



**Foggy Bottom & West End
Advisory Neighborhood Commission 2A (www.anc2a.org)
Special Meeting Minutes**

Tuesday July 10, 2012 7:00 p.m.
Elliot School Room 113 George Washington University
1957 E Street NW Washington, DC

Call to Order

Chair Florence Harmon called the meeting to order at 7:08pm. Commissioners Rebecca Coder (2A02), David Lehrman (2A01) and Asher Corson (2A03) were present. Commissioners introduced themselves. Quorum was obtained when Commissioner Armando Irizarry arrived at 7:13pm. Commissioner Graham Galka arrived at 7:25pm

Chair Harmon thanked Jackson Carnes of GWU's Student Speaks and Nimita Shaw and Matt Troy of the DC Office of Deputy Mayor for Economic Planning (DMPED) and Marc Bleyer of DC Office of the Deputy Mayor for Education (DME). She stated that this ANC special meeting was a joint meeting with DMPED.

Chair Harmon stated that Stevens School was the first school for freed slaves in DC. Many notable African American and generations of DC residents have attended.

Nimita Shaw (of DMPED) provided a history of the Stevens development project. In April, DMPED introduced the short list of education teams and developer teams. Developer and Education finalist paired into 17 teams. Tonight, five (5) educational teams will present their proposals to the community for their feedback. The four (4) development teams will present their proposals tomorrow, July 11, 2012. Community members should send comments by August 9 - 5pm to dcbiz@dc.gov or mail it to: Nimita Shah, Project Mgr, Office of Deputy Mayor for Planning and Economic Development, 1350 Penn Ave, NW, Washington, DC 20004.

All the presentations, including questions and answers, are posted on line at <http://dmped.dc.gov/DC/DMPED/Opportunities/Development+Opportunities+and+Solicitations?nav=3&vgnnextrefresh=1#2>

Five of the six educational teams that submitted proposals presented tonight:

- AppleTree Institute for Education Innovation
- Dorothy I. Height Community Academy Public Charter School
- Eagle Academy Public Charter School
- GEMS Americas, Urban Atlantic Education and The Robert Bobb Group
- Ivy Mount Schools and Programs

AppleTree Institute for Education Innovation

AppleTree Institute is a non-profit consisting of an institute and a public charter pre-school network, providing early childhood education programs to 620 children at seven sites in DC. Their combined budget is \$14 million. They have built four sites in DC, including two new sites in Lincoln Park and Douglas Knoll. Their current lease is up next year, and they are looking to move from Thomas Circle where they have 355-385 students. AppleTree projects their enrollment to be full and complete, with 250 applicants remaining on a waiting list.

AppleTree has a proven academic record of excellence with highly qualified teachers and teacher assistants. The proficiency of their students in language, literacy, and mathematics has improved in the past four years. Approximately, 60%-98% of their pre-school age children achieve the normal range on standardized measures. About 40-90% of their children achieve 50th percentile in standardized measures.

AppleTree achieved success in funding their programs and sites from governmental grants and other organizations, such as from the Department of Education and Early Reading First. They have worked with Head Start, DC public and charter schools and Johns Hopkins University. They have ongoing partnership programs with GWU, UDC, New Schools Venture Funds, and DC public and charter schools. They will continue their relationship with GWU for programs in teacher training and use of their facilities. They will establish ties with local ANCs and other groups and will have ongoing outreach programs to the community.

At the Stevens School site, AppleTree will establish a Tier 1 pre-Kindergarten education school for 160 pre-students (ages 3-4yrs old) with a total of 378 students in 8 classrooms. They will include neighborhood children. They will offer a before/after school program “Kids House.” The hours of the school will be 6am to 6pm.

AppleTree will use four floors: The basement floor will house three classrooms, a cafeteria, a multipurpose room, a health clinic and a storage area. The ground floor will have a reception area and house five classrooms, testing room, library, bathrooms, and administrative office space. The second floor will house the headquarters for AppleTree Institute for 30-35 employees. The third floor will house overflow administrative space, a meeting hall, and four rooms dedicated to professional development. AppleTree will provide two playground areas; each will accommodate 20 students at a time, on the northeast and southeast corner of the 21st Street entrance. Because there is limited play space, they will use neighborhood parks and build a relationship with YMCA.

AppleTree will preserve and celebrate the history of Stevens School by retaining its namesake and implementing a memorial to its history.

AppleTree has teamed with three developers: Akridge/Argos, Donohoe/Decca, and Lincoln Property/Mosaic Urban.

Dorothy Height Community Academy Public Charter Schools

Dorothy Height Community Academy Public Charter Schools (CAPCS) is a charter school operator and renovator, serving PreK-5th grades. CAPCS began in 1998 servicing 287 students. It has grown to four campuses and an online program serving over 1800 students. They currently employ 300 people, of which 200 are teachers. They are sound financially, with a \$32 million dollar budget. CAPCS renovated The Armstrong School, which it utilizes, which was an historic building.

