
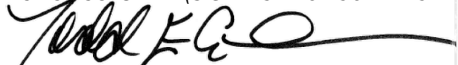


GOVERNMENT OF THE DISTRICT OF COLUMBIA TASK ORDER/DELIVERY ORDER FOR SERVICES OFFEROR TO COMPLETE BLOCKS 18 & 29				1. REQUISITION NUMBER		PAGE 1 of 20	
2. TASK ORDER AGREEMENT NO. CW57071		3. Award/Effective Date See Block 30c	4. CONTRACT NUMBER DCAM-13-AE-0157G		5. SOLICITATION NUMBER IDIQ RFTOP	6. SOLICITATION ISSUE DATE July 26, 2017	
7. FOR INFORMATION CONTACT: Email: todd.allen@dc.gov		A. NAME Todd Allen		B. TELEPHONE (No Collect Calls) Tele: 202-724-3969 Fax No.: N/A		8. OFFER DUE DATE: August 30, 2017	
9. ISSUED BY Office of Contracting and Procurement 441 4 th street, NW, Suite 700 South Washington, DC 20001			10. THIS ACQUISITION IS <input type="checkbox"/> UNRESTRICTED <input type="checkbox"/> SET ASIDE %FOR <input type="checkbox"/> SMALL BUSINESS <input type="checkbox"/> SMALL DISADV. BUS. <input checked="" type="checkbox"/> DC SUPPLY SCHEDULE SIC: SIZE STANDARD:		11. DELIVERY FOR FOB DESTINATION UNLESS BLOCK IS MARKED <input type="checkbox"/> N/A <input type="checkbox"/> 13. RESERVED		12. PAYMENT DISCOUNT TERMS
5. CONTRACTOR / OFFEROR AECOM Services of DC 2020 K Street, NW Suite 300 Washington, DC 20006			16. PAYMENT WILL BE MADE BY CODE Office of the Deputy Mayor for Education John A. Wilson Building 1350 Pennsylvania Avenue, NW Suite 307 Washington, DC 20004				
17. DELIVER TO Office of the Deputy Mayor for Education John A. Wilson Building 1350 Pennsylvania Avenue, NW Suite 307 Washington, DC 20004			18. ADMINISTERED BY Office of the Deputy Mayor for Education John A. Wilson Building 1350 Pennsylvania Avenue, NW Suite 307 Washington, DC 20004				
18A. CHECK IF REMITTANCE IS DIFFERENT AND PUT SUCH ADDRESS IN OFFER <input type="checkbox"/>				18B. SUBMIT INVOICES TO ADDRESS SHOWN IN BLOCK 16 UNLESS BLOCK BELOW IS CHECKED <input type="checkbox"/> SEE ADDENDUM			
19 IEM NO.	20 SCHEDULE OF SUPPLIES/SERVICES			21 QUANTITY	22 UNIT	23 UNIT PRICE	24 AMOUNT
	See Attachment A on pages 2-17						
25. ACCOUNTING AND APPROPRIATION DATA ENCUMBRANCE CODE:					26. TOTAL AWARD (FOR GOVT. USE ONLY) \$675,055.00		
27. CONTRACTOR IS REQUIRED TO SIGN THIS DOCUMENT AND RETURN ONE COPY TO THE ISSUING OFFICE. CONTRACTOR AGREES TO FURNISH AND DELIVER ALL ITEMS SET FORTH OR OTHERWISE IDENTIFIED ABOVE AND ON ANY ADDITIONAL PAGES SUBJECT TO THE TERMS AND CONDITIONS SPECIFIED HEREIN. THIS ORDER IS ISSUED SUBJECT TO THE TERMS AND CONDITIONS OF THE CONTRACT IDENTIFIED IN BLOCK 4.				28. THE FOLLOWING DOCUMENTS ARE INCORPORATED BY REFERENCE INTO THIS TASK ORDER IN THE FOLLOWING PRIORITY:			
29A. SIGNATURE OF OFFEROR /CONTRACTOR 				30A. DISTRICT OF COLUMBIA (SIGNATURE OF CONTRACTING OFFICER) 			
29B. NAME AND TITLE OF SIGNER (TYPE OR PRINT) Mike C. Wood, PE, Vice President		29C. DATE SIGNED 01/18/2018		30B. NAME OF CONTRACTING OFFICER (TYPE OR PRINT) Todd Allen		30C. DATE SIGNED 1/22/18	

ATTACHMENT A

Statement of Work

BACKGROUND

The Office of the Deputy Mayor for Education (DME) is required by the Planning Actively for Education Facilities Amendment Act of 2016 (PACE)¹ to publish a 10-year Master Facilities Plan (MFP) that considers the facility planning needs of each local education agency (LEA) in the District of Columbia.

Beginning in the late 1990s, District of Columbia Public Schools (DCPS) initiated the practice of comprehensive facility master planning. In 2000, it adopted an 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. A new MFP was developed and adopted in 2013 with 5-year goals to address facility needs, with subsequent supplement reports issued in 2014, 2015, 2016, and 2017. The Deputy Mayor for Education is now launching a process to create a new MFP in 2018.

As recently as ten years ago, the quality of the District's school buildings merited critical reactions as many facilities were inadequate and had difficulty meeting the basic needs of the District's students. The environment in facility funding has changed over the past decade as capital budgets allocated over \$3.7 billion to DCPS school modernization. Further, between 2008 and 2013, the District spent nearly \$1.5 billion and completed work at 64 DCPS schools, encompassing 7.3 million square feet. In addition, from 2007 to 2017, the District provided public charter schools with over \$1 billion in funding through the per student public funding allotment specifically for facilities. By August 2017, DC Public Schools will have modernized and renovated 88 school buildings across all eight wards. Future CIPs will prioritize an additional \$1 billion of funding to modernize the remaining DCPS schools.

