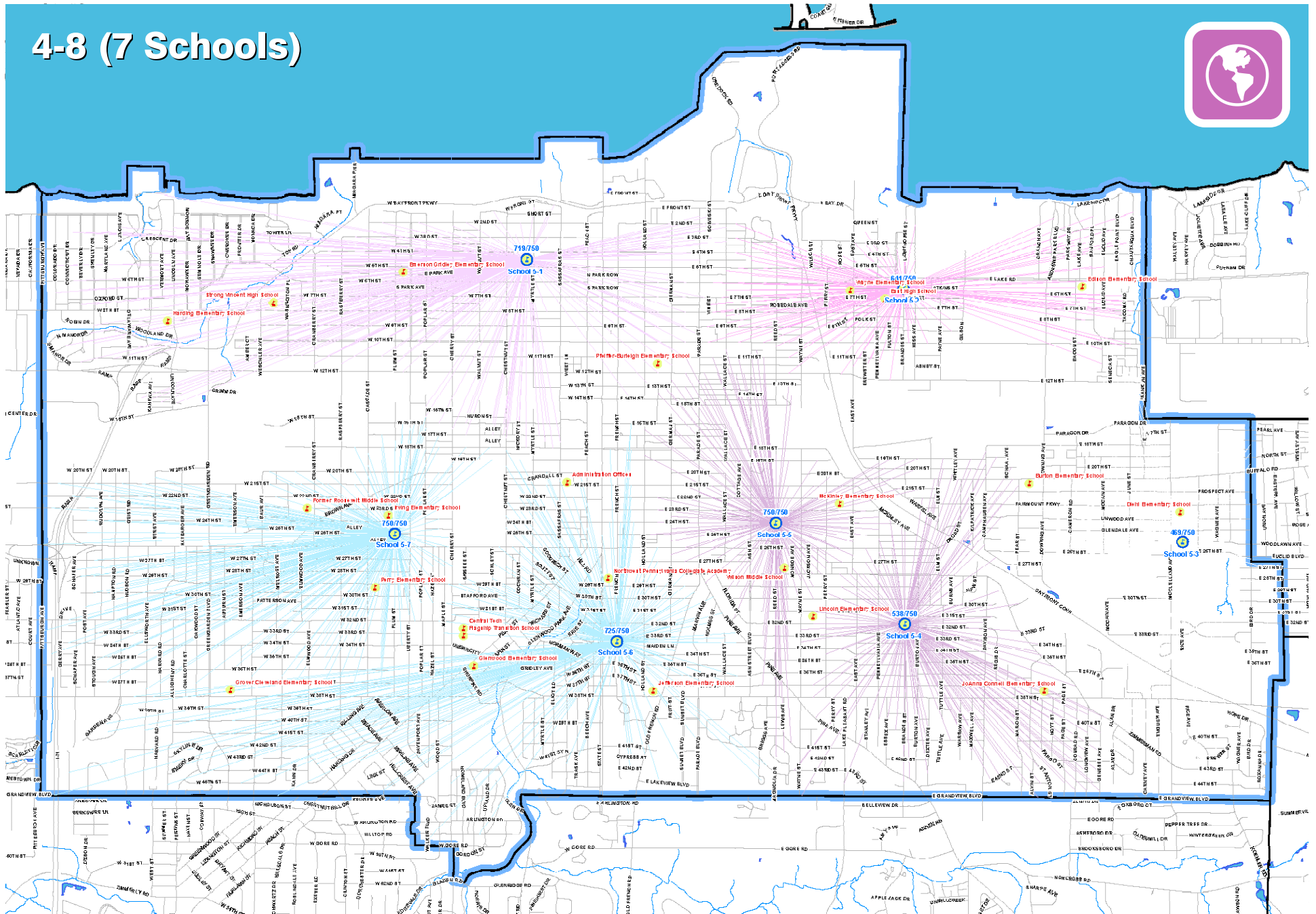
OPTIMAL SCHOOL LOCATIONS

K-8 (10 Schools)