CAPCS's goal is to incorporate the Stevens School into their network of schools as a Tier 1 school model. Their goal is to move their Butler campus to the Stevens School site, with a capacity of 355-385 students. CAPCS's Stevens' campus will have before and after-school programs, as well as onsite and offsite outdoor and recreation spaces. They provide lunches to students.

CAPCS will preserve Stevens' historical past and will establish ties with local ANCs and other groups and have an ongoing outreach program to the community.

CAPCS has teamed with the following developers: Akridge/Argos, Donohoe/Decca, and Lincoln Property/Mosaic Urban.

Eagle Academy Public Charter School

Eagle Academy is a public charter school. They started in 2003, providing exclusively early childhood education. Ninety-three percent of their Kindergarten students can read at or above grade level and 25% scored a year above their grade. Eagle Academy's goal is to reduce gaps in education needs in DC.

At the Stevens School site, Eagle Academy will provide a high performing, Tier 1, high-tech, green school, which is community oriented. They will integrate academics (Pre-K3, Pre-K4, and Kindergarten) with a day care (for birth to age 3) and community services. They will serve 226 students, with 24 students from birth to age 3 years. Eagle Academy will provide Ipads and computers in every classroom for children 2.5 years and older. Cameras will be installed in every classroom, so that all lessons will be recorded and made available for teacher review for seven days. Coaches will be provided to teachers.

Eagle Academy will provide an academic program that will include Spanish classes. There will be a lending library. Special education through Level 4 will be provided. Eagle Academy will staff the Stevens campus with a health care nurse, speech and occupational therapist, and school psychologist. Eagle Academy will also provide before and after care programs (6am - 6pm).

Children from birth to year 1 (in cribs) will be located in the lower levels. The second floor will house the cafeteria and multiple use spaces that will be accessible to the community. The third floor will house indoor play space and the administrative offices. Because the Stevens site provides small playground area, the bulk of the students will play indoors.

Eagle Academy proposes that their Stevens School campus will be LEED silver, with wind powered electricity, high efficiency HVAC, lighting and insulation. They will also use green cleaning products, maintain a recycling program, and prepare meals from natural or organic and locally provided sources.

Eagle Academy plans to be a community school by providing environmental educational programs for the community, as well as meeting space for community organizations. Eagle Academy will partner with GWU to provide workshops on healthy eating, technology and children, energy conservation, and personal finance. They want it to be a resource for DC children and parents.

Eagle Academy intends to research the history of the Stevens building and restore and preserve Stevens' history. They will preserve the historic legacy of Stevens by establishing a Hallway of History, which will include a historic display on the first floor. They will also have an external, electronic display regarding the Stevens legacy. They will work with the community and GWU's early childhood programs and their graduate education programs that focus on early childhood development.

Eagle Academy has teamed with all of the developers: Akridge/Argos, Donohoe/Decca, Lincoln Property/Mosaic Urban, MRP Realty/CS Urban.

GEMS/Urban Atlantic/Robert Bobb Group/Wiencek Associates

GEMS provides internationally benchmarked education targeted to the local community. They have more than 50 years of experience in education management. GEMS currently has 100,000 students in 100 schools worldwide, of which 7 are in U.S. They provide an international baccalaureate program. Urban Atlantic are local real estate developers, experienced with community partnering. The Robert Bobb Group is an experienced school administrator and facility manager. Wiencek Associates, a school and historic preservation architect, has rehabilitated and renovated 35 schools, including the Chevy Chase Elementary School and the Will Academy of KIPP DC.

At the Stevens School site, GEMS proposes a school for pre-K through 5th grade for 378 students. They will have open admissions and will offer preferential admissions initially to local community children. They will offer need- based scholarships for up to 25% of the student body, through GEMS endowment, commercial developers and philanthropic foundations. These scholarships will be made available first to local community and families.

GEMS has financing in place for a 2014 opening. GEMS representatives stated that they can start immediately because they are self-sustaining and are not dependent on private site development or local and federal subsidies for building or operations.

GEMS proposes a school with 16 state-of-art classrooms, two open gyms in the two lower level basements, a wet lab/science lab/ tutorial rooms, ESOL, Computer, special education facilities, interspace play, a library/media center, and a music/art/drama studio. There also will be an outdoor playground and a parent café for community and parent

use. There will be outdoor playground on the rooftop, behind the façade, towards the rear. Ramps in the front will lead down into the building for ADA access.

GEMS has teamed with three of the developers: Donohoe/Decca, Lincoln Property/Mosaic Urban, MRP Realty/CS Urban.