The 2018 Master Facilities Plan (MFP) will incorporate information about pre-K through adult education for both DCPS and public charter schools that will help policymakers, LEAs, education support organizations, and the public better understand the current landscape of our public school facilities as well as our 10-year future facility needs based on anticipated student population growth. This integrated (DCPS and charter) approach to the MFP aligns with emerging best practices, providing a more comprehensive cross-sector picture than any of the earlier iterations of the MFP, which focused almost exclusively on DCPS buildings and had five-year planning horizons. The MFP will also create data visualizations and data sets that will be made publicly-available on District websites for LEAs, agencies, residents, and other educational stakeholders to use in their work to improve public education in the District.

Through its forthcoming 2018 Master Facilities Plan, the DME in conjunction with DCPS, DGS, DC PCSB, and community stakeholders, will provide 1) up-to-date comprehensive information about current public school facility conditions and needs and 2) analyze our future facility needs based on estimated population growth and LEAs aggregated enrollment growth plans. The MFP will seek to address growth and modernization needs and requirements while affirmatively advancing equity and excellence in public schools in the District.

CLIENT

The Office of the Deputy Mayor for Education (DME) is responsible for developing and implementing the Mayor's vision for academic excellence and supporting the education-related District Government agencies in creating and maintaining a high quality education continuum from birth to 24 (from early childhood to K-12 to post-secondary and the workforce).

¹ DC Code 38-2803

The functions of the DME include overseeing a District-wide education strategy, managing interagency and cross-sector coordination targeted at supporting students and schools, and providing oversight and/or support for the following education agencies: Office of the State Superintendent of Education (OSSE), D.C. Public Schools (DCPS), DC Public Charter School Board (DC PCSB), University of the District of Columbia (UDC), D.C. Public Library (DCPL), and the Department of Parks and Recreation (DPR).

DME will serve as the District's project manager.

SCOPE

The Deputy Mayor for Education seeks consultant support for the 10-Year Master Facilities Plan (MFP). DME seeks the professional services of a highly qualified consulting firm or team of firms to:

- Create a 10-year strategic plan for the District's public education facilities with specific objectives for each DCPS school and general recommendations for the charter sector that encompass current and future facility needs and public school enrollment;
- Outline key opportunities and challenges in current educational facilities planning in the District and include recommendations for future educational facilities planning in the District; and,
- Create a report, data visualizations, and publically-available data sets on DME's website for LEAs, agencies, residents, and other educational stakeholders to use in their work to improve public education in the District.

A successful outcome of this procurement will be realized through answering the following questions:

1. What is the current state of our public educational facilities in DC?
 - a. Are the District's public school students in adequate, efficient, appropriate, safe, and healthy² facilities by grade band, feeder pattern (DCPS only), sector, and ward?
 - b. Do some students have a greater or lesser likelihood of attending a school facility that is adequate, efficient, appropriate, safe, and healthy by grade band, ward, or student demographic (i.e., at-risk status, race/ethnicity, special education status, and English language learning status)?
 - c. What is the current capacity of existing educational facilities by grade band, feeder pattern (DCPS only), sector, and ward?
2. What are the current needs of our public educational facilities in DC?
 - a. What are the short-term (0-3 year) facility needs in terms of the following attribute by grade band, feeder pattern (DCPS only), sector, and ward? See Table A for definitions and data sources for the five attributes.
 - i. Adequate
 - ii. Appropriate
 - iii. Safe
 - iv. Efficient
 - v. Healthy
 - b. What investments in education facilities are currently planned?
 - i. How will DCPS prioritize the modernization of the remaining facilities that have not been touched and the next 34 DCPS schools that have only received Phase 1 modernization?
 - ii. What significant improvements, renovations, or modernizations are needed and planned for PCS facilities?

² See Table A for definitions

- c. What are the long-term (4-10 year) maintenance needs by grade band, feeder pattern (DCPS only), sector, and ward?

- 3. What are the current challenges, barriers, and constraints faced by the sectors to reach the goal of adequate, efficient, appropriate, safe, and healthy educational facilities in DC?

- 4. What can we learn from a citywide and by ward analysis of school demand and school quality?
 - a. What is the current academic performance of public schools in DC measured by the Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment and (career and college ready and growth)?
 - i. How is academic performance distributed across grade bands, student demographics (i.e. at-risk status, race/ethnicity, special education status, and English language learning (ELL) status), sector, and ward?
 - b. What is the current distribution of programs (e.g. early childhood, career and technical education, STEM, Montessori, dual language, special education, etc.) by grade band, feeder pattern (DCPS only), sector, and ward?
 - c. What are the current DC Government assets of DPR sites, DCPL branches, health care centers, public transportation, etc. by neighborhood cluster and ward?
 - d. What is the current and future capacity of existing education facilities?
 - e. What will the overall demand for public schools be in 10 years in DC?
 - i. What is the estimated school-age population by neighborhood cluster, feeder pattern (DCPS only), ward, and city in 10 years?
 - ii. What assumptions are we using to estimate demand in 10 years including capture rate of public vs. private schools?
 - iii. What are the limits of this data to inform the 10-year estimate?
 - iv. If the quality of our schools continues to rise, how could that effect the projected demand?