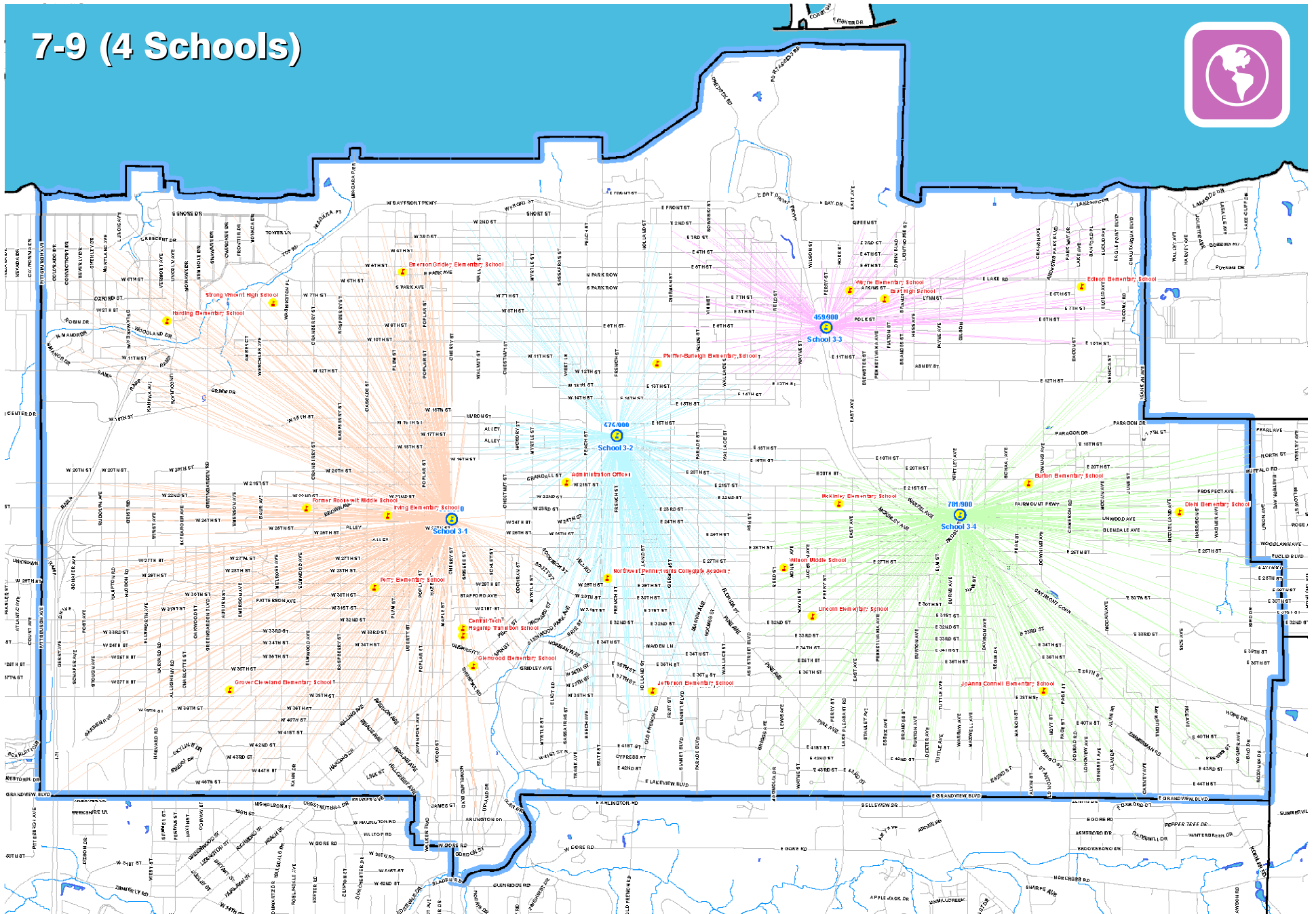


OPTIMAL SCHOOL LOCATIONS

4-8 (7 Schools)

