Blueprint APS – Phase One: Scenario Development

Presentation to the Board of Education

December 18, 2018

Blueprint APS

MGT CONSULTING GROUP

WHAT TO EXPECT

Tonight's purpose is to provide an overview of the Blueprint APS: Phase 1 scenarios and the process and information used to develop them. **The overview presented tonight will allow the Board to begin to formulate its approach for Phase 2 – Scenario Selection.**

We are completing the final edits on the Blueprint APS: Phase 1 – Scenario Development Report. **The substance presented tonight will not change.**

We will deliver the final Report in **January 2019**. It will:

- Be about 200 pages long, including potentially 5 appendices
- Detail the process for developing the scenarios
- Contain in-depth feedback from extensive community engagement that formed the basis for the scenarios
- Describe the data and research used to shape the scenarios
- Explain the scenarios, the underlying scenario options, and the scenario dimensions
- Provide analysis of the scenarios

ACKNOWLEDGEMENTS

What IF Task Force

Jessica Cuthbertson, Teacher and Parent, APS

Amber Drevon, Parent and former Board of Education President, APS

Karen Hancock, Planning Supervisor, Planning & Development Department, City of Aurora

Josh Hensley, Planning Coordinator, APS

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Lisa Toner, Principal, APS

Bruce Wilcox, President, Aurora Education Association

AGENDA

- Preparing for Blueprint APS
- Blueprint APS Phase 1 Process
- Task Forces and Scenario Composition
- The Scenarios
- Scenario Analysis
- Next Steps

PREPARING FOR BLUEPRINT APS PHASE I SCENARIOS

- Oct. 2017: Board of Education discussed initial framing for *Blueprint APS,* reviewed overarching questions to explore, and affirmed need to proactively address these questions
- Nov. 2017 Board Orientation & January 2018 Board Meeting: Newly elected Board discussed *Blueprint APS* and overarching questions
- November 2017-Feb 2018: APS spoke to potential partners to support Phase 1 Public Engagement and Scenario Development
- February 2018: APS released a public Request for Information (RFI) for potential partners for Phase 1 of Blueprint APS
- March 2018: APS reviewed responses to RFI and interviewed potential partners
- April 2018: Board of Education provided with background materials on the planning for *Blueprint APS,* summary and analysis of RFI responses, and MGT Consulting's Proposal
- May 15, 2018: MGT Consulting presented to the Board on Phase I process

PREPARING FOR BLUEPRINT APS PHASE I RESULTS

- June-Sept. 2018: Phase I Community engagement through:
  - Interviews, Board members participated in 1-1 interviews with MGT Consulting
  - Focus Groups, welcomed and observed by Board
  - Community Forums, hosted by the Board
- August-Dec. 2018: What IF & What THEN Task Force Meetings
- Board updates on Phase I Progress:
  - MGT's APS Background Data Report (August 2018)
  - MGT's National Education Trends Report (Sept. 2018)
  - MGT Update presentation to the Board on Phase I (Sept. 2018)
  - MGT Overview of Themes from Community Engagement (November 2018)
- October 2018: Board held a workshop on Future of APS, with presentations from APS Planning Department, City of Aurora Planning Department; and Chamber of Commerce

WHAT IS BLUEPRINT APS?

A process to develop a long-term educational and facilities plan for how APS responds to the changing enrollment and proactively meets the interests and needs of the community, as articulated by the community

Not a new strategic plan; Supports implementation of the district's current strategic plan APS 2020

BLUEPRINT APS PROCESS

Phase 1: Scenario Development

(May-Dec 2018)

- Engage the community in identifying potential scenarios for how APS can best serve students moving forward by aligning its educational vision and facilities plan

Phase 2: Scenario Selection

(Winter/Spring 2019)