- 5. What are the projected enrollments, growth plans, and facilities needs for LEAs in 10 years?
 - a. How do LEAs plan for future growth?
 - b. What are the DC Public Charter School Board (DC PCSB) approved 5-year enrollment ceilings and how are they distributed by grade band and ward?
 - c. What is the distribution of anticipated growth beyond enrollment ceilings by number of new seats by grade band, feeder pattern (DCPS only), sector, and ward?

- 6. How do the forecasted population growth, enrollment projections, DC PCSB enrollment ceilings, LEA growth plans, and current educational facilities align?
 - a. How do the alignment scenarios compare by grade bands, feeder pattern (DCPS only), sector, and ward?
 - b. How do vacant, underutilized, and over-utilized facilities figure into this analysis?
 - c. What is the number of educational facilities needed in the District over the next 10 years citywide, by ward, feeder pattern (DCPS only), or neighborhood cluster? If so, what grade bands?

- 7. What are recommendations to better align—educational facilities, growth plans, and projected 10-year changes in enrollment in DC?
 - a. What data is needed for on-going planning by LEAs, other agencies, support organizations, and the city to prepare for future enrollment?

- b. What are the current and 10-year plans for each active and vacant DCPS building?
- c. How is the CIP for DCPS developed? Guiding principles? Timeline? Community engagement?
- d. How can a framework for opening, closing, and siting schools across sectors support efficient and appropriate facilities³?
- e. How will the District address overcrowding?
- f. How will the District optimize underutilized buildings?
- g. What are the challenges, barriers, and constraints for the sectors to meet the goal of adequate, efficient, appropriate, safe, and healthy facilities for all students?
- h. What public and private spaces are available for future educational facilities in high-demand areas to support better alignment?
- i. What are mechanisms that the District, LEAs, and other entities can use or develop to address anticipated challenges and gaps in alignment, e.g., public-private partnerships, revised regulations, new financing mechanisms, etc.?
- j. How can the findings of this 10 year MFP inform a future citywide education plan?

DATA REQUIREMENTS

The Office of the Deputy Mayor for Education, District of Columbia Public Schools, the Department of General Services, the DC Office of Planning, the DC Public Charter School Board, and individual charter schools collect, possess, and maintain a substantial amount of data to be analyzed and synthesized by the contractor. Contractor shall assume that all underlying data will be provided by the Deputy Mayor for Education, the DC Public Charter School Board, or by one of more independent organization(s) unless explicitly noted in the RFP.

STAKEHOLDERS

The following stakeholders will be engaged as part of the development of the Master Facilities Plan (MFP); this is not a complete list but is representative of the organizations and individuals that will contribute to this process:

Community stakeholders

1. Residents of the District of Columbia
2. Advisory Neighborhood Commissioners (ANCs)

District Government Stakeholders

1. Office of Deputy Mayor for Education (DME) (District Project Manager)
2. District of Columbia Public Schools (DCPS)
3. DC Public Charter School Board (DC PCSB)
4. Department of General Services (DGS)
5. Office of the State Superintendent (OSSE)
6. DC Public Charter School Leaders (PCS)
7. Council of the District of Columbia
8. District of Columbia Office of Planning (OP)
9. District of Columbia Housing and Community Development (DCHD)
10. Office of the Deputy Mayor for Planning and Economic Development (DMPED)

Education and community stakeholders

1. Local School Advisory Teams and School Improvement Teams

³ The framework will be based on recommendations from the Cross Sector Collaboration Task Force

2. Education Forward DC
3. CityBridge Education
4. Building Hope
5. Friends of Choice in Urban Schools (FOCUS)
6. The DC Association of Public Charter Schools
7. Ward Education Councils
8. DC Education Coalition for Change (DECC)
9. 21st Century School Fund
10. DC Fiscal Policy Institute
11. Parents Amplifying Voices in Education (PAVE)
12. DC Democrats for Education Reform

APPLICABLE DOCUMENTS

Various documents will serve as references and resources for the 2018 Master Facilities Plan, including

Item No.	Document Type	Title	Date
1	Law	Planning Actively for Comprehensive Education Facilities Amendment Act of 2016 (DC Code 38-2803)	2016
2	Study	2013 Public Education Master Facilities Plan for the District of Columbia	2013
3	Survey	Facilities Condition Assessments for DCPS and public charter schools	2012-2017
4	Survey	Student Assignment Policies and DCPS School Boundaries	2014

DEFINITIONS

Charter LEA – District of Columbia public charter school system or any individual or group of public charter schools operating under a single charter

Capacity- The number of students that an individual school facility has the physical capacity to enroll and that can be reasonably accommodated

DCPS – District of Columbia Public Schools established by DC Code 38-171

Enrollment Projections – The number of students that an LEA expects to enroll in a given facility

Enrollment Ceilings – The upper limit of students a charter school LEA may enroll as approved by the DC Public Charter School Board (DC PCSB)

Feeder Pattern – Progression of DCPS schools that a student has the right to attend per student residence as the student ages

Growth Plans – LEAs aspirational plans for future student enrollment based on growth factors such as increased facility space, enhanced program offerings, and increased capture rate of public school students

Grade Band – Groupings of grades per similar educational facility needs:

- Elementary School – Grades PK3-5
- Middle School – Grades 6-8
- High School – Grades 9-12
- Adult Education

In boundary – DCPS students that enroll within their school of right as determined by student’s residence