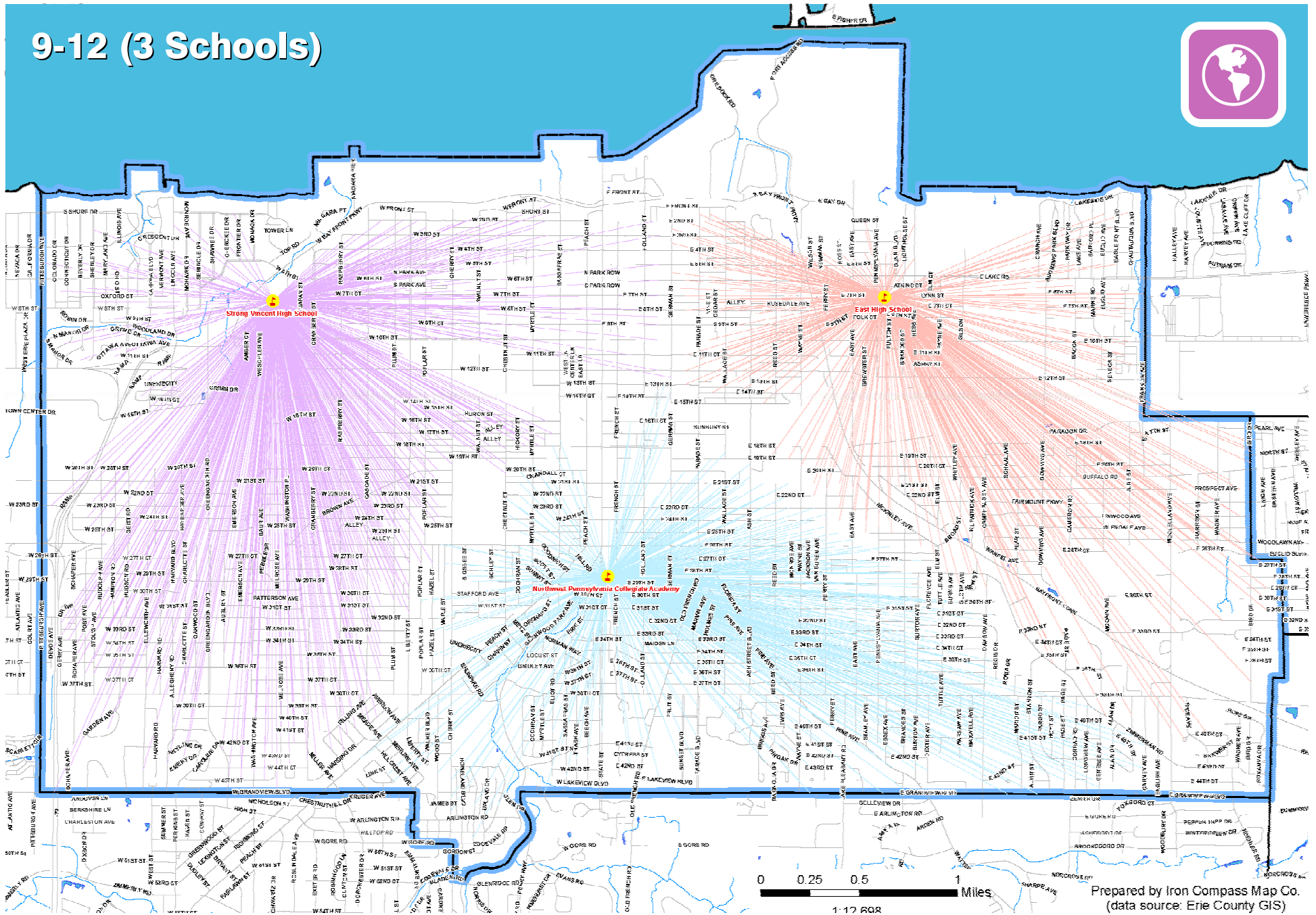


OPTIMAL SCHOOL LOCATIONS



