

**COUNTY BOARD QUESTIONS ON 2018 SUPERINTENDENT’S PROPOSED BUDGET**

Responses are in **bold**.

1. Did you make any changes to planning factors for FY 2018? Are you considering any for the subsequent two fiscal years and if so, in what areas?

**Yes, the Special Education Office requested the planning factor for the elementary Interlude program be changed from one teacher and one assistant for up to ten students to one teacher and two assistants for up to ten students. At this time, we are not considering any changes to the planning factors for the subsequent two fiscal years unless we need to increase class size for FY 2018 in order to close the budget gap.**

2. Please provide an analysis of budget to actual expenditures for the last three years by major expenditure category (FY 2014 - FY 2016). The APS mid-year report for FY 2017 noted salary turnover & staffing contingency savings totaling \$8.1 million, offset by substitute and temporary salary costs of \$1.5 million, or a net impact of \$6.6 million. What is the cause of this significant savings and how does it compare to FY 2015 & FY 2016?

**The chart below shows the budget to actual expenditures, in millions, for the last three years by major expenditure category.**

	<b>2014 Budget</b>	<b>2014 Actuals</b>	<b>2015 Budget</b>	<b>2015 Actuals</b>	<b>2016 Budget</b>	<b>2016 Actuals</b>
<b>Salaries &amp; Benefits</b>	<b>382.1</b>	<b>393.7</b>	<b>407.7</b>	<b>400.2</b>	<b>426.5</b>	<b>425.0</b>
<b>Purchased Services</b>	<b>20.0</b>	<b>24.1</b>	<b>20.5</b>	<b>22.2</b>	<b>19.5</b>	<b>21.7</b>
<b>Other Charges</b>	<b>29.5</b>	<b>12.6</b>	<b>28.3</b>	<b>13.1</b>	<b>28.3</b>	<b>13.8</b>
<b>Materials &amp; Supplies</b>	<b>17.0</b>	<b>17.8</b>	<b>17.1</b>	<b>16.9</b>	<b>18.2</b>	<b>21.6</b>
<b>Capital Outlay</b>	<b>11.4</b>	<b>23.9</b>	<b>10.8</b>	<b>26.6</b>	<b>11.1</b>	<b>22.2</b>
<b>Other Uses of Funds</b>	<b>44.3</b>	<b>42.5</b>	<b>44.8</b>	<b>43.6</b>	<b>45.0</b>	<b>44.1</b>
<b>Total</b>	<b>523.0</b>	<b>514.5</b>	<b>539.4</b>	<b>522.6</b>	<b>557.4</b>	<b>548.3</b>

**The savings of \$6.6 million is a result of lower than projected enrollment as well as changes in hiring practices in regards to the highest step new employees can be placed. In FY 2015, the mid-year savings in salaries was \$2.4 million, however, the end of year savings was \$1.0 million. The savings reported during FY 2016 mid-year was \$6.4 million but the end of year savings totaled \$3.1 million. This is important to note because student enrollment typically fluctuates during the school year. The trend over the past few years has been an increase in enrollment throughout the year.**

3. The proposed FY 2018 budget also includes various additions for technology-related services. These include two technicians for growth initiatives, plus a planned expansion in 2019 for an additional two positions. What specifically will these positions do and what is the impact if they are delayed?

**APS needs these positions as a result of our growing enrollment in order to meet the state Standards of Quality requirements to provide 1 technician per 1000 students. The technicians**

are responsible for the configuration, repair and inventory management of APS' end-user technology. They are the staff members who fix broken interactive white boards, change projector bulbs, and generally ensure that the technology in the schools and central offices is working correctly.

4. The proposed FY 2018 budget includes an additional AETV producer, estimated at \$100,000. What is the current staffing level for AETV? What specifically will this position do and are there opportunities for collaboration with the County?

**The current staffing level at AETV is three full-time producers, the same level that it was in 2005. The team has been responsible for supporting broadcast of School Board meetings, special information nights and school events, and producing original programming.**

**While the production demands for School Board meetings and special events have increased somewhat, over the past eight years, the amount of original programming that is developed, filmed, edited and produced by AETV has tripled. In 2008, they produced one 15-minute program six times per year (90 minutes of original programming annually).**

**As of 2017, the AETV team now produces four separate weekly programs that average 5 minutes each over 52 weeks (260 minutes of original programming annually). These include:**

- APS Snapshots
- Green Scene
- #digitalAPS: Exploring Instruction Frontiers
- Partners in Action
- The Whole Child