Out of boundary – DCPS students that enroll in a school which is not their school of right as determined by student's residence

Project Team – The District's Project Manager and Project team

Sector – The sector of public school, either DCPS or public charters

PROJECT MANAGEMENT

1. The contractor shall appoint a project manager to manage the entire consulting team and ensure that all assigned work products are delivered on-time, on-budget, and of high quality.
2. The contractor's project manager shall report to the District's project manager or designated representative who will retain ultimate direction and oversight responsibilities for the MFP.
3. The contractor shall attend a kick-off meeting with the District's project team to discuss the scope of services, tasks and coordination and to define a detailed schedule for deliverables and milestones. The contractor shall provide a draft project work plan prior to the kick-off meeting.
4. The contractor shall provide a final project work plan, including a clear schedule with deliverable dates and contractor staffing allocation, following the kick-off meeting.
5. The contractor shall provide monthly project reports for services rendered.
6. The contractor shall provide project management support and coordination until project completion including preparing detailed work plans with project deliverables, ownership, and a primary point of contact
7. The contractor shall coordinate work tasks across District public agencies including DCPS, DGS, OP, OSSE, DC PCSB, and other agencies as deemed appropriate by the District's project team
8. The contractor shall coordinate and co-facilitate meetings with public charter LEAs and hold at least three (3) in-person meetings with Charter LEA leaders
9. The contractor shall prepare and distribute all meeting agendas and materials at least three (3) days prior to meeting, prepare meeting minutes and provide to meeting attendees within one (1) week of meeting, note action items and track completion of action items from meeting, and respond to follow-up questions from meeting attendees
10. The contractor shall coordinate and facilitate meetings with relevant agencies and incorporate feedback at regular periods throughout the planning process and the analytical and writing stages
11. The contractor shall hold at least (2) meetings with relevant DC agencies, prepare and distribute all meeting agendas and materials at least three (3) days prior to meeting, prepare meeting minutes and provide to meeting attendees within one (1) week of meeting, note and track completion of action items from meeting, and respond to follow-up questions from meeting attendees
12. The contractor shall produce professional quality documents
13. The contractor shall maintain weekly status meetings with the District's project manager, coordinate discussions and data asks with DC agencies as necessary, and keep the project manager informed of scheduled meetings and meeting minutes

14. The contractor shall, at the end of each month, provide detailed invoices with highlighted deliverables.

REQUIREMENTS

TASK 1 - STAKEHOLDER ENGAGEMENT PLANS

1. In collaboration with the DME, the contractor shall develop stakeholder engagement plans that comprise outreach campaigns to stakeholders as described in the Stakeholder section. The engagement plans shall allow for the gathering of education and community stakeholders priorities and recommendations for the MFP as well as communicate status updates and MFP findings to stakeholders. Key staff from the contractor's team are expected to attend public meetings throughout the process and a principal from the Contractor team shall attend a minimum of two (2) high-level briefings with senior District officials.

Three phases of stakeholder engagement are anticipated:

Phase 1— Engaging with education and community stakeholders

Engagement of community stakeholders shall be completed through a minimum of three (3) city-wide meetings and briefings and shall allow for stakeholder input opportunities on key issues and concerns related to the MFP;

Engagement of charter LEA leaders shall be completed through two (2) in-person meetings during Phase 1.

Phase 2— Communicating the findings of the Draft Report to education and community stakeholders

Following the completion of the Draft Report, a minimum of three (3) citywide public meetings will be held for community stakeholder comment in various locations throughout the District as well as one (1) charter LEA leader meeting and one (1) District agency leader meeting.

Phase 3—Creating presentations of findings from the Final Report that the DME can use to present to Council of the District of Columbia

Following final review and approval by the Executive Office of the Mayor, the contractor shall prepare materials for use in briefing members of the Council of the District of Columbia. This may include but is not limited to maps, analysis, and slideshows.

2. The contractor shall lead the implementation of the Stakeholder Engagement Plan. The contractor shall attend community meetings and perform other specific tasks to support the implementation. The goal is to ensure extensive public engagement in the Master Facility Plan process through multiple opportunities for in-person and online public participation.
3. The contractor shall develop written materials for public meetings and briefings such as PowerPoint slides and handouts, as well as assist with meeting facilitation, as needed, during Phases 1 and 2 of stakeholder engagement.
4. The contractor shall make a staffing plan, run-of-show, and materials inventory for each community

meeting; in consultation with DME identify, recommend, and secure venues appropriate to each community meeting; create, send and track invitations / RSVPs to each community event; and keep sign-in lists for each event.

5. The contractor shall be responsible for production of maps, charts and boards for all in-person public engagement activities during Phases 1 and 2 of stakeholder engagement.
6. The contractor shall, upon completion of each public engagement activity attended by the contractor, the contractor shall produce a Public Engagement Summary Report including a record of activities and key findings and feedback from constituents.
7. The contractor shall ensure live Spanish interpretation (and any other languages as necessary) are available for all public meetings that require them per the DC Language Access Act and ensure that meeting materials and minutes be translated as required per the DC Language Access Act
8. The contractor shall execute the engagement plans through the following:
 - a. Advertising community and education stakeholder meetings, attending community and education stakeholder meetings, and assisting DME in facilitation
 - i. A minimum of three (3) city-wide meetings per Phase 1 and Phase 2 are required and shall be a minimum of 1.5 hours each
 - ii. Two (2) meetings with Charter LEA leaders during Phase 1 and one (1) meeting with Charter LEA leaders in Phase 2
 - iii. One (1) District agency leader meeting following the second draft MFP report
 - iv. Utilize social media and surveys to circulate information and gather public input
 - v. Notices of public meeting must be provided to applicable community organizations ten (10) days prior to meeting date
 - b. Handling all meeting logistics including space reservation, meeting location set-up (including but not limited to tables and chairs), and meeting location break-down (including but not limited to tables and chairs)
 - c. Preparing meeting materials (e.g. agendas, maps, analysis, and slideshows)
 - d. Utilizing communication tools to circulate information and gather public input
 - e. Recording meeting notes
 - f. Compiling outcomes