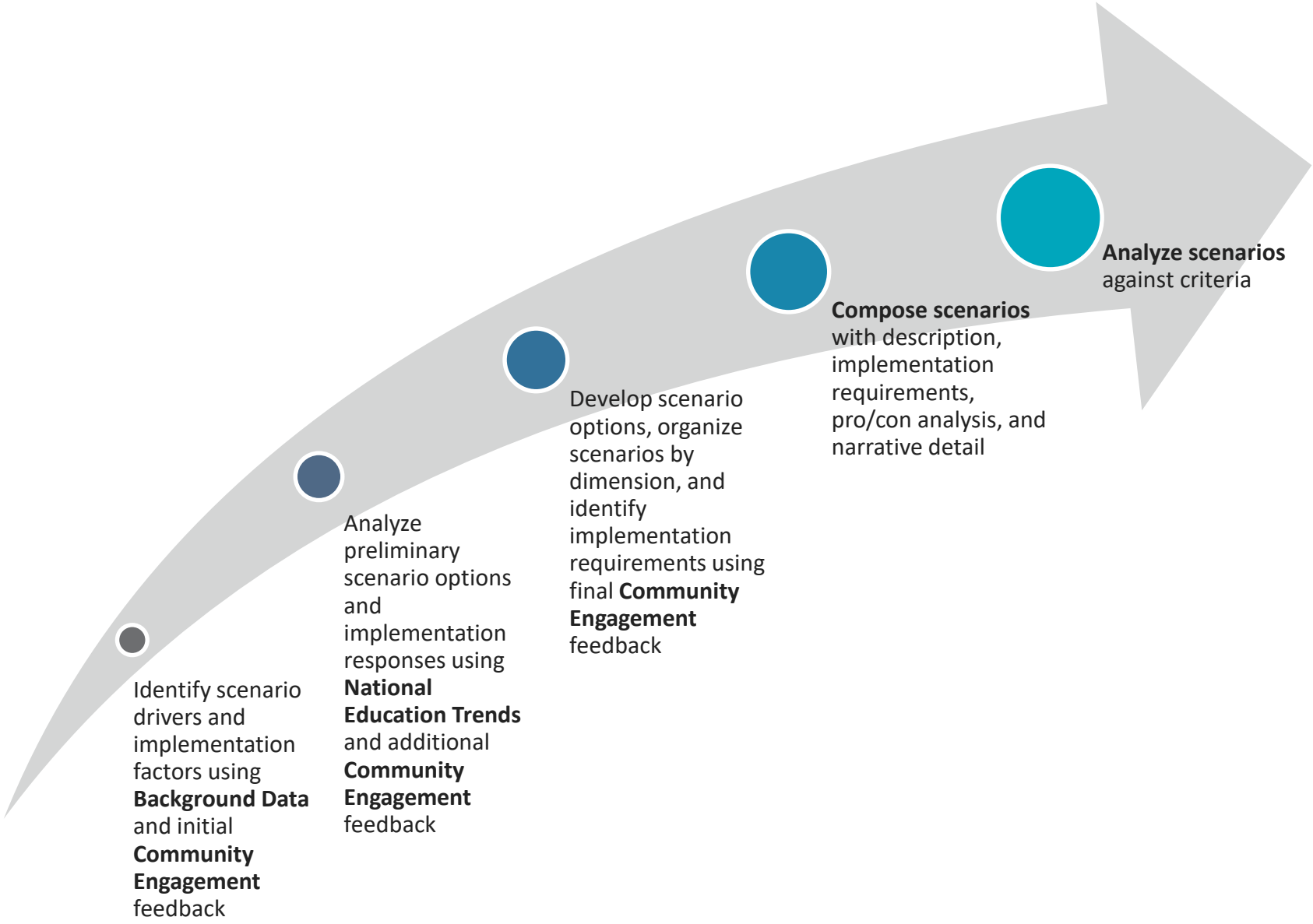
- Consideration of all possible scenarios from Phase 1, AND
- Determination of the best scenario for APS moving forward to Phase 3

Phase 3: Implementation

(Spring 2019 and beyond)

- Implement APS' approach to best serving its students moving forward, including making any adjustments in policies and practices to align with the selected scenario

