Houston ISD Bond Workshop

Q&A Document

July 16, 2024

Ballot Language:

1. **What would this bond proposal look like if it was split into options for the public to choose from? Does this need to be all one or can it be split into multiple proposals?**

   Per Section 45.003.(g) of the Texas Education Code, "the question of whether to approve the issuance of bonds for the construction, acquisition, and equipment of school buildings in the district, the purchase of new school buses, and the purchase of necessary sites for school buildings may be submitted to the voters in a single ballot proposition, except that bonds for each of the following purposes must be stated in a separate proposition:

   (1) the construction, acquisition, or equipment of a stadium with seating capacity for more than 1,000 spectators;

   (2) the construction, acquisition, or equipment of a natatorium;

   (3) the construction, acquisition, or equipment of another recreational facility other than a gymnasium, playground, or play area;

   (4) the construction, acquisition, or equipment of a performing arts facility;

   (5) the construction, acquisition, or equipment of housing for teachers as determined by the district to be necessary to have a sufficient number of teachers for the district; and

   (6) an acquisition or update of technology equipment, other than equipment used for school security purposes or technology infrastructure integral to the construction of a facility.

   This 2024 Bond proposal does not include any investments for those first five items, but does anticipate investing in technology that is not security related or integral to the facility's construction. The determination of which investments are included in a general purpose question and which investments must be included in the separate question related to technology will be made by the administration before the Board votes on the election order.

Planning, Cost, and Timeline:

2. **In the Bond Planning decisions making process, were any factors blindly scored and weighted to determine prioritization before making decisions? How did the administration ensure an unbiased process when determining resource allocation?**

   The recommendations for school-specific investments (Restoring Houston Schools) were developed using a range of data sources. **The two key statistical factors – the Facilities Condition Index (FCI) and utilization (enrollment divided by capacity) - provided an objective assessment of each facility's needed improvements**. Facility Condition Index is the industry standard for assessing facility quality and each building's FCI was determined by Rice and Gardner. The focus on current and projected utilization allowed us to objectively measure each proposed investment's impact on students.

A third factor – the location of a facility (and its relative proximity to other facilities) – is functional more than statistical. This was usually considered in the context of understanding access and transportation impacts of potential bond actions. Location also involves whether a facility is located within a flood plain, and a series of related building requirements enacted post-Harvey.

Finally, the Administration also considered previous bond investments. For example, none of the campuses included in the Restoring Houston's Schools investments were part of the 2012 bond or recent, post-Harvey rebuilds.

These factors guided the recommendations to upgrade specific campuses.

The other proposed bond investments are recommended based on the District-wide priorities or requirements raised by programmatic or functional teams within the District. For example:

1. The needs identified in the Safety Audit, related to HISD's compliance with HB 3, are specific to individual campuses, but the types of investments proposed are uniform across the District.
2. The District also tested every water outlet in every facility, and these results will guide actions to provide safe, clean water.
3. The technology needs are specific, and tied to expected life-cycles for devices, licensing, and systems.
4. Pre-K expansion recommendations are being developed in the context of reporting from the district demographer – using five and ten-year projections of where three and four-year olds will live in those future timeframes. School utilization is also a significant factor, where there are many underutilized schools where Pre-K expansion can be implemented within the existing HISD footprint.

Career Centers are constrained to where HISD has existing land but were proposed to be centrally located within each Division to the extent possible to maximize student access to multiple career pathways, ensure more interested students can access a full four-year career program of study, and provide students the opportunity to engage in various programs of study within the time constraints of their instructional day.

3. What is the level of certainty on these estimates? Where are the key risks that these numbers are too low? What assumptions about rising project costs are built into the estimates?

The costs for each of the general-purpose investments are based on a set of analyses and components. Construction projects generally consist of hard costs (materials, land, systems, etc.) and soft costs (professional services, labor, and contingencies). The hard costs can be estimated by tracking market trends and industry standards for school construction.

Even though HISD has not had a bond since 2012, several schools were rebuilt after Hurricane Harvey, so the planning team used those more recent projects as the baseline for estimating cost. The team then worked with outside experts to adjust costs based on increases or decreases in market rates. For most structures and systems, there are formulas based on the cost per square foot of a school or facility which have been used to compile the project estimates.

Soft costs are estimated at around 30 percent of the project total, and there are contingencies for inflation (which has been higher than normal for the past several years).

A	*B = (A x 10%)*	*C = ((A + B) x 15%)*	*D = ((A + B) x 36.5%)*	*= A + B + C + D*
Est. Construction Costs	**10% Contingency**	**15% Inflation**	**Soft Cost 36.5%**	**Total**

4. What is the timeline for the project work? when would it start and end? Which improvements are planned where the timeline is known, and which do not have a clear timeline yet? in these latter cases, what are the factors influencing the timeline?

The overall timeline for complete implementation will be seven to eight years from the bond's passage. There are several important factors to consider:

- The District proposes to draw down funding in tranches. As a matter of law, once the District issues any tranche of bonds, we must spend the money within three years of the date of the issuance of the bonds. This is to prevent Districts from borrowing funds before they can be efficiently spent, and thereby incurring interest costs and repayment obligations without any work happening.
- Given those parameters, the district *could* issue the first tranche in 2025, for $1.5 billion, a second and third tranche of $1 billion each in 2026 and 2027, and a fourth tranche in 2028 for $900 million. As the district issues these bonds, those funds must be spent within the succeeding three years – so in this hypothetical scenario, bond work and expenditures could extend through 2031 – three years after the final tranche in 2028.
- In this scenario – all the planning and design work, a large part of the technology investments, and a significant portion of the Safe and Healthy Schools investments would be financed and commence in the first year. Some urgent projects could commence as soon as December 2024. Think of all of these as Phase I.
- The Restoring Houston's Schools investments (rebuilds, renovations, and expansions) require more intensive design and engagement before construction ever begins, so those become Phase II, III, or IV projects. It is important to note, proposed phases are not tied to a calendar year.

The phasing decisions are not final, but the team has begun considering and mapping the project lifecycle of the major components. Upon passage, the District will invest in site-specific feasibility studies. These and the inputs from the Project Advisory Teams will inform project design (as well as the logistical solutions for any short-term relocations).

Preliminary project planning can begin before bond funds are acquired as the Board resolution (passed April 11, 2024) allows the district to incur expenses (up to $26 million) related to the bond, and to seek reimbursement for those expenses within a specific period of time should the bond be approved by the

voters. The District is taking a cautious approach to this work and is limiting expenses as much as possible, ahead of a potential November 2024 vote.

At some sites, the work will require identifying, securing, and in some instances, building temporary spaces for students to learn while their school is being rebuilt or renovated. This can be further complicated by some larger projects being in relative geographic proximity to each other. When two major projects are in close geographic proximity, they will likely need to be staggered to ensure adequate "swing space" (temporary learning space) within a reasonable distance for students and families. This is why some projects will fall into a Phase III or Phase IV timeline. While the District is seeking to avoid these types of relocations, the overall goal is to minimize any disruptions to attendance, access, or instruction. This may require schools to wait until breaks in the academic calendar for work to be performed, which may take longer than a single academic, fiscal, or calendar year to implement.

Similarly, some of the security work, especially changes to school entrances, cannot occur in an active school environment. The District is prioritizing these work streams and will carefully consider the sequence least disruptive to student learning.

The District has commenced procurement of Program Management Consulting (PMC) services, including a master planning contract for this bond. The recommendation for this procurement is anticipated to come before the Board at their regular Board meeting on August 15. This team will assess the project scale and generate an effective scope and sequence for each Phase and project. This work will be informed by findings from site surveys and the inputs from the Project Advisory Teams.

5. Explain what could move these numbers higher than planned that this plan must mitigate for.

The Administration has considered a range of risk scenarios that could impact pricing and schedule, including the increased incidence of severe weather and temperature events, changes to enrollment, workforce capacity, economic inflation, supply chain disruptions, etc.

The Administration is actively monitoring changing environmental and marketplace conditions and has already adjusted investments accordingly. For example, we noted safety upgrades that can be covered by state grants, and have also monitored market construction materials costs and moderated estimated investments accordingly. We will continue to adjust and mitigate for potential cost increases in the pre-implementation stage by:

1. Prioritizing Value Engineering,
2. Continuing to identify supplemental grants and facility partnership that will offset potential increases in bond costs,
3. Creating economies of scale by standardizing equipment and systems across all projects.

Once we begin implementation, the PMC with oversight from the Bond Oversight Committee, will ensure fidelity to both budget and timeline. Absent exogenous disruptions, an effective and comprehensive system of project controls will keep the bond on time, on track, and on budget.

6. **Are there plans to include renewable/energy-saving solutions in these improvements? What has been modeled as far as energy cost savings planned after these improvements are made? Is there an energy savings target estimated along side this bond proposal?**

   Absolutely. One of the purposes of the Safe and Healthy Campuses investments is to resolve the persistent drain and stress created by inefficient air systems and to provide clean and healthier water systems across the District.

   The 2012 bond embraced LEED-certified project design and construction, and the development of Next-Gen learning environments. These commitments are essential to modernizing the district, embracing sustainability and stewardship, and ensuring structural and student resilience for the future.

   There will be energy cost savings from these bond projects. It is too early to identify those savings as they are dependent on building design. The design will start in a meaningful way after bond passage. Each school's Project Advisory Team will inform design, and once finalized, there can be specific, identified savings.

   This bond is a significant investment in clean and resilient infrastructure which will reduce maintenance costs, and better position HISD for the future.

7. **Are there savings opportunities for schools, such as building automation systems, building data monitoring and optimization, and federal funds and grants, that would incentivize use of renewables, improve air quality, and more? And ways that this can be connected to CTE instruction to allow our students to learn about these modern building optimization opportunities?**

   Yes. Many of our schools still have manual systems, with no automation, remote monitoring, or effective data collection (local or centralized). As an example, the goal of the Safe and Healthy School investments is to both upgrade the services in each school and provide the district with both on-site and centralized intelligent systems to monitor and manage essential systems.

   The District will always emphasize securing grants and partnerships as a solution to these maintenance and efficiency needs – especially for those related to safety, student health, nutrition, energy efficiency, technology, and transportation. The Administration is already leveraging some grant funding for security improvements and will continue to identify and leverage these opportunities – especially when it can offset operating or capital costs to the District.