TASK 2 - CURRENT STATE OF PUBLIC EDUCATION FACILITIES IN DC

1. The contractor shall provide the current state of public education facilities which will be the basis of the recommendations of the MFP. This section shall provide common programmatic definitions⁴ for DCPS and the public charter school sectors to allow for consistent cross-sector planning and analysis.
2. The contractor shall perform a school by school facility analysis as well as an aggregate facility analysis of public schools in the District (DCPS and public charter schools). The analyses will explore the intersections and relationships among program type, enrollment, facility capacity, facility utilization, modernization status of the facility, most recent Facilities Condition Assessment (FCA), safety and security assessments, and health survey results of individual facilities as well in the aggregate. These facility analyses shall be done by neighborhood cluster, ward, and grade band.

⁴ To be provided by DME

3. The contractor shall perform a student demand analysis by school, neighborhood cluster, ward, at-risk status, race/ethnicity, special education status, ELL status, in boundary attendance (DCPS only) and attendance (public charters) within 0.5 and 1 mile of residence, and out of boundary attendance (DCPS only) and attendance (public charters) beyond 0.5 and 1 mile of residence.
4. The contractor shall identify the distribution of programs (e.g. early childhood, career and technical education, STEM, Montessori, dual language, special education, etc.) by grade band, feeder pattern (DCPS only), sector, and ward
5. The contractor shall cross-reference the current demand for schools with the current supply of schools to determine which students (grade band, ward of residence, at-risk status, race/ethnicity, special education status, and ELL status) have a greater likelihood of attending a school that is not adequate, efficient, appropriate, safe, or healthy.
6. The contractor shall identify DC government facilities that support children and families (e.g. DPR sites, DCPL sites, public transportation infrastructure, public health centers) that are currently available to public school students

TASK 3 - CURRENT NEEDS OF PUBLIC EDUCATION FACILITIES IN DC

1. Utilizing the results of the facilities analysis, the program capacity and utilization analysis and the student demand analysis, the contractor shall outline the current needs of public education facilities in the District.
2. The contractor shall summarize the District's extensive renovation and modernization program to date, the current Capital Improvement Plan (CIP) for 2018-2023, and the current CIP's project goals and schedules.
3. The contractor shall explain how the District will prioritize the modernization of the 34 DCPS facilities that have only received a Phase 1 modernization per the PACE Act
4. The contractor shall outline, in the aggregate by ward, public charter schools recent capital construction, current capital plans, future facilities goals, planned projects, and planned project schedules as available.
5. The contractor shall develop plans to meet current unmet facilities needs and provide 10-year building system maintenance and replacement plans for each participating school per the available FCAs.
6. The contractor shall provide an analysis of and recommendations on the similarities and differences of the modernization metrics and standards of DCPS and public charter schools
7. The contractor shall provide a description of facilities investment environment in the District's public school system including a description of financing options in use by DCPS and public charter schools and a description of all financing options available to DCPS and public charter schools not currently in use

TASK 4 - PROGRAMMATIC CAPACITY AND UTILIZATION

Note: Demographic analysis is essential to services under this task

1. The contractor shall perform a programmatic capacity and utilization analysis of both existing and vacant facilities by grade band, DCPS feeder pattern, sector, and ward. This section shall include a description of the demand for schools based on , which will include neighborhood cluster-level, ward-level, and grade-band level analysis of the following: number of public school students by grade band, race/ethnicity, at-risk status, and current private school participation
2. The contractor shall identify schools that are overcrowded (utilization greater than 95%) or underutilized (utilization less than 50%)⁵.
3. The contractor shall provide recommendations to alleviate overcrowding and to increase utilization in underutilized facilities over the next five (5) and ten (10) years. Recommendations shall be made within budgetary reality.
4. The contractor shall identify and analyze suitability of DC Government facilities (vacant and/or encumbered by lease) and vacant land (government owned and privately held) that could be utilized to alleviate overcrowding
5. The contractor shall provide a pro forma implementation schedule for recommendations provided in this task

TASK 5 - ENROLLMENT PROJECTIONS, ENROLLMENT CEILINGS, AND GROWTH PLANS

Note: Demographic analysis is essential to services under this task

1. The contractor shall compile and describe 5- and 10-year public school enrollment projections, 5-year enrollment ceilings, and 10-year growth plans by school, grade band, and ward
2. The contractor shall develop a methodology to forecast 10-year enrollment in individual DCPS schools, utilize the methodology to develop 5- and 10-year enrollment projections for individual DCPS schools, provide DCPS with the methodology/model in a format that will allow for future use by DCPS, and incorporate any changes and feedback provided by DCPS into the methodology/model.
3. The contractor shall compile 5-year enrollment ceilings as provided by the DC PCSB
4. The contractor shall compile 10-year anticipated growth plans for DCPS and charter school LEAs
5. The contractor shall provide a geographic overview of the intersection of population forecasts and enrollment projections by grade-band, neighborhood cluster, and ward.
6. The contractor shall perform a gap analysis to compare the demand of future public school student population to the DCPS and public charter LEA enrollment projections, charter LEA enrollment ceilings, and DCPS and public charter LEA growth plans