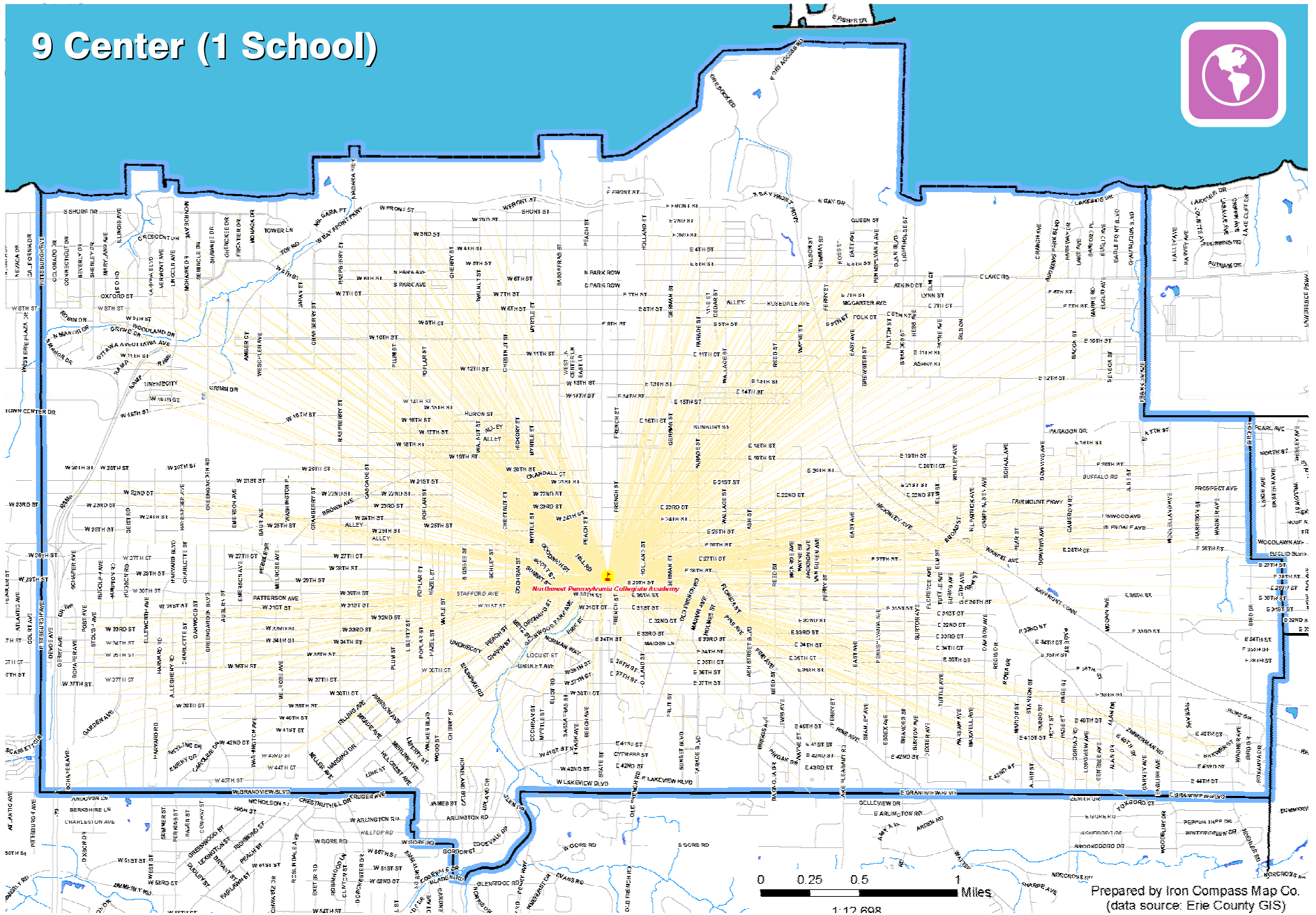
OPTIMAL SCHOOL LOCATIONS

9-12 (3 Schools)