BLUEPRINT APS: PHASE 1 PROCESS



BACKGROUND DATA - TOPICS

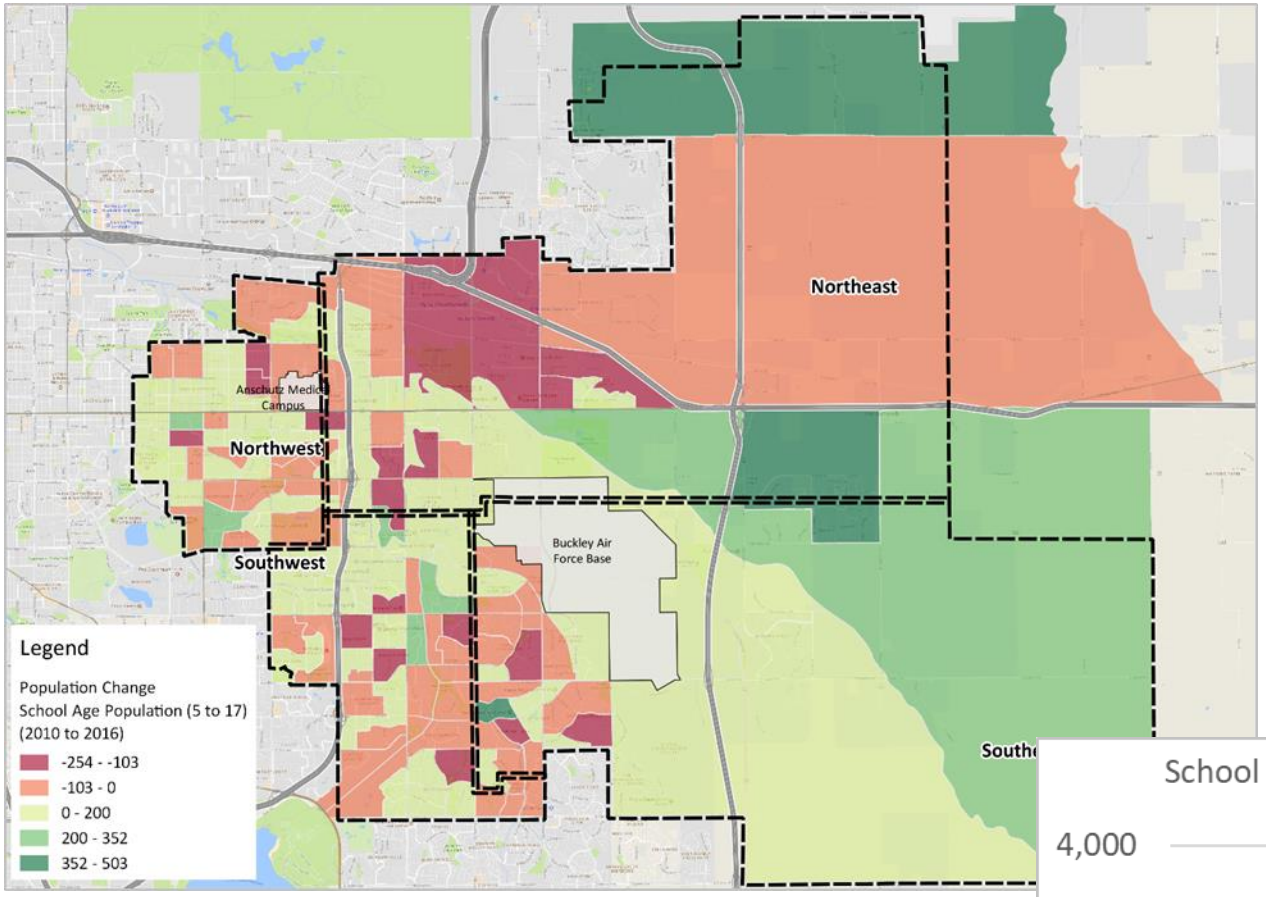
Total Population
Population by Age
Gender Structure
Female Childbearing Age Population
School Age Population
Future School Age Population
APS Live Births
Racial/Ethnicity Distribution
Foreign Born Population
Unemployment
Education
Household Income
Major Employers
Home Values
Owner-Occupied Homes
Residential Development
Households with Children
Potential Students from New Developments

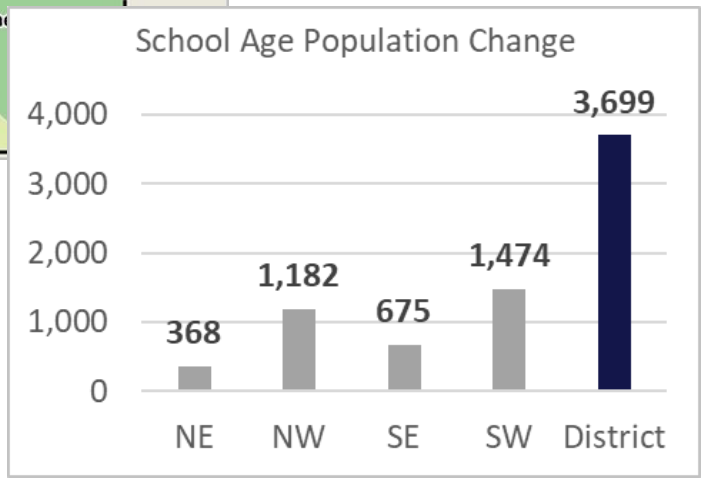
Historical Enrollment
Projected Enrollment
Inter-District Students
School Demographics - Race
School Demographics - Free and Reduced Lunch
School Demographics – Special Education
School Demographics – Non-English/Limited English Proficiency
School Demographics – Gifted and Talented
School Performance Framework
School Facilities Condition
School Capacity and Utilization
Bond Projects