Ivymount School & Programs

Ivymount School is a non-profit, certified, special-educational facility, serving special needs children from ages 4-21 years. These needs include speech and language impairments, learning and intellectual disabilities, health impairment and Autism Spectrum Disorders in three divisions - Lower, Middle and High School. They integrate a social learning curriculum so students can navigate their daily lives and relationships. Ivymount also serves teachers and parents through assessments, consultations, therapeutic interventions, counseling, program development, professional education and training. Ivymount also undertakes research projects on its sites and programs and has been awarded grants to enhance its programs. They partner with jobsites and employers, providing pragmatic educational and vocational skills to successful transitions.

Ivymount was founded in 1961 and is located in Rockville, Maryland. They have been serving students with special needs from the greater Washington DC area, of which more than 2500 students are from DCPS.

The U.S. Department of Education, Office of Special Education program has placed DC in a “critical category,” needing intervention, because DC has extremely limited services accessible to children and families. In response, Ivymount will provide their services and programs at the Stevens School site to DC students, so they do not have to be bussed to Maryland. In this way, Ivymount representatives stated that they will provide a long-term solution to DC’s special education needs while reinstating Stevens School history of service.

Ivymount will also provide autism education training for teachers from DC public and charter schools, so they can build their capacity to serve special education students in DC. They plan to provide evening programs for DC residents, students and parents.

Ivymount plans to use the entire building with minimal disruption to the community. Classrooms will have high student-staff ratio. Behavioral specialists, speech and language pathologists, mental health counselors, occupational therapy, physical therapy and adapted PE staff make up the classroom team.

Ivymount has partnered with many organizations in research and training programs: Children’s National Medical Center, HSC Foundation’s National Youth Transition Center, NIH Clinical Center, Smithsonian Institution, Georgetown University Hospital Pediatrics Fellowships, GWU Graduate School of Education’s C.I.T.Y Program, and the JFK Center for Performing Arts.

Ivymount has teamed with all of the developers: Akridge/Argos, Donohoe/Decca, Lincoln Property/Mosaic Urban, MRP Realty/CS Urban.

A break of 15 minutes was provided. Chair Harmon thanked the community and the presenters. Commissioners and community members asked the following questions:

- What is the source of funding (i.e., taxes, tuition);
- Will there be space available and accessible to the community;
- How many students qualify for school lunches?
- How will the educational organizations market their schools to Ward 2 residents;
- How will students outside the community access the school;
- How many students with autism, special education needs will be served;
- What was the ratio of administrative costs to educational costs?

The educational teams' answers to the questions were as follows:

AppleTree

- funding source is DC capitation;
- 73% students qualify for school lunches;
- doesn't have available space for the community but will explore possibilities;
- most of the costs are for classroom related expenses;
- parents will bring their children to school;
- will market school to West End area, emphasizing convenience and proximity to home/ work.

CAPCS

- funding source was DC capitation;
- 75% of students qualify for school lunches;
- space will be made available to the community;
- parents will bring their children to school;
- will conduct open houses;
- will offer admissions to those on Butler's waiting list;
- will encourage student projects in the community;
- have 200 students on line;
- administrative costs pay principal, receptionist, coaches, support staff.

Eagle

- funding source is DC capitation;
- 62% of students qualify for school lunches;
- two side plots are available to the community, on a limited basis;
- \$30 million budget includes 300 employees (avg salary \$50,000 = \$13M);
- administrative costs are 10-13% budget; remainder of budget pays for technical materials and books;
- parents will bring their children to school;
- will market by conducting open houses, canvassing the area, attending ANC meetings, through outreach to churches and other organizations;
- will market via direct mail with information on opening dates, school meetings.

GEMS

- Tuition is \$20,000 with 10% of students, qualifying for need based full scholarships;
- 15% of budget comes from endowments from developers;
- basement gym and roof deck will be accessible and available to the community;
- 8-15% of budget is for administrative costs;
- will provide infant care for preschool;
- students will come from the neighborhood;
- parents will bring their children to school;
- DC students will use public transportation;
- will market locally and then to the broader DC community.

Ivymount

- funding source is from endowments, programs, and fundraisers;
- tuition is \$40,000-45,000;
- percentage of students qualifying for school lunches depends on jurisdiction;
- there will be space available to the community;
- 90% budget is for educational costs; 10% is for operational costs;
- budget is examined and audited annually;
- students will use public transportation or be brought by their parents;
- will market through referrals.

Ms. Shaw encouraged community members to submit their comments by August 9, 2012 on the DMPED website. She added the presentations will be posted on-line at dcmped.gov. By the end of summer or early September, a decision will be made on the proposals. The basis for the decisions is outlined in RFEIPs, which include the teams' finances, experience, qualifications, and ability to fulfill community needs.

Four development teams will present tomorrow July 11, 2012:

- Akridge and Argos
- Donohoe Development Company and Decca Development Corp
- Lincoln Property Company and Mosaic Urban Partners
- MRP Realty and CSG Urban Partners