OPTIMAL SCHOOL LOCATIONS

9 Center (1 School)

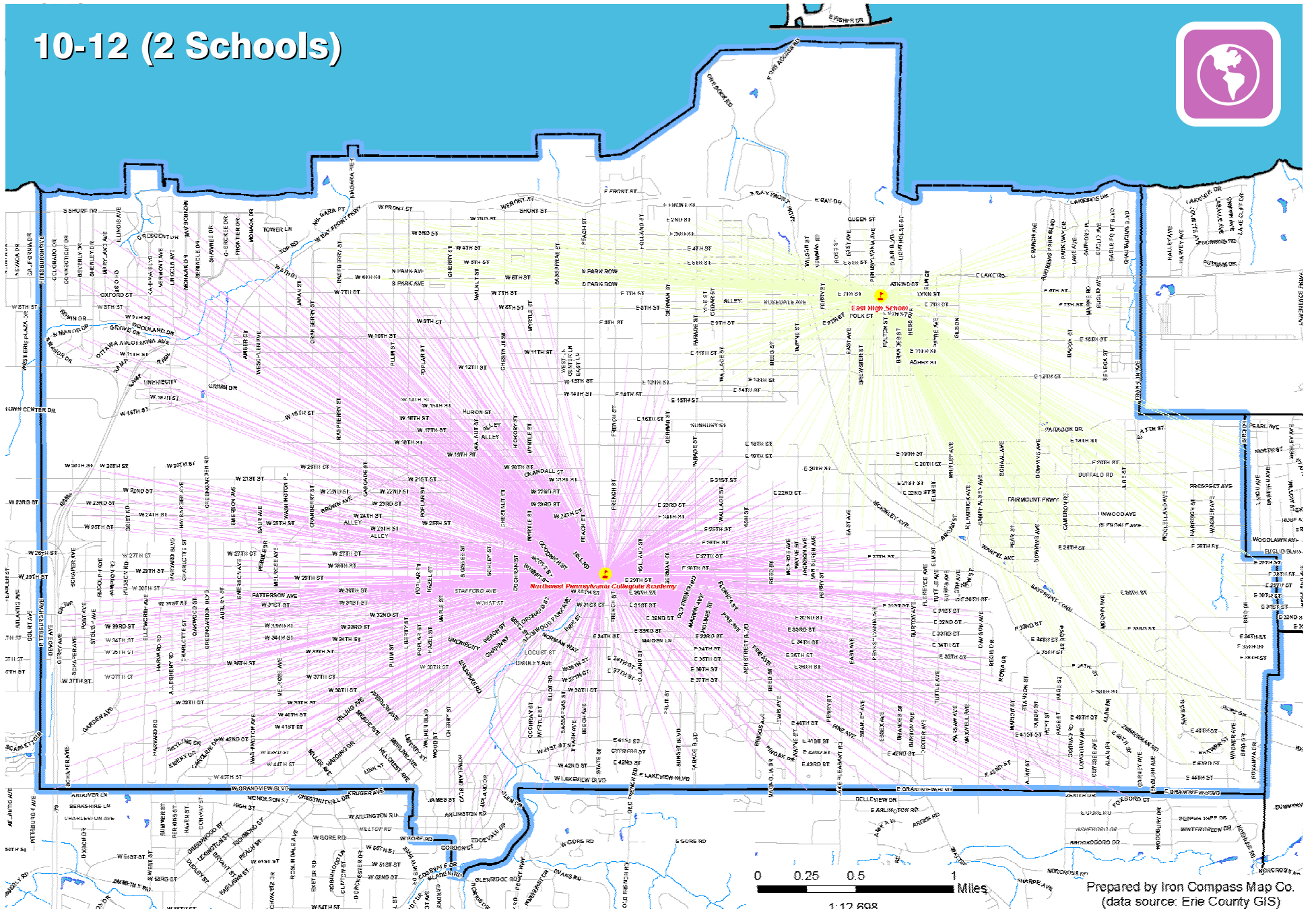


0 0.25 0.5 1 Miles
1:17 RGR

Prepared by Iron Compass Map Co.
(data source: Erie County GIS)

OPTIMAL SCHOOL LOCATIONS

10-12 (2 Schools)



0 0.25 0.5 1 Miles
1-17 RGR

Prepared by Iron Compass Map Co.
(data source: Erie County GIS)