   We are confident there are many student apprenticeship opportunities that will be created by this bond. Once the bond is put on the ballot, we will begin working with the PMC and other industry partners and our internal teams to build out those pathways and determine how students will access them.

8. **What are opportunities for complementary funding from state sources for PreK and/or CTE?**

   For CTE, the state provides tiered weighted funding and basic allocated funds to school districts based on the level of CTE coursework students complete. This tiered system helps offset the increased costs associated with offering comprehensive CTE programs of study. Additionally, while not directly tied to

weighted funding, Perkins federal grants offer supplementary resources to bolster CTE programs within districts.

If more students enroll in CTE courses, the district will see an increase in both the weighted funds from the state and Perkins funds, providing additional financial support for our programs. While these funds can help sustain ongoing, operational costs (e.g., CTE instructors, training and equipment maintenance), the funding is not enough to cover infrastructure building investments. The initial creation and build-out of these centers would still require an upfront investment that exceeds the initial influx of additional funds.

For Pre-K, see question number 35.

School Renovations and Rebuilds

9. What schools are on prior lists (2012 and 2022) for significant investment that we have not included in the list we have presently and why (please provide for each)? And what would be the additional cost of adding those additional anticipated renovations or rebuilds?

Every school is receiving necessary security investments to increase compliance with HB3. There is no overlap between significant investments included in the 2012 bond and the 2024 proposal. However, even though 2012 was widely considered to be a high school bond, some high schools did not receive investment in 2012. These schools are receiving some level of investment in this proposal. See below:

- Carnegie Vanguard HS (opened 2012)
- Chavez HS (opened 2000)
- East Early College HS (opened 2009)
- Energy Institute (opened 2018)
- Heights HS (renovated 2006)
- Houston Academy for International Studies (opened 2006 at the former J. Will Jones Elementary site)
- North Forest (opened 2008)
- Westside (opened 2000)
- Wheatley (rebuilt 2006; some original parts preserved)

The cross-walked list of prior and current-proposed investments is below. If HISD were to propose a rebuild for the schools recommended in 2022 but not currently on the list, it would increase the overall bond package by another $1.25B.

2024 Bond Proposal + 2022 CPSC Approved (19 schools in common)

- Benavidez ES
- Bonham ES
- Brookline ES
- Durham ES
- Grissom ES
- NQ Henderson ES

- Hamilton MS
- Hobby ES
- Isaacs ES
- Kashmere Gardens ES
- Key MS
- Lanier MS
- Law ES
- Love ES
- McNamara ES
- Montgomery ES
- Revere MS
- Sanchez ES
- Shearn ES

2022 CPSC Approved *(but not included in 2024 Bond Proposal) – 13 schools.*

As a reminder, campus need for the 2024 Bond was generally determined by greater than 50% Facilities Condition Index (FCI) and strong enrollment, indicated by greater than 75% utilization.

- Benbrook ES
  - 48% FCI – did not meet threshold for >50% FCI
  - Receiving HVAC, safety, and security investments
- Elrod ES
  - With 51% FCI, at the cusp of the >50% threshold
  - Initially considered for co-location; however, there were no viable options nearby
  - Receiving HVAC, safety, and security investments
- Foerster ES
  - While utilization is currently 104%, it is projected to decline substantially over the next 10 years to 81%.
  - Initially considered for co-location; however, there were no viable options nearby
  - Receiving HVAC, safety, and security investments
- Henry MS
  - While very poor FCI (81%), this campus is very underutilized (57%) and expected to continue to steadily decline over the next 10 years (50%)
  - Was considered for CTE - Barbara Jordan in North Division
  - Receiving HVAC, safety, and security investments
- Las Americas MS
  - This could be embedded into a facility expansion at Jane Long Academy as part of the build out of the proposed CTE Center.
  - Other proposals outside of the Bond are being considered to find permanent space for this campus
- Looscan ES

  - While poor FCI (56%) and decent utilization (65%), utilization is expected to continue to decline over the next 10 years (45%)
  - Receiving HVAC, safety, and security investments
- MacGregor ES
  - While poor FCI (67%) and decent utilization (84%), utilization is projected to decrease significantly in the next 10 years (57%)
  - Receiving HVAC, safety, and security investments
- Neff ECC
  - Considered for ECE (Future Ready) investment
  - Receiving HVAC, safety, and security investments
- Petersen ES
  - 46% FCI – did not meet threshold for >50% FCI
  - Receiving HVAC, safety, and security investments
- Ross ES
  - While poor FCI (72%) and decent utilization (69%) it is a very small school (258 students) and utilization is expected to decline over the next 10 years (57%)
  - Initially considered for co-location; however, there were no viable options nearby
  - Receiving HVAC, safety, and security investments
- TH Rogers
  - With 54% FCI, at the cusp of the >50% threshold
  - Receiving significant HVAC upgrades that will likely bring FCI below 50%
- West University ES
  - 40% FCI – did not meet threshold for >50% FCI
  - Receiving HVAC, safety, and security investments
- Woodson PK-5 Leadership Academy
  - While poor FCI (69%), this campus is significantly underutilized (57%)
  - Receiving HVAC, safety, and security investments

10. Although some schools have a high FCI but small enrollment numbers, would it be best to prioritize future growth?

Yes, and this bond addresses it in part. The challenge for this bond is the lost years since the last bond in 2012. The lack of planning and investment has resulted in enormous pressure on district facilities. For context, the District Facilities, Maintenance & Operations team (FMO) has completed more than 155,000 work orders in the past two years. They have averaged 55 work orders on HVAC issues alone each calendar day. And Houston has only gotten hotter in the spring/summer/fall, and we have had two freezing events in the past three years.

Houston and HISD can react to extreme events, and insurance will cover the costs of severe damage. The challenge is getting the district to meet a standard for quality which includes safety, health, and student proficiency. This bond should help.

The goal of the $1.35 billion invested in Safe and Healthy campuses is to get campuses up to acceptable standards which will also lower those campus FCI scores and give the district a fresher sense of facility conditions. In addition, these investments should not be repeated in future bonds, so more (or all) of the funds in future bonds can go to campus improvements.

This bond is a critical first-step to stabilize the District's facility infrastructure and set the stage for future investment decisions based more on community priorities and population growth, rather than acute facility conditions driving so much of the decision-making.

The District has considered growth in its current recommendations. There are campuses with relatively low FCI and high utilization. There are some campuses where the permanent structure has low FCI, but the temporary buildings are in poor condition. In these instances, the District is recommending expansion – replacing the temporary buildings with a new, permanent wing, or an annex to the main building.

Similarly, most of the rebuild recommendations are for schools with current and/or projected high rates of utilization.

The question of future growth is linked to the deeper demographic churn occurring within the region. There is no denying the rapid growth in the Western neighborhoods in the District, and future bonds should consider whether adding schools in high growth area is the best way to serve student and family needs.

11. What is the full picture of need? What is the Administration not investing in for this Bond and how did you make those decisions?

We intend to speak to this in detail during the Board workshop on July 16 and look forward to the conversation.

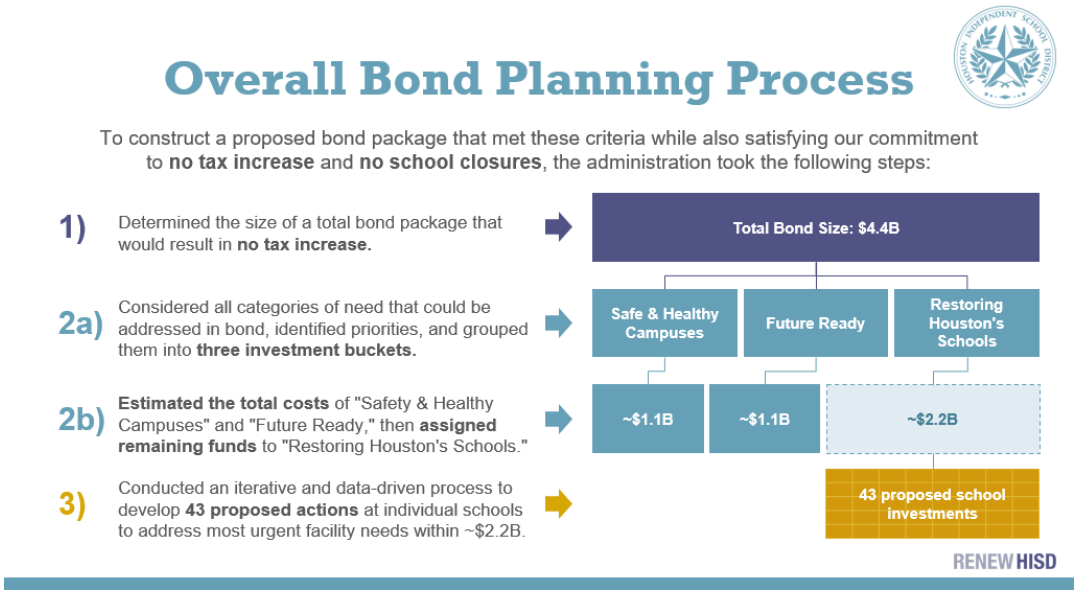
As a preview, the District has not invested in elementary and middle schools since 2007, and maintenance has been deferred. That reality has led to a situation where most schools have significant needs related to HVAC, use of temporary buildings, and water quality, in addition to the building safety requirements imposed by HB3. Slightly more than 30 percent of the District's facilities are more than 50 years old, and we have heavily relied upon T-buildings (nearly 1400 buildings) to support student learning.