⁵ DC Code 38-2803

7. The contractor shall utilize the gap analysis and growth plans to make recommendations about future school facility needs in the District by grade band, ward, and neighborhood cluster.
8. The contractor shall perform a cross-sector, District-wide public school growth plan scenario analysis utilizing enrollment possibilities from which a needs assessment of future facility opening, siting, and co-location will be derived. The scenario analysis should include, but not be limited to,
 - i. Historical market share trends of DCPS, public charter LEAs, and private schools
 - ii. Forecasted school-age children by grade band, as well as by neighborhood cluster and ward
 - iii. Future DCPS and public charter LEA growth plan by ward and neighborhood cluster
 - iv. High, medium, and low growth plan scenarios
 - v. Identify by grade band, ward, and neighborhood cluster where population forecasts and growth plans do not align
 - vi. The contractor shall, based upon the results of the scenario analysis, make identify geographic school opening needs within expected future parameters and barriers and identify potential school siting and co-location opportunities for DCPS and public charter schools

Deliverables

Task 5.2 – 5- and 10-year Enrollment Forecast Model

- Calculations in Excel format with cell references visible and any VBA code required for calculation
- Explanation of calculations with clear data sources
- 5- and 10-year enrollment projections for all DCPS schools

TASK 6 - ENROLLMENT DYNAMICS

Note: Demographic analysis is essential to services under this task

1. The contractor shall identify enrollment patterns for school year 2016-2017 of students attending both DCPS and charter schools by ward of residence and neighborhood cluster of residence
2. The contractor shall provide ward of residence and neighborhood cluster of residence of students and the ward and neighborhood cluster of the schools attended with percentage of elementary students attending school within 0.5 miles of their neighborhood cluster of residence, percentage of students attending school outside of 0.5 miles from their neighborhood cluster of residence, details of median distance travelled, percentage of in-boundary students, percentage of out of boundary students, and mean travel time based on public transportation offerings traffic data
3. The contractor shall identify school options available (sector, academic performance, program offerings) and neighborhood amenities (DPR sites, DCPL sites, grocery stores, public transportation, health clinics) within 0.5 and 1 mile of neighborhood cluster of residence to students who travel more than 0.5 and 1 mile from their neighborhood cluster of residence
4. The contractor shall perform a gap analysis of school options available (sector, academic performance, program offerings) and neighborhood amenities (DPR sites, DCPL sites, grocery stores, public transportation, health clinics) within 0.5 and one (1) mile of neighborhood cluster of residence to students who travel more than 0.5 and one (1) mile from their neighborhood cluster of residence

TASK 7 - SCHOOL QUALITY AND DEMAND

1. The contractor shall, in collaboration with the DME, create an academic performance index utilizing PARCC Assessment (college and career ready and growth) data and identify relationships among academic performance, facility conditions, program capacity and utilization, and student demographics.
2. The contractor shall outline how the public school system as a whole performs according to the results of the PARCC assessment by ward, grade band, and student demographics
3. The contractor shall analyze the distribution of academic performance across grade bands, student demographics (i.e. at-risk status, race/ethnicity, special education status, and English language learning status), sector, and ward
4. The contractor shall identify in which wards and neighborhood clusters of the District students who attend schools with high and low academic performance reside
5. The contractor shall recommend for a future analysis how the District should use the Office of the State Superintendent (OSSE)'s ESSA accountability framework (scheduled for release in Fall 2018) in combination with enrollment data to determine areas of the District that have a lower number of high quality seats and how to incorporate school quality data into the Districtwide facilities planning effort.
6. The contractor shall compile forecasts of sector market share and school population using historical trends of market share between school sectors and the forecasted growth of school-age children from the District's Office of Planning (OP)'s 10-year demographic projections by grade band, neighborhood cluster, and ward
7. The contractor shall analyze and synthesize student demand for specific program offerings available to public school students (e.g. STEM, language immersion, Career and Technical Education) if data is available.
8. The contractor shall establish the demand baseline for public education in the District utilizing OP's population growth projections by neighborhood cluster, DCPS feeder pattern, ward, and citywide.

TASK 8 - FRAMEWORK FOR FACILITY PLANNING BY SECTOR AND CITYWIDE RECOMMENDATIONS

1. The contractor shall identify the challenges and barriers that both DCPS and public charter schools face in their facilities planning processes and provide recommendations and solutions to mitigate the difficulties in planning faced by both sectors.
2. The contractor shall describe the recommendations of the Cross Sector Collaboration Task Force to develop a common framework for identifying opportunities of opening, siting, and co-location of schools, either within sector or cross sector.
3. The contractor shall provide a description of current process required to open and site DCPS and charter and site public charter schools and include a discussion of current parameters and barriers to facilities planning faced by DCPS, faced by public charter schools, and faced by both sectors
 - i. Challenges to providing adequate, efficient, appropriate, safe, and healthy facilities

- ii. Description of how public charter schools currently secure and finance facilities
 - iii. Discuss land availability and zoning
4. The contractor shall identify opportunities for Public-Private Partnerships (P3) and other alternative facilities financing methods
 5. The contractor shall develop DCPS and public charter school frameworks to improve utilization in underutilized facilities, reduce overcrowding in over utilized facilities, and repurpose vacant DCPS facilities
 6. The contractor shall identify and discuss opportunities to mitigate these issues through cross-sector solutions that benefit all DC public school students