**In addition, the three-member team now also produces an additional set of special video projects (totaling approximately 100 additional minutes of original programming annually) to support specific initiatives for our instructional program, staff development, or community engagement, including:**

- Historical Markers Series (10 episodes per year – 2016, 2017)
- Black History Month "Living Legends Series (10 segments in February)
- APS Budget Video (annually)
- ATSS: Arlington Tiered System of Support (staff development and family information series)
- Welcome to APS (Kindergarten, Middle School and High School versions annually)
- Back to School Video Message (for administrators - school opening pre-service meetings)
- Welcome Back Video Message (annually for families and the community)
- End of Year Video Message (annually for families and the community)

**As the demand for digital access and virtual participation in community engagement efforts continues to grow, the need for additional video support is essential to enable more families and community members to participate. Almost all of the AETV productions are distributed via social media and available online via "on-demand" viewing. This has greatly increased our viewership and enhanced our goal to provide families and the community with the**

opportunity to “see” how their investment in public education is making a difference in the lives of students every week.

Many (if not most) of our new filming requests require two producers to be present for a shoot. By expanding our team from three to four producers, it will allow AETV to work more efficiently in teams of two to cover multiple requests at the same time. Currently, \$10,000 is budgeted for hourly funds, from which \$3,000 is used to hire student interns to provide opportunities in real-life production experience to students in the Arlington Tech program. The remaining \$7,000 in hourly funds are used to hire outside contractors to provide assistance which only covers approximately 230 hours or approximately the equivalent of 28 days of additional support annually. Additionally, hiring a full time producer will provide more adequate coverage when one of the producers needs to take leave, especially sick leave that isn’t planned, as the production schedule is becoming entirely too dependent on the support of all three full-time producers.

APS has explored opportunities in the past to collaborate with Arlington TV, but their team is already fully dedicated to many of the growing digital projects and livestreaming efforts that are now being handled by outside contractors, in addition to their regular team.

For efficiency and expediency, APS requires an additional full-time producer to support the growth of our production needs.

5. Since the General Assembly session ended last week, please quantify any impacts of potential actions being taken by the General Assembly at the reconvened session that would increase or decrease your available funding for FY 2018. What is the impact of the 2% salary increase?

**The General Assembly’s Adopted budget provides additional funding of \$78,226. APS will receive \$256K towards the 2% salary increase. APS’ step increase costs \$8.7 million.**

6. What programs are being added or expanded at Arlington Tech? Are these scalable or could they be slowed down?

**As enrollment increases at Arlington Tech, there is a need to add additional class periods for existing courses and programs as well as new courses and programs to meet identified student needs. Initially, we received 139 applications and 100 new students have elected to attend Arlington Tech next year. Based on both the increased enrollment and students’ course needs, we are planning to add three courses at Arlington Tech:**

- Engineering,
- Materials and Processes, and
- Information Technology.

**When enrollment increases, the need for additional class periods of those courses required by the Virginia Department of Education for graduation also increases. These include not only academic classes (English, Mathematics, Science, Social Studies, and World Languages) but also those courses that fulfill the electives requirements for graduation (JROTC, Auto Tech, Collision Repair, Engineering, Sustainable Tech Intro to IT, TV Production, Animal Science, and Video I & II, and Health and PE). In addition, increased enrollment also increases the need for**

student support services such as Special Education, ESOL/HILT, and counseling. All of these programs are already scalable in that we do not add courses or additional sections of a course or additional staff for services unless we have the student enrollment to justify the addition. These programs cannot be slowed down as they are based on student growth.

7. The proposed FY 2018 budget includes the addition of an integrated project planning team and a new JFAC planner, estimated at a combined cost of \$400,000 and four FTEs. What are existing staffing levels in this area? Could these be coordinated with County staff and what would be the impact if they are delayed in light of near and medium-term boundary change proposals?