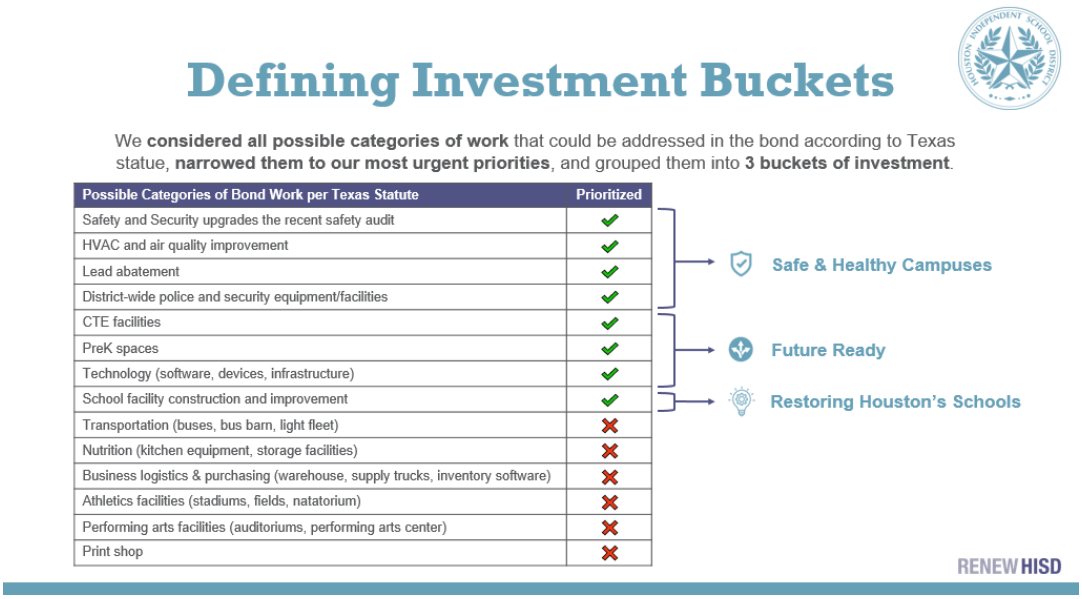
A very rough estimate of need to address all school improvements (including all safety, HVAC, water, facility improvements, PK expansion) and district improvements (e.g., transportation, nutrition) – is approximately $10B.

We know the HISD community would likely not support a bond that raised taxes and it would not be possible to ask the voters to support all the facility needs in the District at once. We began by determining what the District could borrow without raising taxes. Our outside financial analysts determined that HISD could borrow up to $4.4B without increasing the tax rate. We then identified the most urgent needs impacting all students and estimated the cost to address those issues. That is reflected in the Safety and Health investments ($1.1B) and core technology ($445M). Next we identified

District-wide needs tied directly to Board goals – i.e., prekindergarten expansion and Career and Technical Education Centers. The details and thinking behind those two initiatives are highlighted elsewhere in this Q&A document (17 - 36).

Those foundational, District-wide investments became the baseline. We then built a package of campus-specific investments with the $2.2B remaining to improve and renovate our highest need campuses. The process we used to identify those schools is explained in questions 9 - 16.





12. Why is the Administration investing in schools with declining enrollment? (i.e. Franklin ES) Does the Administration assume investments in campuses will contribute to re-enrollment on campuses?

When the administration is recommending investment in a declining-enrollment school, it's often as part of a co-location effort. So, in the example of Franklin Elementary School, they are receiving significant investment but since Edison is co-locating in the building, it will be well-utilized. In other cases, the investments that you see are for Safety, Security, and/or HVAC upgrades. Since exact sequencing for all projects is not able to be determined until after the Project Management Consultant (PMC) is onboarded, the administration is ensuring that ALL students have access to safe and healthy learning environments even if they will eventually move to another building or even if the building is below 75% utilization rate. We believe that all students deserve the necessary upgrades in our Health and Safety category.

13. **Please share process for determining financial investment in a school, specifically for new builds in underutilized and low enrollment schools. My concern is we may be investing in a new build with hopes enrollment will increase over time but not have evidence of it.**

Any school that is being recommended for rebuild is currently at 83% or greater utilization rate of permanent capacity. That is considered "ideal," allowing some room for future growth. The buildings with utilization lower than 83% utilization are a part of a co-location action and will be better utilized at the completion of both actions. For any of these same sites that might be projecting a decline in enrollment by 2029, the reduction is slight and still stays above or near the ideal utilization range. We determined which buildings to rebuild primarily by focusing on the FCI, and within that, the type of issues resulting in a poor score. For example, foundation issues merit a rebuild more than issues with the roofing or the HVAC. We prioritized within the poor-FCI buildings through a site-by-site evaluation of the work orders, by-system repair costs, and on-site staff input. We also considered the current and future enrollment trends. Making the final investment list was iterative – combined of multiple rounds of feedback and updates to the cost model with the HISD Operations team, Rice and Gardner, and Division and site staff.

14. **When rebuilding schools, how did the Administration determine the enrollment for which the school will be rebuilt?**

HISD, similar to other public school district in the area, contracts with an external demographer, called Population and Survey Analysts (PASA). PASA uses multiple sources to make enrollment projections, including but not limited to Census population estimates and projections, new housing starts (single-family, subdivisions, multi-family), economic and employment trends, enrollment trends in both charter and private schools within the district, changes in the distribution of the student population across the district, and external school starts. The proposed rebuild sizes are designed to accommodate the10-year enrollment projections.

15. **When was Wheatley renovated/rebuilt? The memo states "Built in 1958". Does that represent the latest update to that school?**

The original campus opened in 1958. However, it was rebuilt on the same plot of land in 2006 as part of the "Rebuild HISD" bond in 2002. Parts of the old campus were preserved and renovated. While Wheatley High School has received regular maintenance over the years, it was not included in the 2007 or 2012 bond since it was so new. Its facilities remain in strong condition (FCI score of 22 percent).

The Administration proposes to make improvements to the HVAC systems at Wheatley which will keep the facility in a good state of repair and condition moving forward.

16. **If the bond referendum is not supported by the community, what financial bridge exists to address building concerns?**

The District's comprehensive operating budget does not include enough excess funds to invest in the majority of the operational and facility needs identified in the bond proposal. The age of our facilities and the vulnerabilities of our power and HVAC systems are such that current fund balance would not cover said needs. As in most other Texas districts, as well as across the nation, a taxpayer funded facilities bond is necessary in order to address the scale of needed remedies.

We would continue to address acute and emergency maintenance as needed, and we would solicit additional grant funds to cover key security updates.

CTE:

17. **Houston is the energy capital of the US, with several higher education institutions and the world's largest medical complex. The proximity to CTE infrastructure is well within our reach. What informs the need to allocate 1.07B on three new CTE centers and Barbara Jordan renovation?**

For clarity, the $1.07B figure is for the entire Future Ready investment, which includes **$445 million for technology upgrades** (student and staff devices, software licensing, cybersecurity, etc.); $**200 million in Pre-K expansion** (identifying and renovating code-compliant space in existing campuses, expanding campuses where most needed, and the potential for a new early childhood center in the West Division - the area of the greatest projected growth), and **$425 million for the Career Centers** – a $50 million upgrade to Barbara Jordan, and $125 million for each of the proposed new Career Centers in the three remaining Divisions).

The principles behind the proposed career investments are connected to student outcomes and District goals. Students who access CTE are more likely to graduate from high school on time, enroll in a post-secondary program, and obtain full time employment and higher earnings after graduation. District Goal 3 sets forth "The percent of students graduating TSI ready and with an industry-based certification (IBC) will increase from 11% for the 2021–2022 graduates to 26% for the 2026-2027 graduates."

The process resulting in the recommendation for the Career Centers started with an assessment of existing district offerings, the potential to leverage public and private partnerships, and maximizing student access to high quality opportunities.

TEA has approved 53 Programs of Study for Career and Technical Education, all of which are relevant to the Gulf Coast economy. The challenge is HISD does not currently provide consistent access to career development opportunities across the District – with offerings varying by feeder/facility.

The goal of the Career Centers is to prepare more students for life after high school – whether they attend college, pursue a career, or enter military service. The Administration has researched local

economic needs and trends to identify programmatic offerings which are high skill, high wage, and high demand.

There is a three-part strategy to expand access to these career pathways – Specialty Magnets, Foundational Programs in all High Schools, and State-of-the Art Career Centers. The Career Centers will ensure high-value offerings are not isolated within specific schools, but are accessible to a broader range of students. School-specific offerings will remain in place in alignment with Defined Autonomy, while the Career Centers will improve program quality and dramatically increase access to career exploration and CTE completer opportunities for more students.

The Administration has also reviewed existing workforce development programs and facilities. HISD has a strong partnership with Houston Community College in our Early College programs, and we believe there are ways to partner more deeply with HCC both as we develop the Centers and in our ongoing programming with students. We plan to convene a District-wide committee to advise on the programmatic build out of the CTE Centers and to build the higher education and industry partnerships necessary to maximize all the resources in Houston and serve our students both while they are enrolled in HISD and after.

Grants and partnerships will continue to be an essential consideration for any college and career bond investments made by the District. Other districts have leveraged significant technology, tools, and materials into their Career programming through grants, partnerships, and charitable donations – HISD will do the same.

18. What is the utilization at Barbara Jordan presently (including total and by program)? What programs are being offered there?

Barbara Jordan's current projected enrollment is estimated to be 680 students for SY 24-25, and enrollment at Barbara Jordan has been steadily increasing since the opening, except for a dip during the Pandemic. Barbara Jordan's overall capacity is 730 students. See below for enrollment by year.

- SY 2020-21 – 480 students
- SY 2021-22 – 325 students (Pandemic year)
- SY 2022-23 – 520 students
- SY 2023-24 – 570 students
- SY 2024-25 – 680 students (projected enrollment)

Additionally, there are two limiting factors to enrollment at Barbara Jordan that will be removed in the future state design of CTE Centers.

- **First, many students are not eligible to enroll due to missing pre-requisite coursework.** Students do not start at Barbara Jordan until they are in 11th grade, and by that time, many have not completed the CTE Level 1 and Level 2 courses needed for enrollment in higher-level CTE courses. Additionally, some students are missing core Math and Science prerequisites required for enrollment. Barbara Jordan has piloted offering these courses on an accelerated schedule for students. This approach requires them to take core content and CTE courses at the Center. While this has enabled some students to enroll, it limits participation for those whose schedules cannot accommodate this time requirement.

- **Additionally, operations between feeder campuses and Barbara Jordan have not been fully aligned.** HISD campuses have historically been autonomous and run on different bell schedules. This has limited many students' ability to take classes at Barbara Jordan given they are not able to get to Barbara Jordan in time for courses to start.

Ideally when fully implemented, CTE Centers will offer the full course sequence (Level 1 – Level 4) for all high school students so access is not limited and course progression is automatic. Additionally, the TEA accountability system is increasing the rigor so completer status will be required starting in SY 25-26. This further incentivizes campuses to support students in completing a full course sequence. Lastly, HISD has already been working to better align bell schedules and has made significant improvements in 8 of the 9 feeder high schools for SY24-25 which is one reason there is a projected increase in enrollment.

Barbara Jordan offers the following TEA approved Programs of Study:

- Architecture
- Auto Tech
- Child Development/Education and Training
- Construction Tech
- Cosmetology
- Culinary Arts
- Electrical Tech
- Health Science
- Marketing
- Welding
- Entrepreneurship and Networking Systems is being added for the upcoming school year 2024-2025

19. How did the administration decide to recommend that the district would offer 10 programs of study at each CTE center? Is this efficient?