TASK 9 – DRAFTING THE MFP

1. The contractor shall provide completed deliverables to the DME for review by the specified dates and shall incorporate any and all comments at any point to the deliverables as requested by the DME. The deliverables shall be as complete as possible and include analysis in narratives, maps, charts, graphs, or any other applicable form.
2. The contractor shall provide an initial draft of the MFP by the specified date to be shared with the Deputy Mayor for Education for review. The contractor shall incorporate any and all edits into the draft MFP.
3. The contractor shall provide a second draft report to DME (with incorporated edits from initial draft) that will be reviewed by certain District agencies. The contractor shall incorporate edits from this review (approved by DME) into the draft MFP.
4. The contractor shall, following Phase 2 of the Stakeholder Engagement Plan and incorporation of comments (approved by the DME), prepare a Final Draft to be reviewed by the Executive Office of the Mayor. The Final Draft document should include an executive summary, current state of public school landscape in the District of Columbia, identified future challenges and future opportunities, recommendations to city leaders, and an implementation plan.
5. The contractor shall, following review and incorporation of edits of the Final Draft by the Executive Office of the Mayor, prepare the final MFP document to be released publicly
6. The contractor shall print 30 full-color, bound copies of the final MFP and provide all data files and electronic copies of the Plan to the Deputy Mayor for Education unless expressly advised against
7. The contractor shall develop datasets and interactive data visualizations to display and make available on a publicly-accessible website and/or internet-based application including, but not limited to
 - a. Analysis on space availability
 - b. Enrollment
 - c. Capacity
 - d. Utilization
 - e. Student demand
 - f. Population forecast
 - g. Facility characteristics

h. Attendance patterns

Deliverable Schedule

Item	Deliverable	Quantity	Format/Method of Delivery	Due Date
1	Weekly Project Review Meetings with DME	One per week	In person and/or by conference call	Weekly
2	Monthly Project Reports to DME	One per month	Adobe Acrobat .pdf format	Monthly
3	Engagement with residents and other stakeholders (Phase 1 Stakeholder Engagement)	Minimum of three (3) meetings	In-Person	Dates to be determined with DME
4	Engagement with Charter LEA leaders	Three (3) meetings	In-Person	Dates to be determined with DME
4	Communicating findings with residents and other stakeholders (Phase 2 Stakeholder Engagement)	Minimum of three (3) meetings	In-Person	Dates to be determined with DME
5	Materials for resident and stakeholder meetings including presentation slides, handout, maps, chart and boards, etc. as requested by DME	To be determined with DME	As needed by material type	3 business days prior to scheduled public meeting and briefing
6	Meeting Minutes, Notes, Action Items, Action Item tracking, Attendee Lists	One per public engagement activity attended by contractor	Adobe Acrobat .pdf format	1 week following each public engagement activity attended by the contractor
8	Draft Project Work Plan and Schedule	One	Grid and Gantt Chart Adobe Acrobat .pdf format	Seven (7) business days after NTP
9	Kick-Off Meeting with DME	One	In-person attendance	Ten (10) business days after Notice to Proceed (NTP)
10	Final Project Work Plan and Schedule	One	Grid and Gantt Chart Adobe Acrobat .pdf format	Three (3) business days after Kick-off meeting
11	Task 1.1 – Stakeholder Engagement Plans	One	Microsoft Word	Three (3) business days after kick-off meeting
12	Task 5.2 – 10-year Enrollment Projection Methodology/Model for DCPS	One	Microsoft Excel calculations, Microsoft Word for explanation	TBD
13	Meet with DCPS to gather comments and edits on Task 5.2	To be determined by DME	Microsoft Word account of comments	Within ten (10) days of receipt by

				DCPS
16	Initial Draft MFP Report	One	Microsoft Word	TBD
17	Second Draft MFP Report	One	Microsoft Word	TBD
18	Draft datasets and interactive data visualizations	N/A	Interactive data visualization utilizing Tableau software	Submitted with 75% Draft MFP Report
19	100% Final Draft MFP Report	One	Microsoft Word	TBD
20	Final datasets and interactive data visualizations	N/A	Interactive data visualization utilizing Tableau software	Submitted with Final MFP Report
21	Final MFP	One	30 printed and bound copies, Adobe Acrobat .pdf, data visualization software	TBD

Table A

2018 Master Facilities Plan Data Facility Measures			
Measure	Definition	Data Source*	Data Available
Quality	Performance of school program	PARCC Assessment Data	Fall 2017
Adequate	The physical condition of the school's infrastructure (e.g. plumbing, electrical, mechanical, roof, etc.)	FCAs, PCSB Survey	January 2018
Appropriate	The school has key spaces for learning (e.g. classrooms, gym, outdoor area, multi-purpose room, etc.)	FCAs, PCSB Survey	January 2018
Safe	Surveillance capabilities, lighting, and access control	FCAs, PCSB Survey	January 2018
Efficient	Facility utilization rate is between 50% and 100% (utilization = capacity/enrollment)	DME Info Sheets	Summer 2017
Healthy	Has a CO detector; results of lead in water tests; and potential asbestos hazards	FCAs, PCSB Survey, Lead testing results	January 2018