**Additional staff are proposed for the office of Planning and Evaluation (P&E) to support the following work, which is all part of the 3-5 Year Action Plan.**

1. **Major planning initiatives that require a robust community engagement processes which include:**

- **Adjusting boundaries for all middle schools, ahead of the opening of Stratford middle school in 2019-20.**
- **Adjusting the boundaries for all south Arlington elementary schools, ahead of the opening of the new elementary school on the Jefferson middle school site.**
- **Strategic planning process.**
- **Development of the FY 2019-28 Capital Improvement Plan (CIP).**

**Staffing: One planner position was added in the FY 2017 budget. A second planner position was added from staff contingency in January 2017; the permanent position is proposed in the FY 2018 budget.**

2. **Improvements to APS projections**

- **Improve the processes used to develop and validate APS projections as well as data used for planning initiatives.**
- **Work with ACG to implement a data-sharing agreement for projections, forecasts and site plan approval.**
- **Implement recommendations identified in the Community Facilities Study (CFS).**
- **Improve communication about and transparency of APS projections.**

**Staffing: An additional demographer is proposed in the FY 2018 budget and would work in tandem with the APS facilities planner and ACG planning staff.**

3. **Improve communication across planning initiatives, projections and existing P&E core services documents.**

- **Improve communication about and transparency of APS projections.**
- **Assume some of the workload that is currently managed by the Director of P&E who is leading the current planning initiatives.**

**Staffing: A new communications and engagement specialist is proposed in the FY 2018 budget.**

4. **Assign an APS liaison to JFAC**

- **Ensure the needs of APS which are outlined in the AFSAP and CIP are queued to JFAC.**

- **Coordinate JFAC communications for APS stakeholders with School and Community Relations.**

**Staffing: An additional position proposed in the FY 2018 budget**

Each of these task requires a knowledge of APS processes and projects, coordination across APS departments, and coordination with the County on JFAC and implementing the CFS recommendations for projections and forecasts. While County staff might be helpful, the knowledge and skills required take time to develop and to be an advantage to APS, as we are preparing to implement major changes for our rapidly-growing student population. Any reductions from this request will mean that we scale back the community engagement efforts and delay improvements on our projections processes.

In addition to this work, Planning and Evaluation employs eight other staff who have full workloads and are responsible for the following core services:

- **Testing – manages the districts implementation of VDOE’s assessment program, including SOLS and other division-wide assessments (1 administrator, 1 specialist and 1 clerical staff).**
- **Evaluation – manages program evaluations, applications to conduct research and surveys (1 administrator, 1 specialist and 1 clerical staff).**
- **Planning and reporting – validates, analyzes and summarizes APS performance on key reports including VDOE accreditation of schools, school performance summaries, Challenge Index data, graduation rates, strategic plan, etc. (1 administrator, 1 specialist).**

8. Have all the psychologist/social worker positions added in FY 2017 been filled?

**Of the 12.0 psychologist/social worker positions added in FY 2017, 11.5 positions have been filled. There is currently a 0.5 vacancy for a school psychologist position.**

9. What is the impact if the addition of bus drivers and attendants is slowed down? Are the cost estimates for the additional drivers and attendants net of what has been paid to substitute drivers in past years? For choice schools, we understand that specialized bus service is provided to students. What is the annual cost for this service? Could a different model be utilized to meet this specialized education model?

**If the addition of full-time bus drivers and attendants is slowed down, it will have a great effect on the ability of APS to attract and retain qualified bus drivers. It likely will not significantly affect attendants as they are easier to recruit than drivers. Not providing drivers with full-time positions with benefits is likely to affect our:**

- **Ability to compete in the job market with other districts and other industries that offer candidates higher wages and benefits.**
- **Ability to retain drivers trained by APS to obtain Commercial Driver’s Licenses (CDLs), many of whom quickly leave for other positions with benefits.**
- **On-time performance due to driver shortages.**
- **Ability to meet the needs of stakeholders by appropriately staffing routes for extracurricular activities, field trips, and other instructional programs.**
- **Ability to provide adequate transportation for county-wide option programs.**

**This will also result in:**

- **Inefficient use of funds which are spent on six weeks of paid training for APS drivers to obtain the CDL license.**
- **Increased additional stress experienced by drivers and other Transportation staff due to driver shortages.**

**The estimated cost for the additional driver and attendant positions is not net of what has been paid to substitute drivers in past years. The additional bus drivers and attendants will cost approximately \$1.2 million.**

**Routes for option schools are included in our general transportation costs so we do not have a separate cost for these routes.**

10. With the additional FTEs and contracted services, what is the total budget for HVAC support? How is it distributed across the schools? It is noted that the additional staffing totals approximately \$400,000 in costs and understanding the service impacts vs. trade-offs on reprioritized maintenance capital investments is important.

**Assuming that all HVAC FTE positions, including the three additional HVAC senior technicians requested for the high schools were filled and the preventative maintenance (PM) contract was activated as planned, the combined total annual HVAC support budget would be \$2.16 million. This is the total cost for APS. The individual cost for each of our forty buildings varies from year to year, due to the great variety, age, and complexity of the HVAC equipment.**