First, HISD analyzed data provided by TEA and the Texas Workforce Commission to determine which programs of study lead to high wage, high demand jobs in the Gulf Coast area in the year 2030. The programs included in the bond proposal were all supported by this analysis.

Second, the HISD reviewed the number of programs offered at campuses providing the most CTE access to students. Barbara Jordan offers 12 programs, Lamar offers 15 programs, Heights HS and Bellaire HS offer 9 programs, Chavez offers 11 programs. By offering 10 programs at CTE Centers, 100% of students would receive the same level of access and options as students at these HISD campuses.

Third, it is important to offer a wide range of options to ensure most students can identify a program of study aligned to their talents, skills and interests. Given programs range across so many industries prevalent in Houston (e.g., business, healthcare, energy, education, manufacturing), this allows students to select from a set of high quality options. It also allows HISD to be responsive to many different business partners across the city.

We also believe this increases efficiency across the district for the following reasons:

- **Invest in fewer locations.** Each program requires a significant amount of investment in infrastructure and equipment for a single school to maintain long-term. Instead of investing in this infrastructure at each campus, for each program, we can invest in one location that will serve the High School campuses within their respective divisions.
- **Maintain fewer programs.** Additionally, HISD currently supports over 40 different CTE programs across different schools given schools have historically had the autonomy to select any program. While we still envision a future state where campuses may offer unique programs in alignment with Defined Autonomy, we may likely see a reduction in the total number of overall programs which will improve the district's ability to do the highest priority programs well. This includes staying up to date with evolving technology, the changing workforce, and the latest advancements.
- **Improve staff utilization.** This model also allows for staffing efficiencies across the district. For example, in current state every campus must hire a CTE teacher specific to each program they offer. Often times campuses will not be able to fill classrooms or not be able to utilize a staff member for the entirety of the day. In the CTE Centers, the district would be able to higher fewer teachers by ensuring each teacher is teaching the optimal number of classes per day with the appropriate class size before another teacher is hired.
- **Improve staff training and support.** There are also efficiencies in staff training and capacity building. When programs are managed in this central location, the school leader maintains a dedicated focus on the quality of all CTE programing. This includes partnering with businesses to upskill all teachers and helping improve the quality of instruction in a hands-on CTE environment.
- **Improve access to other programing.** When students have access to Career Centers, this also frees up space and capacity on campuses to increase other program offerings including AP, IB, dual credit and other electives.

20. How do we intend to staff and fund these programs?

Once a CTE Center is established, there is state and federal funding available annually to support ongoing operations. CTE programs will be primarily funded through state-allocated weighted CTE funding, which provides allocated financial resources to school districts based on CTE student enrollment. These funds will be used to support CTE center operations, including the hiring of CTE teachers, necessary administrative staff and replenishment of equipment. To further support these programs, districts can leverage supplementary federal Perkins grants. Perkins funds are typically used for purchasing state-of-the-art equipment, providing professional development for CTE teachers, supporting student certifications and industry-recognized credentials, enhancing career counseling and guidance services, and developing curriculum that aligns with industry standards.

This CTE Center approach also allows for staffing efficiencies across the district. For example, in current state every campus must hire a CTE teacher specific to each program they offer. Often times campuses will not be able to fill classrooms or not be able to utilize a staff member for the entirety of the day. In the CTE Centers, the district would be able to higher fewer teachers by ensuring each teacher is teaching the optimal number of classes per day with the appropriate class size before another teacher is hired.

21. What is the problem that we are trying to solve with CTE centers?

HISD must ensure all students graduate ready for the challenges of 2035 and beyond. To do this, we also need to improve the following post-secondary outcomes for students.

- Career Readiness – TEA defines career readiness in the accountability system as students who complete a coherent sequence of courses aligned to a career program and obtain an Industry Based Certification (IBC) aligned to that same program. In SY22-23 (data lags by one year), only 11.2% of students complete a coherent course sequence and obtain an IBC by the time they graduate.
- College Readiness and Success – TEA defines college readiness based on their ability to meet a reading and math threshold via the SAT, ACT, and TSIA 2.0 assessment (TSI readiness). Readiness in RLA and Math unlocks the door for students to take dual credit and AP courses. It also increases the likeliness a student is successful in college if they choose to attend. In the SY22-23 graduating class, only 38.5% of students were TSI ready and only 50.4% enrolled in either 2-year or 4-year college. Additionally, our most recent data on college graduation shows that only 28% of students are completing college without dropping out (College Degree-Earners Within Six Years of High School Graduation).
- Creating College and Career Pathways for All Students – Data shows that only 11% students are TSI ready and obtain an IBC. However, research shows that students who are CTE Concentrators are more likely to enroll and succeed in college and maintain a higher wage job than non–CTE Concentrators. TEA also emphasizes the importance of helping students build both pathway options through the CCMR outcomes bonus which rewards districts for each student meeting the criteria for College ready or Career ready.
- College ready is defined as:
  - Meets Texas Success Initiative (TSI) criteria, and
  - Enrolls at a postsecondary institution immediately following high school; or earns an associate degree
- Career ready is defined as:
  - Meets **TSI criteria**, and
  - Earns an **industry-based certification (IBC)**; or earns a **level I or level II certificate** that rewards districts for each student that demonstrate college readiness and obtain an IBC.

To improve these outcomes, HISD must also focus on solving the following problems related to Career Readiness:

- **Access to Career Programs Aligned to 2035 and Beyond –** It is important to ensure HISD is offering career programs that prepare students for high skill, high wage, high demand jobs in Houston. Historically, HISD campuses have had autonomy to select and add programs. Due to budget constraints and/or building constraints at a single campus, and the variety of different approaches campuses used to select programs, HISD is now in a place where many high wage, high demand career offerings are not available at any comprehensive high school at HISD.
- **Equitable Access to Career Program Options** – Some campuses at HISD provide students access to numerous Career program options. For example, Lamar offers 15 programs, Heights HS and Bellaire HS offer 9 programs, and Chavez offers 11 programs. However, many other zoned campuses offer far fewer programs. For example, Yates HS offers 3 programs and Scarborough and Kashmere HS only offer 4 programs. By offering 10 programs at CTE Centers,

100% of students would receive more equitable access to a variety of programs as our students attending select campuses.

22. Please provide a comprehensive list of each CTE program available to students by campus.

The list can be found at this link: https://bit.ly/4f2a3zt

23. If we are now offering 4 CTE options at each comprehensive high school is the issue driving the CTE centers that we need more programming than the foundational 4 courses of study?

The District is supporting four foundational programs of study (FPOS) but not all campuses will implement all four (requirement was based on size of campus). All comprehensive campuses will offer entrepreneurship. Then based on size, many schools will also offer networking systems, health informatics, and/or distribution logistics & warehousing. HISD selected these four because they aligned to high-wage, high-demand jobs and could be accommodated inside most of our high school facilities. This meets a real need and is an immediate first step in improving the career pathways opportunities, however these FPOS are not enough to meet the needs of our diverse student population or the future economy and workplace of Houston.

These are not the only programs of study HISD students should be given an opportunity to take. In fact, right now some students can access 10+ programs at some HISD schools if they are fortunate enough to be zoned to or receive a school choice seat, while other schools have significantly fewer options. Given the large variety of student interests and talents, and the value of career exploration and training to all students including those who move on to a traditional higher education opportunity, it is critical that we offer all HISD students many more program options than the 1 – 4 programs available via FPOS.

24. The idea that we can improve interest in CTE is one that has been discussed by the administration. What work has been done to conduct a survey, inquire with schools about requested programs, or do some other research to determine whether if we build these centers the students will actually attend? If we have not done this work and do not have this information, how do we know how many students each center will need accommodate and what spaces are required?

Our most recent data shows that 50% of students do not enroll in postsecondary after graduating from HISD and only 14% of students graduate from college. Additionally, data shows only 11.5% of students are completing CTE courses and obtaining their IBC. While our priority is ensuring students develop a strong college AND career pathway, this data indicates that a majority of our students are not on a path to graduate prepared for either option. This is something we must change to ensure we are setting up students for success when they graduate.

When considering size of the centers and the total number of centers, the following assumptions were taken into consideration:

- Given the research shows students must complete a coherent sequence of courses to obtain the longer-term benefits of CTE, and TEA accountability is getting more rigorous, the future state CTE

centers would serve high school students in **all** grades (9th – 12th), not just 11th and 12th grade, which is the current state of Barbara Jordan. This allows students to complete the full Level 1 – Level 4 course sequence.

- A Career Center can serve four different groups of students in a semester given students rotate in and out of the center (e.g., a group of students attend during 1st and 2nd period, a group during 3rd and 4th period, a group during 5th and 6th period and a group during 7th and 8th period). This model fully utilizes the Center all days of the week.

The proposed capacity for each new Center (1200-1400 students each) was determined as follows:

- Currently, we have nearly 47,700 high school students across the district (exclusive of high school students at Texas Connections HS, a virtual school). If HISD builds enough capacity to serve 40% of these students (a rough estimate of career center usage in another large urban district) as a base, this would require creating learning space to support ~1,200 students. As students are not equally distributed across the district, we will design the CTE Centers based on divisional enrollment. (Calculation: 47,700 high school students, multiplied by 40% goal leads to 19,080 students, divided by 4 centers, divided by 4 rotating groups in the center in a given semester = ~1,200 students/Center)
- This level of capacity will ensure comprehensive CTE programming is available to any high school who may have limited programs of study at their own school site and all students who also plan to attend college but want to do so with skills and training and work experiences on their transcripts. This means the CTE Centers will need to serve a meaningful portion of students District-wide on any given day, so we recommend a building capacity of 1200-1400.

In the proposal, HISD prioritized the proposed programs of study for these CTE centers that aligned to high-skilled, high-wage, high demand jobs aligned to the future of work, based on analysis by TEA in conjunction with Texas Workforce Commission. The team also prioritized career programs that required significant infrastructure investment and resources, which are challenging to implement equitably across multiple campuses.

One of the key roles of CTE is to raise awareness at the lower grade levels about future career opportunities and provide students with the chance to explore various career paths. As we develop these CTE centers, we will continually engage with both business partners and campuses to refine course sequencing and ensure the skills taught meet the needs of both students and the future job market.