*Data Sources

- PARCC Assessment - For SY17-18 only PARCC data will be used; starting in SY18-19 ESSA STAR Rating will be utilized
- FCAs – see FAQs for definition
- PCSB Survey – Annual Facility Condition and Facility Needs Surveys distributed by PCSB
- DME Info Sheets - Based on LEA reported data
- Lead Testing Results – Posted on DGS and PCSB websites
- Enrollment Projections – The number of students that an LEA expects to enroll in a given facility
- Growth Plans – LEAs aspirational plans for future student enrollment based on growth factors such as increased facility space, enhanced program offerings, and increased capture rate of public school students

CONTRACT ADMINISTRATOR

The CA is responsible for general administration of the contract and advising the CO as to the Contractor's compliance or noncompliance with the contract. The CA has the responsibility of ensuring the work conforms to the requirements of the contract and such other responsibilities and authorities as may be specified in the contract. These include:

1. Keeping the CO fully informed of any technical or contractual difficulties encountered during the performance period and advising the CO of any potential problem areas under the contract;
2. Coordinating site entry for Contractor personnel, if applicable;
3. Reviewing invoices for completed work and recommending approval by the CO if the Contractor's costs are consistent with the negotiated amounts and progress is satisfactory and commensurate with the rate of expenditure;
4. Reviewing and approving invoices for deliverables to ensure receipt of goods and services. This includes the timely processing of invoices and vouchers in accordance with the District's payment provisions; and
5. Maintaining a file that includes all contract correspondence, modifications, records of inspections (site, data, equipment) and invoice or vouchers.

The address and telephone number of the CA is:

Alex Cross

Office of the Deputy Mayor for Education
1350 Pennsylvania Ave NW Suite 307
Washington DC 20004
(202) 727-9543
alexander.cross@dc.gov

The CA shall NOT have the authority to:

1. Award, agree to, or sign any contract, delivery order or task order. Only the CO shall make contractual agreements, commitments or modifications;
2. Grant deviations from or waive any of the terms and conditions of the contract;
3. Increase the dollar limit of the contract or authorize work beyond the dollar limit of the contract,
4. Authorize the expenditure of funds by the Contractor;
5. Change the period of performance; or
6. Authorize the use of District property, except as specified under the contract.

The Contractor will be fully responsible for any changes not authorized in advance, in writing, by the CO; may be denied compensation or other relief for any additional work performed that is not so authorized; and may also be required, at no additional cost to the District, to take all corrective action necessitated by reason of the unauthorized changes.

CONTRACTING OFFICER

The contact information for the Contracting Officer managing CW57071 is:

Todd Allen

Office of Contracting and Procurement
Address: 441 4th Street, NW Ste. 700S
Washington DC 20001
Telephone: 202-724-3969
E-mail address: todd.allen@dc.gov

INVOICING

INVOICE SUBMITTAL

The Contractor shall submit proper invoices on a monthly basis. Invoices shall be prepared in duplicate and submitted to the CA specified below. The address is:

Alex Cross

Office of the Deputy Mayor for Education
1350 Pennsylvania Ave NW Suite 307
Washington DC 20004
(202) 727-9543
alexander.cross@dc.gov

To constitute a proper invoice, the Contractor shall submit the following information on the invoice:

1. Contractor's name, federal tax ID and invoice date (date invoices as of the date of mailing or transmittal);
2. Contract number and invoice number;
3. Description, price, quantity and the date(s) that the supplies or services were delivered or performed;
4. Other supporting documentation or information, as required by the Contracting Officer;
5. Name, title, telephone number and complete mailing address of the responsible official to whom payment is to be sent;
6. Name, title, phone number of person preparing the invoice;
7. Name, title, phone number and mailing address of person (if different from the person identified above) to be notified in the event of a defective invoice; and
8. Authorized signature.

PAYMENT

Unless otherwise specified in the contract, payment will be made on partial deliveries of services accepted by the District based upon the Price Schedule and the Deliverables listed in the scope of work if:

- a) The amount due on the deliverable warrants it; or
- b) The Contractor requests it and the amount due on the deliverable is in accordance with the following:
 - Payment will be made on completion an acceptance of each item in the deliverable schedule for which the price is stated in the price schedule; and
- c) Presentation of a properly executed invoice.

PERIOD OF PERFORMANCE

Date of award through September 30, 2018

PRICE SCHEDULE

This is a firm fixed price task order.

CLIN	Item Description	Price
0001	Stakeholder Engagement Plan	\$ 179,022
0002	Current State of Public Education Facilities in DC	\$ 125,898
0003	Current Needs of Public Education Facilities in DC	\$ 66,024
0004	Programmatic Capacity and Utilization	\$ 41,305
0005	Enrollment Projections, Enrollment Ceilings, and Growth Plans	\$ 56,819
0006	Enrollment Dynamics	\$ 42,580
0007	School Quality and Demand	\$ 59,330
0008	Framework for Facility Planning by Sector and Citywide Recommendations	\$ 51,491
0009	Drafting the MFP	\$ 52,586
Total Fixed Price Amount		\$ 675,055

All of the services and requirements in this task order must be in compliance with the terms and conditions of DC Department of General Services Contract DCAM-13-AE-0157G.

INCORPORATED DOCUMENTS AND ORDER OF PRECEDENCE

The following documents are incorporated by reference into the Task Order Agreement. In the event of an inconsistency among the provisions of this Task Order Agreement, the inconsistency shall be resolved by giving precedence in the following order:

1. The Task Order Agreement; and
2. Contractor's BAFO dated November 10, 2017