Additionally, we are committed to ongoing research and engagement with schools to understand their program requests and requirements. This collaborative approach will help us determine the appropriate capacity for each center and the specific spaces required to accommodate student needs effectively.

25. What are the risks of introducing CTE options early in school careers? Is there a concern about an unintended potential of "tracking" students in a way that is limiting to their future choices?

Critical to the design of Career programs is that they provide a broad foundation of critical thinking, problem-solving, professional and employability skills that support a variety of future educational and

career opportunities. Students who are exposed to high-quality career education are more likely to be successful after high school, whether they enter the workforce immediately or go on to a 2 or 4-year college opportunity. The goal is to empower students with the knowledge and skills they need to make informed choices about their futures, not to limit their options. It is important to note that many students taking CTE coursework can also be involved with AP, JROTC, or dual credit courses. Being involved in CTE programming does not limit a student to only CTE, nor does it limit their ability to engage in advanced coursework. Finally, it is important to develop each career program in partnership with higher education partners so advanced CTE courses can be offered as dual credit and coherent pathways can be identified to support students in continuing in higher education to obtain a certificate, associates and/or bachelor's degree. Here are some additional advantages:

- Early Career Exploration: Students can discover their passions and talents at a younger age, leading to more informed educational and career paths.
- Enhanced Academic Performance: CTE often integrates core academic subjects, making learning more relevant and engaging, which can boost overall academic achievement.
- Increased Student Engagement: Hands-on, practical learning experiences foster greater student interest and motivation.
- Improved College and Career Readiness: CTE develops essential soft skills like problem-solving, critical thinking, and communication, along with technical skills valuable in both higher education and the workforce.
- Higher Graduation Rates: Students involved in CTE programs are more likely to graduate high school.
- Workforce Development: Early exposure to career opportunities can help align education with regional job demands, addressing workforce shortages.
- Equity and Access: CTE can provide opportunities for students from diverse backgrounds, leveling the playing field and increasing access to high-wage careers.

26. Is specialty equipment for CTE centers included in the proposed bond or are there additional specialty equipment or materials which will need to be purchased including consumables that must be purchased on an annual basis?

Yes, all start-up costs (e.g., the cost of specialty equipment) is included as part of the bond proposal. For ongoing annual costs (e.g., cost of CTE teachers, equipment maintenance and equipment upgrades), the District can use CTE-dedicated General Fund (GF) funding or Perkins funds. Additionally, the district will continue to prioritize grants, partnerships, and philanthropic efforts to supplement bond financing.

27. Chief Hole mentioned the work that was done by other districts to build or consider building CTE centers. Can we please get whatever analysis/reporting was done in those districts? How does that analysis apply or not apply to HISD?

HISD has spoken to and visited multiple districts to learn more about the development of CTE Centers, how they operate and what is critical to their success. However, we do not currently have access to the internal design analysis and reporting completed by other districts.

28. What is the long term incremental cost of CTE centers including from a staffing, maintenance, insurance, overhead, etc standpoint? How does this spending impact our ability to meet the needs of other students including those who intend to select college - if we are spending money on long term costs of additional CTE offerings what is the impact to college counseling services or other supports for students who are college bound or could be?

Once a CTE Center is established, there is state and federal funding generated by CTE student enrollment available annually to support ongoing operations. This additional funding must be allocated to CTE-related supports. CTE centers will not impact our ability to support advanced coursework offerings (AP, IB, Dual Credit, etc.) or counseling as those expenses are included in the Academics General Fund budget priorities. It is also important to note that one of the keys goals of high-quality advanced CTE programming is to align these advanced CTE courses more closely to college coursework to prepare students not only to take advanced coursework after they leave HISD, but to give them the training and experience to complete it successfully.

29. What is the history of CTE partnerships with the district and how have they grown?

Developing business partners is a priority for the district to improve the quality of CTE programming so we prioritized improving in this area this past year. For example, in the 2022-2023 school year, only four business partners participated in our Business Advisory Council. Recognizing the need for greater industry collaboration, we expanded our partnerships. This year, we have over 140 business partners actively participating in the Council, demonstrating a substantial increase in industry interest and collaboration with HISD.

Our Business Advisory Council provides crucial insights into industry trends, job availability, certification updates, and new technologies. The feedback from our partners underscores the necessity of creating a direct pipeline to well-prepared, high-quality HISD student candidates. Business partners play a vital role in maintaining program quality through several key contributions:

1. **Upskilling Teachers:** Ensuring that teachers are trained in the latest industry innovations and technologies is critical. This ensures that instruction remains relevant and aligned with current job market demands.
2. **Student Experiences:** Business partnerships offer students work-based learning opportunities, internships, externships, facility tours, and other experiential learning opportunities. These experiences allow students to gain real-world skills and increase the pipeline of potential candidates for our business partners. For example, CVS Health offers internships to students in our Healthcare programs, often leading to full-time employment post-graduation. Similarly, Texas Health and Human Services reserves 60 job positions annually for HISD students.
3. **Financial Investment:** Many partners financially support our programs by funding teachers, providing state-of-the-art equipment, and sponsoring student experiences. Merek Construction, for instance, funds an HISD teacher, facilitates student visits to job sites, and provides financial assistance for student experiences at two campus partners.

Developing a set of business partners aligned to each program of study offered is high priority for HISD and critical in the design of programming to ensure courses are high-quality, relevant, and capable of preparing students for successful careers in high-demand fields.

30. If additional CTE centers are built, how will they affect campuses that may already be set up to provide those same offerings? I.e. Sterling Aviation, Austin Maritime?

Most programs of study suggested for the CTE centers are not currently offered at most comprehensive high schools. If a campus does offer one of the suggested programs of study, an analysis will be conducted between the campus and the CTE center to ensure we maximize existing resources at the same time we create new opportunities for more students. This initial capacity analysis is underway but can't be completed until we have more input from our higher education, industry, and other community partners on the specific programming in each center.

This analysis already considers student access and outcomes, financial and facility resources and limitation, and operational and logistical concerns. School-specific offerings will remain in place in alignment with Defined Autonomy, as desired. There may be instances where the CTE center offers the same program of study and a school decides to free up space and resources campus for other advanced coursework.

31. What is the general plan to ensure we have enough students interested in CTE offerings at the centers?

There are multiple approaches to ensuring the space is fully utilized.

- First, one important way to increase demand is to increase student exposure to different careers and the opportunities to pursue them after high school graduation. To do this, HISD is launching career exploration opportunities at the lower grade levels to build interest in CTE programming. We will also increase awareness through various initiatives, such as hosting events, bringing business partners to campuses, and incorporating career-focused activities into our curriculum. This approach aligns with our commitment to providing students with early exposure to potential career paths, ensuring they are well-informed and motivated to pursue CTE opportunities as they advance through their education.
- Additionally, The Career Centers must be designed flexibility so that programs can shift over time if needed. This is important not only to be responsive if a particular program consistently has lower demand overtime, but also to ensure the Centers can adapt programming as the future of work changes overtime. Some examples of this include walls that easily open and close, mobile furniture to easily reconfigure spaces and large spaces that allow for easy maneuvering of equipment.
- Finally, some districts have chosen to make it a requirement for students to take a Career course if they are not enrolled in advanced courses to ensure they are proactively developing at least one pathway. This also helps provide the student with an additional avenue to access college coursework via the career program. The Centers would allow ten or more diverse course offerings that would supplement advanced coursework for students preparing for college and create a much

clearer career pathway with higher earning potential for students choosing to enter the workforce right after high school.

Pre-K

32. The 4000 seats would make space for all eligible PK4 students plus 1/3 of PK3 students. What are the research based explanations for why all of those students (all eligible and 1/3 of eligible PK3) would take a seat?

According to TEA **Statute:** TEC §29.153 (b) a district must offer prekindergarten classes if it identifies 15 or more children who are eligible and are **four years of age** by September 1 of the current school year. **If a district offers a program for eligible three-year-old students**, then a waitlist or lottery may be established under district policy. When the Texas legislature established the prekindergarten program, the intent was, and still is, to provide early learning experiences to students who are most at risk for school failure. The legislature believed that a high-quality prekindergarten program could mitigate the impact of the at-risk characteristics, thereby assisting these students to become school ready when they enter kindergarten.

In addition to the state law, we followed the Houston Education Research Consortium (HERC) research recommendations: 1) to add pre-K programs to existing elementary campuses where no programs currently exist or add standalone Early Childhood Centers that are less reliant on existing campus locations 2) Increasing access to a nearby pre-K program is important, particularly those who qualify for free pre-K, as students who have a pre-K program in their elementary zone or within one mile of their homes are more likely to enroll. Nearly 40% of parental decisions about pre-K enrollment were driven by distance.

Ultimately, we are adding these 4000 seats to increase access to free pre-K for eligible PK4 students. Then, 1/3 of eligible PK3 students would be offered seats thus increasing pre-K access across the district.

33. Do we have a waitlist presently for either PK4 or PK3?

There are waitlists for some HISD campuses. The district Pre-K enrollment dashboard indicates current demand for each campus and where the district has waitlists for enrollment. Additionally, there continues to be a need for improved marketing and communication to our most high-needs families to ensure they are aware of the free Pre-K options available to them. This is the hardest group of parents to reach because we do not have family contact information until they make the decision to enroll or unless they have a sibling.

34. What data do we have on projections for future needs for PK4 and PK3 in terms of utilization in 5, 10 years?

The district demographer created five and ten-year population projections indicating where 3- and 4-year-olds will live and the administration is using the 10-year projections to inform proposed investments in future PreK sites. Population estimates indicate there are 39,000 three and four-year old children within HISD. The district currently services about 14,000 – meaning there are approximately

25,000 age 3- and 4-year-old children within HISD boundaries that the district is not serving with existing capacity.

35. What is the state allocation for pre-k students and what is our spend per child? In other words, what is the budgetary impact of adding additional pre-k seats to our k-12 students?

There are two main state funding sources that fund ongoing operations for Pre-K. The district receives regular program average daily attendance funding. Additionally, the district also receives supplemental early education allotment funding per TEA eligible pre-K student. Early education allotment funds are designated to improve student performance in reading and mathematics in pre-K through third grade. Specifically for Pre-K, each student generates an additional $1,232. This state funding is used to fund ongoing operations in a Pre-K classroom including the Pre-K teachers' and teaching assistant salaries.

Early education allotment funds cannot be used on capital expenditures such as Construction of buildings for Pre-k classrooms. This funding is also not enough to cover start-up costs and infrastructure costs needed for expansion. When expanding Pre-K, there are one time start-up costs for each new classroom between $30K - $50K depending on classroom size to equip the classroom with appropriately sized furniture, early childhood supplies and the Pre-K curriculum kit. Start-up costs are budgeted in General Funds for short-term expansion goals and are included in the bond estimate to meet the 4,000 student expansion goal.

36. Recognizing that district has plans to increase PreK seats, how does this plan support this? How will campuses be selected?

The following principles are used in the selection of schools.

- HISD seeks to serve 100% of eligible 4-year-olds and at least one third of eligible 3 year olds. HISD prioritizes expansion in campuses with the most unmet need.
- When expanding Pre-K at a school, we first look to optimize space within the existing building given that is the most affordable expansion approach. If this is not possible, we look to see if there is unused land where we could expand a building or invest in a quality modular building. HISD has completed a data analysis and identified 119 buildings that have the potential for expansion. Staff are currently doing physical walks of all these campuses to validate the data and ensure the expansion recommendation is feasible.
- After exhausting these expansion options, HISD was still not able add enough seats to serve students in the Wisdom feeder pattern given many buildings already have high utilization with limited unused land. This led to the recommendation of developing one new ECC to serve families in that area.
- Finally, for all rebuilds, HISD has incorporated Pre-K expansion in the design.

The following chart outlines the four different types of expansion included in the bond proposal.

Strategy	Estimated Seats	Estimated Cost	Rationale / Considerations
Rebuild	Estimated 700 seats	$0 additional funds allocated	• Ensure rebuilds address all key issues in design
Space Optimization	Estimated 2,100 seats	$50M	• Least expensive per student cost • Prioritize campus site-based volume of need by eligibility status
Unused Land	Estimated 800 seats	$100M	• Exploring for all campuses with no existing capacity AND available, unused land
New Early Childhood Center	Estimated 400 seats	$50M	• Build in feeder with largest unmet demand with limited ability to use other expansion options

Consolidation and Colocation:

37. Why don't we see school closures in this proposal? It's a hard discussion but I believe there can be a way to do it in a way that brings neighbors into the decision-making process.

The first priority is to improve quality of instruction – as the precursor to improving student and family experiences and outcomes and then measuring the impact on enrollment. While addressing campus locations will be a consideration over the next few years, the Administration recommends giving more time for the process of academic improvement to take hold, rather than making campus decisions before those gains can continue and become more widely known to families across the District.

The 2019 Legislative Budget Board review of HISD found significant excess capacity within HISD. Enrollment has consistently dropped year after year, some of it driven by demographics, some of it driven by the district's disparities in academic performance, and competition from charter schools which have earned traction within neighborhoods across the district.

Under-enrolled schools do create operational and financial pressures on the district – but those can pale in comparison to challenges for neighborhoods without access to public schools.

In thinking about how to best approach schools with low enrollment, the district has three options:

1) close community schools that are underenrolled and rezone those students to other schools;
2) invest in more schools with a poor FCI, irrespective of the current or future enrollment
3) co-locate schools within a single building or in multiple buildings on a single site within a neighborhood to preserve and improve the community school option.

As a matter of principle and given the delayed investment in building infrastructure, we have chosen to prioritize community schools. We believe we have a moral imperative to invest in and improve community schools as a first step, before we consider the implications of closing neighborhood schools.

The state as well is requiring specific building safety enhancements as a result of HB3.

This notion is why we are proposing to reinforce the safety features of every school – even if it is underenrolled. It is important that students and staff are in buildings that are protected from potential harm. Similarly, even in schools that are not at ideal capacity, those students deserve to learn in conditions that are appropriately cool or warm when the weather dictates it.

38. Explain the school consolidation process. Ideally with a brief visual to make it easier to understand.

School consolidation – the merging of two similar schools into one campus, or the combining of an elementary school and middle school into a single K-8 campus – is not contemplated in this bond.

The reality is HISD has many underutilized schools. The administration is working to first improve instruction, health, and safety of our campuses to make HISD a more attractive option for families. The Administration wants this bond's proposed investments to ensure neighborhoods and families retain access to HISD and sees co-location as an opportunity to preserve unique school identities - in new or upgraded physical spaces - without incurring the high costs of a full rebuild or major renovation of an already underutilized facility.

With that in mind, the Administration is proposing a series of co-locations, where an elementary school will move to the property of a middle school (or vice versa) with distinct schools now operating on a single parcel of land or within a single building. The exact nature of each co-location design (e.g., a single building that house two separate schools, or a single plot of land with separate schools) will be informed by the land, Project Advisory Team input, existing buildings able to be used for this purpose, and existing programs within each school.

HISD already has several examples of similar co-location approaches, where different campuses share contiguous district parcels across the District:

Bush ES/West Briar MS
Walnut Bend ES/Revere MS
Mandarin Immersion Magnet School/School at St. George Place
Neff ES/Sharpstown International School
Las Americas Newcomer School/Long Academy
Cage ES/Project Chrysalis Middle School
Moreno ES/Fonville MS
Durkee ES/Farias ECC
Oak Forest ES/Black MS
Gregory-Lincoln Education Center (K-8)/Carnegie Vanguard HS

There are also many more schools adjacent to each other – on opposite sides of a street or intersection.

The key is these current co-locations are distinct school facilities with separate entrances, administrative staff, principals, and faculty. Co-location will allow HISD to preserve these distinct features as part of these proposed actions in the bond.

In the seven recommended co-locations, the combination of facility condition and utilization were substantial factors in making the recommendation – meaning the district has identified opportunities to co-locate schools where existing buildings needed significant work, and where utilization is low.

Cage ES/Project Chrysalis MS is an exception as they are already co-located. The Cage building needs to be rebuilt, and Project Chrysalis is currently in temporary buildings. A complete rebuild with permanent structures for both will allow them to remain at their current site – but in healthier, safer, and more effective learning environments.

[See more detail in Q39 response]

Should the district pursue the bond, the next step is initiating the Project Advisory Team process this summer. These Teams will include the principals, representatives from the staff, parents, and neighborhood residents (as well as representatives from the architectural and design teams and divisional and facilities staff).

HISD has used Project Advisory Teams in prior bonds to connect the architectural and design teams with the current school community and neighborhoods to ensure local needs are surfaced and included in design and development. The Project Advisory Teams will also be supported in the design and implementation of family engagement to explain the process and align on outcomes each community can expect.

Project Advisory Teams serve for the length of the project. The design phase is anticipated to last for a year, and construction can be a year to eighteen months, depending on the scope of the renovation or rebuild.

39. Please explain "we prioritized potential co-location opportunities". What is the plan for these opportunities? Please list all schools that fall in this category. What is the anticipated length of time for co-location? What happens to the previous school building once a student body is co-located? Why is co-location a better option for these schools versus other alternatives?

Co-location is a way for the district to preserve school communities while moving them to another location. HISD already has several instances of co-location across the District, where campuses share contiguous district parcels across the District:

Bush ES/West Briar MS
Walnut Bend ES/Revere MS
Mandarin Immersion/School at St. George
Neff ES/Sharpstown International
Las Americas/Long Academy

Cage ES/Project Chrysalis
Moreno ES/Fonville MS
Durkee ES/Farias ECC
Oak Forest ES/Black MS
Gregory-Lincoln Education Center (K-8)/Carnegie Vanguard HS

There are also many more schools directly adjacent to each other – but separated by an active street or intersection.

Fifteen schools are included among the seven proposed co-locations being considered in this bond:

Holland MS, Port Houston ES, and Pleasantville ES (Furr Feeder)– Holland MS and Pleasantville are currently adjacent (separated by a street). This co-location would combine the three schools on the Holland parcel – each with separate entrances, staff, and programs. There will be transportation needs for the Port Houston community to access the new campus.

Fleming MS, Isaacs ES (Wheatley Feeder) – Fleming MS and Isaacs are currently two blocks apart, are high FCI campuses, with low utilization. Fleming requires a rebuild, and has a large parcel, which presents the opportunity to co-locate Isaacs on the parcel in an adjoining building.

Franklin ES, Edison MS (Austin Feeder) – Franklin ES was closed for HVAC upgrades during the 2023-24 academic year and will re-open in August 2024. Edison is located two blocks from Franklin, has high FCI, and is under 50 percent utilization. There is room on the Franklin parcel to build a smaller middle school for Edison.

Key MS, Kashmere Gardens ES (Kashmere Feeder) – Kashmere Gardens has high FCI (83 percent) and low enrollment (331 students). There is ample room at Key Middle School (41 percent utilization) to accommodate the Kashmere Gardens students, with renovations to ensure the two schools retain their identities. The district will address the transportation needs of the Kashmere Gardens families to ensure access to the new facilities at the Key campus.

Baylor at Ryan MS, Blackshear ES (Yates Feeder) – Baylor at Ryan is low enrollment (313) and utilization (32 percent). Blackshear Elementary is also low enrollment (301 students) and utilization (55 percent). This co-location combines the two schools at the Ryan campus, with renovations to keep the school communities separate within the space.

Deady MS, Sanchez ES (Milby Feeder) – Deady is low enrollment (494 students) and low utilization (37 percent). Sanchez is low enrollment (431 students) and poorly sited. There is ample space at Deady to co-locate the Sanchez community, and Deady is actually more central and convenient to the Sanchez attendance zone.

Cage ES, Project Chrysalis MS (Austin Feeder) – Cage and Chrysalis are an existing co-location. Cage is recommended for a rebuild, and Project Chrysalis, while small (252 students) is currently a temporary building campus (of poor quality) located adjacent to Cage Elementary. Since Cage will be rebuilt, it is an opportunity to move Project Chrysalis into more permanent

structures. This could become a shared building with separate entrances, yet some common amenities and spaces.

Co-locations are expected to be long-term solutions to local enrollment trends and challenges. They reduce operational costs with a more compact footprint and allow HISD to remain present in neighborhoods and to preserve these distinct school communities. If the schools had higher enrollment or higher utilization, the District would be recommending rebuilds or significant renovations to one or both of the co-located schools.

40. Have campuses been informed of co-location plans?

While principals are aware of the bond team's recommendations, the plans will not be final until after Board consideration and voter approval.

Should the District pursue the bond, the next step is initiating the Project Advisory Team process this summer. Project Advisory Teams are led by the principals, and include representatives from the staff, parents, and neighborhood residents (as well as representatives from the architectural and design teams and divisional and facilities staff). Project Advisory Teams also include student representatives for Middle Schools and High Schools.

HISD has used Project Advisory Teams in prior bonds to connect the architectural and design teams with the current school community and neighborhoods to ensure local needs are surfaced and included in design and development. The project advisory teams will also be supported in the design and implementation of family engagement to explain the process and align on outcomes each community can expect.

In the case of co-locations, the Project Advisory Teams will meet separately to discuss the pending actions within the existing campuses, as implementation will take time (see more below). The Project Advisory Teams will also meet together to discuss design, transportation, temporary relocation (where relevant) and other considerations.

Project Advisory Teams serve for the length of the project. The design phase for colocations and other major actions is anticipated to last for a year, and construction can be a year to eighteen months, depending on the scope of the renovation, rebuild, expansion, or co-location.

41. For campuses impacted by co-locations, what information/communication has been shared with those communities?

Each of the proposed co-locations was previewed at the community meeting in the relevant Division. Ideally, we will begin the work to create Project Advisory teams at each of the co-location sites in August so that community input is part of the earliest stages of planning these projects.

42. Several of the co-location campus have investments to middle and elementary campus. Please explain why both campuses would need improvement if one is relocating.

Typically, the “receiving” school is showing larger investment than the “sending” school. The “sending” school still has funding allocated for interim improvements because implementation will take time. The design process – which will include site surveys and input from the campus Project Advisory Team – is anticipated to take a year. Construction at the receiving school may take 12 to 18 months from notice to proceed, and some projects may start after others.

In short – the “sending” may not occur for a few years, and in the interim, those schools still need improvements to provide safe and healthy environments to students and staff.

43. Please provide the analysis supporting the guiding principle of "No school closures" in conjunction with the HISD Bond Planning (see process memo at p. 1).

The 2019 Legislative Budget Board review of HISD found significant excess capacity within HISD. Enrollment has consistently declined year after year, some of it driven by demographics, some of it driven by the district’s disparities in academic performance, and competition from charter schools which have earned traction within neighborhoods across the district.

The District has committed to improving quality of instruction – as the precursor to improving student and family experiences and outcomes and thereby encouraging enrollment.

While addressing campus locations will be a consideration over the next few years, the Administration recommends giving more time for the process of academic improvement to take hold, rather than making campus decisions before those gains can continue and become more widely known to families across the District. In short, if data shows that there are students who could be attending our schools, we have an obligation to make those schools academically effective and improve learning conditions in the building before we close an important community asset like a neighborhood school.

Under-enrolled schools do create operational and financial pressures on the District – but those can pale in comparison to challenges for neighborhoods lacking access to a school.

44. What does research tell us for how colocations can exist together? Other than economies of scale and financial.

Co-locations enable many opportunities beyond cost efficiency, including shared resources, enhanced support services, and community partnerships.

These campuses allow resource sharing, like technology and specialized equipment, and a broader range of extracurricular activities, so more students have access than if the campus stood alone.

Co-located campuses can also share operational staff such facilities, maintenance and custodial staff, food service and nutrition staff, and other campus support positions.

Most of the research on co-locations is specific to independent charter schools co-located with traditional district schools. Co-located schools, where multiple schools share a single building or campus, can exist and thrive together through careful planning, collaboration, and resource-sharing. There are lessons to learn from those co-location experiences. Some of those are:

- Ensure the campus leadership teams clearly communicate and collaborate
- Define which spaces are exclusively to one school and which spaces are shared
- Thoughtfully organize schedules to manage congestion and competition for shared resources
- Identify those resources that can be shared and which need to be devoted to individual campuses

We have included a link to one important study here, but it is marginally relevant to the proposals we are making.

Winters, M. (Feb 2014) The Effective of Co-Locations on Student Achievement in NYC Public Schools. (Summary; Full Report).

45. We must acknowledge the need to right size in this process for both rebuilds and co-locations. To the extent that current figures include buildings more than 20% above projected capacity in 2029, please provide updated investment figures that assume no more than 20% above current projections. If the 20% number is not an appropriate limit or there is a school building standard that experts say should be applied (other than 20%), please use that standard and explain the basis of the standard.

First, it is important to note that the precise square footage of rebuilds and co-locations will be finalized as part of the implementation process in collaboration with Project Advisory Teams, architects, PMC experts, and other key stakeholders. This will take into account not only the capacity needed based on student enrollment projections, but also site-specific space and construction factors, design/programmatic needs, and operational infrastructure needed.

For the purposes of estimating the cost of potential rebuilds, we considered both a set of industry-standard baseline assumptions for the ideal size of new elementary and middle schools to operate sustainably at scale (600 students per elementary, 800 per middle) and adjusted baseline capacity for each school based on projected enrollment data to ensure enough funds are available to complete the projects at the appropriate size. Accounting for these adjustments, the projected utilization (projected '28-'29 enrollment vs. projected permanent capacity) of rebuilds and co-locations is estimated to be ~88% on average. This is well within the range for ideal utilization.

As part of this cost modeling exercise, the administration was cautious not to underestimate rebuild and co-location sizes solely on the basis of enrollment projections. While we have continued to consider the environment of declining enrollment in HISD and most large school districts, it is imperative to acknowledge that projections are not able to account for many key factors that will likely impact future enrollment, such as district rezoning, as well as shifts in school demand that may occur as a result of changes in school performance and/or the replacement of outdated buildings with new, state-of-the-art facilities. As such, the cost estimates for proposed rebuilds and co-locations seek to balance rightsizing with setting schools up for long-term success in meeting the needs of HISD students and families over the life of the building.

46. Explain why all co-located campuses would not be built under one roof such that all administration and other resources (like secretary, registrar, counselor, nurse, etc) and flex and other shared spaces may be accessed more readily.

In most cases, we expect co-located campuses to be under one roof and be able to leverage shared resources as described here. However, we also are committed to ensuring there is adequate separation of space (e.g. separate wings), individual entrances/exits, etc. so that the co-located campuses are able to maintain their distinct school identities.

Ultimately, however, site-by-site decisions about the specific configuration of co-located campuses will be finalized in partnership with Project Advisory Teams, architects, PMC experts, and other key stakeholders as part of the implementation process to ensure each co-location meets the needs of its constituent school communities and feasibility constraints. In some cases, this may result in co-located campuses that share one parcel of land but have their own buildings if that is determined to be a better solution for those schools.

47. If we are contemplating building separate buildings in co-locations how does building multiple campuses on one plot of land (as opposed to sharing one building as presented as the other alternative) save building costs?

This type of co-location has the potential to save overall cost not only in total construction footprint, but also reducing the need for swing space for students who will move, sharing the overall construction costs of spaces that will be shared such as libraries, cafeteria, and gymnasiums, as well as parking spaces. In these shared spaces, the schools will also share some staff such as custodians and food service workers. These staff allocation savings will persist over the life of the co-location and reduce staffing ratios across both schools without lowering services rendered for students.

48. Are there other schools that were considered for co-locations and is there a phase 2 proposal for co-locations? If there were others considered please advise what those campuses are and why they were not included in the plan presented.

Yes, there are additional schools that were considered for co-location (see below). In many cases, the land at either site simply made co-location infeasible. At this time, the administration has not considered if or when there will be an additional phase of co-locations. For those not selected in this particular bond, the issues that excluded them may still persist in the future, and so there is no indication as to whether or not they will be co-located at any future time.

- **Alcott** - Initially considered co-locating **Kelso Elementary at Alcott Elementary**. However, we decided not to since Kelso is already receiving investment in Restoring Houston Schools, so this co-location was not deemed a priority investment. Given its low FCI (44%) and low utilization (38%) Alcott will be receiving HVAC, safety, and security investments.
- **Ashford -** Initially considered pairing Ashford and **Shadowbriar Elementary School**. With 50% FCI, it is at the cusp of the >50% threshold. It is receiving HVAC, safety, and security investments, and HVAC upgrades will likely bring FCI below 50%.
- **Bastian -** Initially considered building add-on at **Jones Futures Academy** for Bastian Elementary. However, Jones Futures Academy houses the division staff, so the proposal was not included in the bond. Given its low FCI (14%), this campus will be receiving safety and security investments only.
- **Bruce -** Initially considered co-locating **NQ Henderson** students at Bruce Elementary. Given their programmatic differences (magnet vs. non-magnet), this was ultimately not included in the bond

package. NQ Henderson is receiving investment, while Bruce will be receiving HVAC, safety, and security investments given its low FCI (24%) and low utilization (42%).

- **Burrus -** Initially considered pairing Burrus and **Kennedy.** With 52% FCI, Burrus is at the cusp of the >50% threshold, but significantly underutilized (37%). It will be receiving HVAC, safety, and security investments; HVAC upgrades will likely bring FCI below 50%
- **Bush – Bush** was initially considered for pairing at **West Briar.** We did not move forward with this co-location, and the school will be receiving safety, and security investments
- **Carrillo -** While the school has a poor FCI (71%), it also has poor utilization (53%). We initially considered pairing Carrillo with **Tijerina** or with **Gallegos**. The latter was not chosen because it would cross feeder pattern lines. The school will receive HVAC, safety, and security investments.
- **Codwell –** We initially considered co-locating **Thomas Middle School** in a new wing at Codwell Elementary. Ultimately, this was deemed unfeasible and with the low FCI (2%), Codwell will be receiving safety and security investments.
- **De Zavala –** De Zavala has poor FCI (73%), very poor utilization (36%) and small EL (231 students). We initially considered co-locating with **Gallegos Elementary**, but that was not included given they are in different feeders and very far from other campuses in feeder. Students are currently being housed at Lockwood, and the school's FCI will be improved once the HVAC is replaced. They are also receiving safety, and security investments
- **Eliot –** We considered co-locating **Scroggins Elementary** at Eliot Elementary. Given Scroggins and Eliot fall below the >50% FCI threshold (47% and 45%, respectively), this co-location was not deemed a priority. Eliot is receiving HVAC, safety, and security investments.
- **Fonville Middle School –** We initially considered co-locating Fonville with **Henry Middle School**; ultimately not included in bond given both campuses are too large to bring to the other campus. Additionally, the FCI did not meet the >50% FCI threshold (47%) so it will be receiving safety and security investments.
- **Gallegos -** Initially considered co-locating with **De Zavala** , not included given they are in different feeders. The FCI did not meet the >50% FCI threshold (45%) so it will be receiving HVAC, safety, and security investments.
- **Garden Villas -** With 50% FCI, at the cusp of the >50% threshold. We initially considered co-locating with Gregg EL, not included given different programmatic models (magnet vs. Non-magnet). Its utilization is poor (54%) and expected to decline significantly over the next 10 years (35%). The school is receiving HVAC, safety, and security investments
- **Gregg –** We initially considered co-locating with **Garden Villas Elementary**, but it's not included given different programmatic models (magnet vs. non-magnet). Additionally, the FCI did not meet the >50% FCI threshold (45%) so it will be receiving HVAC, safety, and security investments.
- **Halpin EC -** With 50% FCI, it is right at the cusp of the >50% threshold. We initially considered co-locating Halpin EC at Tinsley Elementary, but was not included given it's being considered for ECE investment. While the school is overutilized now (105%), utilization is expected to decline to 92% in the next 10 years. It will receive HVAC, safety, and security investments; HVAC upgrades will likely bring FCI below 50%.

- **HS Ahead Academy -** Originally considered for co-location with **Williams Middle School**; however, ultimately we did not move forward with this among other priorities. Utilization is very weak (29%) and expected to continue to decline over the next 10 years (25%).
- **Jones HS – Futures Academy -** Originally considered for co-location with Bastian Elementary; however, the division staff is housed here so it is not a viable option. While FCI is poor (60%), utilization is extremely poor (25%) and continuing to steadily decline over the next 10 years (21%). The building is receiving HVAC, safety, and security investments.
- **Kennedy -** Initially considered co-locating **Burrus Elementary** at Kennedy Elementary; however, it is not included given different programmatic models. Kennedy's FCI is very low (7%) so it will be receiving HVAC, safety, and security investments.
- **Lawson -** Initially considered co-locating **Grissom Elementary** at **Lawson Middle School**, but it is not included given student accessibility needs (e.g., students with disabilities). FCI is very low (0%) and it has strong utilization (77%), so it will be receiving HVAC, safety, and security investments.
- **Looscan –** Looscan was considered for co-location with **C. Martinez,** as it has a poor FCI (56%) and decent utilization (65%). However, utilization is expected to continue to decline over the next 10 years (45%). Looscan will be receiving HVAC, safety, and security investments.
- **Martinez C. -** Initially considered co-locating C. Martinez with **Ross**, then considered for co-location with **Looscan**, C. Martinez has a low FCI (35%) and low utilization (35%) so it will be receiving safety and security investments.
- **Martinez R. -** Initially considered co-locating Martinez R. Elementary at **Scroggins Elementary,** but it is not included given geographical (e.g., current school sites intersected by I-10) and environmental concerns. While it does have a poor FCI (66%), utilization is weak (61%) and projected to gradually decline over the next 10 years (55%). The school will be receiving safety and security investments.
- **Roosevelt -** Considered co-locating **Burrus Elementary** at Roosevelt EL, but is not included given different feeders. The FCI is very low (8%) so it will be receiving safety and security investments.
- **Ross -** While it has a poor FCI (72%) and decent utilization (69%) it is a very small school (258 students). We initially considered pairing Ross with **Looscan** but the distance was deemed too far. We also considered pairing Ross with **C. Martinez** but ultimately it was determined that the school should not co-locate and will be receiving HVAC, safety, and security investments.
- **Scroggins -** Initially considered co-locating R. Martinez EL at Scroggins EL, not included given geographical (e.g., current school sites intersected by I-10) and environmental concerns. FCI did not meet the >50% FCI threshold (47%) so it will be receiving HVAC, safety, and security investments
- **Shadowbriar (PK-5) -** Initially considered pairing **Ashford** and Shadowbriar Elementary but did not move forward. While this campus has poor FCI (60%), utilization is also poor (59%) and expected to decline over the next 10 years (49%). They will be receiving safety and security investments.
- **Tinsley -** Initially considered co-locating **Halpin EC** at Tinsley EL, however it is not included given it was being considered for ECE investment, either at this time or in a future bone. FCI is low (30%) with substantial utilization (82%) so it will be receiving HVAC, safety, and security investments.

49. For campuses impacted by co-locations, will families be available to access district transportation even if temporarily?

Yes. We will continue to follow District procedures and provide transportation to students attending their zoned colocation campus and residing two or more miles away.

50. What savings amounts are projected by co-locating campuses?

Please see the answer to number 47 above as it relates to co-locations containing two or more buildings. When two schools share one building, the synergies and hence savings will be even greater. Once we have decided precisely how these will work at each site, students are re-enrolled and routed to buses, and staff is hired to serve students across schools, we will be able to develop more precise cost savings to share with the board and the community.

Overall, the cost savings will be primarily driven by the reduction in overall operating footprint – shifting these 15 total schools into 7, which will allow the district to maintain presence in the community while most strategically positioning more resources at schools.

Community Engagement and Input:

51. Are there meetings with community leaders and school community leaders (e.g., PTA/O, SDMC, relevant committees) to validate or bring their improvement ideas into the planning process? What community input has been gathered through this process and could you please point me to a 1-3 page summary of the information gathered?

The District's Community Advisory Committee has met five times in public, and several times as a group to consider the Administration's proposals, ask questions, and make recommendations. Their work will continue throughout the summer, and their preliminary findings are contained in a separate summary document the Board will receive before the scheduled workshop.

Here are the meeting summaries for each Division meeting.

South meeting: May 30, Cornelius Elementary School

North meeting: June 10, North Forest High School

Central meeting: June 4, Fondren Middle School

West meeting: June 5, Fleming Middle School

The full CAC report can be found here.

In addition, the District has met with several stakeholder groups, a range of elected officials, and district partners to discuss the bond.

Moving forward, there will be several opportunities for ongoing engagement over the summer, including outreach and workshops around MWBE opportunities, the design and development of the Career Centers, and the initiation of the Project Advisory Team process (where people can apply to their

principals to serve on Project Advisory Teams). This engagement will generate the opportunity for feedback and further consideration by the Administration and Board.

52. Will there be an opportunity for local adjustments and redirection based on their knowledge of what is needed on the ground? (From community or school teams)

Yes, to an extent. The timeline shared on 6/27 mentioned the formation of Project Advisory Teams at school sites as early as this August. These teams will provide input on the design and implementation of key projects. Keep in mind that there may be limitations on what can be adjusted based on the plot of land, project budget, local regulations, and other constraints in the construction process. However, community input will be a valuable and critical part of the process.

Oversight:

53. If we move forward with bond and if voters approve, what are the plans for oversight through the completion of the bond program?

There are multiple layers of oversight and accountability. The first is contained within the election order the Board may consider in authorizing the election.

Specificity in the election order itself is not required by Texas law, and most districts give themselves as much flexibility as possible. In 2012, the Board's election order specifically identified the 39 schools receiving investment, and the Administration is recommending continuing this practice to be as specific as possible in delineating proposed actions and costs by campus and project. This transparency creates accountability and, absent exigent circumstances, constrains the district from failing to carry out the projects promised to the voters or investing in projects not enumerated in the election order.

The election order is a more specific and descriptive resolution the Board considers for adoption when authorizing an election, while the ballot proposition presented on election day contains more general, statutorily prescribed language.

The Administration will recommend some flexibility in the election order to account for unforeseen health, safety, or structural contingencies. For example, should ongoing environmental testing reveal the need to relocate a campus, there will be language allowing the Board to authorize such a change.

The second layer of accountability is a Bond Oversight Committee. While not required by law, the District has used a bond oversight committee in the past and intends to organize a Bond Oversight Committee for this Bond as well. This Committee will review progress through periodic meetings (at least quarterly) with the Administration's bond team. The bond oversight committee typically takes effect after the election, should voters approve the bond.

The ultimate oversight is the Board itself, where the various contracts, procurement recommendations, adherence to MWBE goals, and other functional and policy matters rise to the level of Board engagement and decision.

In addition to oversight – there are inputs and opportunities for engagement. Should the Board decide to move forward, there will be several sets of ongoing engagement, starting this summer, including outreach and workshops around MWBE opportunities, the design and development of the Career Centers, and the initiation of the Project Advisory Team process (where people can apply to their principals to serve on Project Advisory Teams. All of these inputs and engagement will generate action and inquiry which elevate the conversation around the bond and create the opportunity for feedback and further consideration by the Administration and Board.

54. How similar or different is the Bond Oversight Committee Charter for this current bond in comparison to the 2012 Bond Oversight Committee Charter?

The draft 2024 Bond Oversight Committee Charter is similar in function and intent to the 2012 Bond Oversight Committee Charter. Both include key provisions that explain:

- Purpose
- Structure and Membership
- Duties and Responsibilities
- Meeting Cadence
- Ethics

Should the Bond be approved by voters, we would finalize the Bond Oversight Committee Charter and launch this effort in a timely manner.

Other:

55. Have opportunities for moving toward an electrified fleet for buses and HISD vehicles been considered? pros/cons?

Yes, but not in the context of this bond. As the Administration related in the Efficiency Report, HISD has significant excess bus capacity, but poorly designed routing. The Administration is focused on the optimization of the existing assets before investing in additional fleet capacity.

56. In what ways can the Operations Team be improved to build operational effectiveness? How does the Administration plan to sustain and maintain the bond investments?

The District has commenced procurement of Program Management Consulting (PMC) services, including a master planning contract for this bond. This team will assess the project scale and generate an effective scope and sequence for each phase and project. Their work will be informed by findings from site surveys and inputs from the Project Advisory Teams. The Bond Oversight Committee is the primary mechanism for ensuring accountability, transparency, and fidelity to the contract with the voters. This committee reviews progress through periodic public meetings (at least quarterly) with the Administration's bond team and typically takes effect after the election, should voters approve the bond.

Additionally, the Operations Division has recently restructured in response to budget conditions. This restructuring provides the leadership team an opportunity to build new processes while leveraging the decades of expertise from the Interim Chief of Operations and the Senior Executive Director of

Maintenance. The team has been reorganized to provide dedicated support to the units in each division, with three units in each division. Maintenance teams are assigned to support a specific unit in each division, providing dedicated attention to the assigned campuses.

Each campus has a Building Services Manager (BSM) responsible for the internal and external upkeep of their campus. The BSM handles minor maintenance and repairs and the upkeep of the grounds. As bond projects are completed, the BSM and the trades team will receive training to maintain the installed systems i.e., preventative maintenance, and to care for the flooring and upkeep of the campuses.