BACKGROUND DATA – DISTRICT OVERVIEW

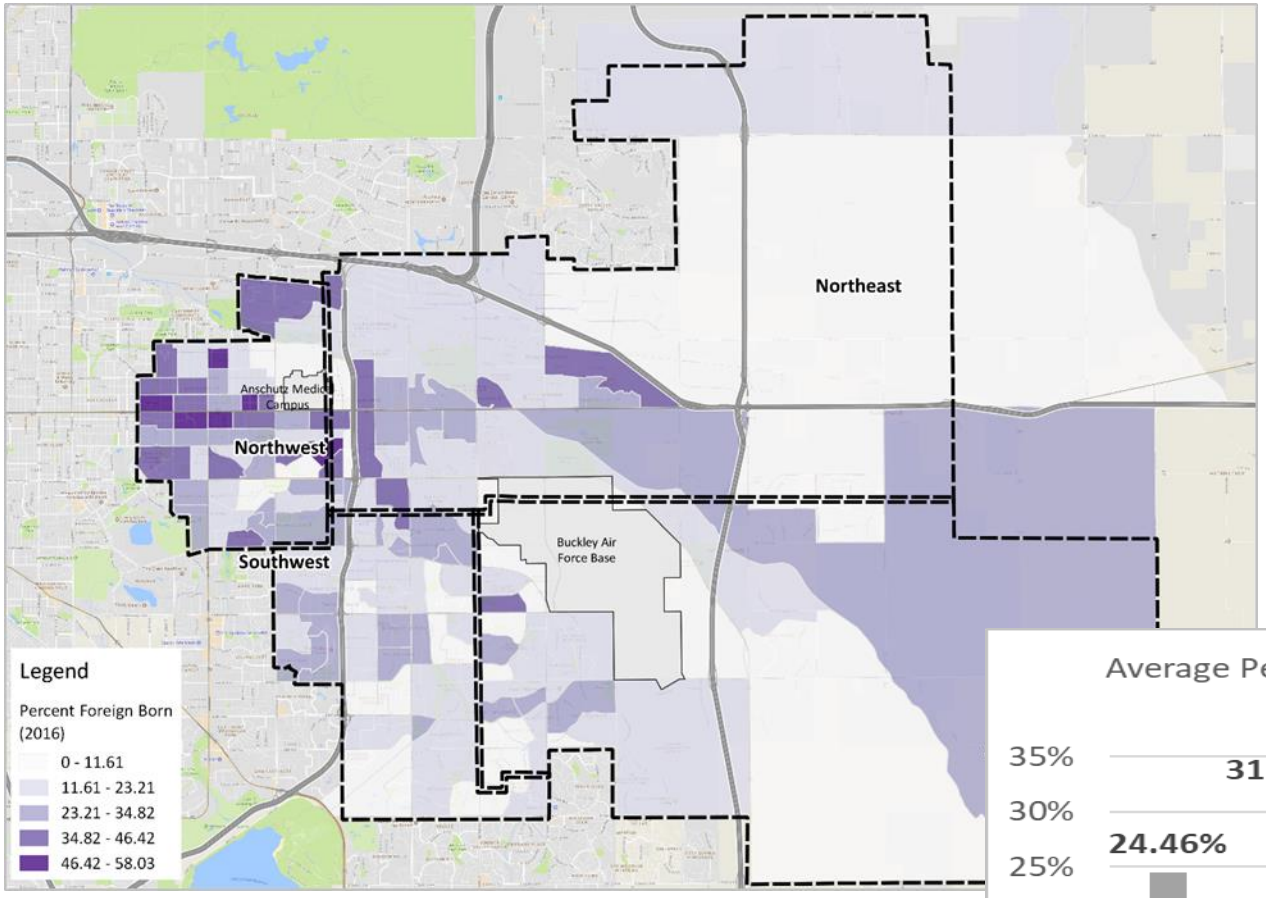
- Population in the **west** and the **northeast** parts of the district has **decreased** from 2010-2016, but the population in the **southeast** has **grown**.
- Foreign-born and minority populations are concentrated in the **west** and **northeast** areas of the district. There are an estimated **160 languages spoken** in Aurora and **130 countries represented**, making Aurora the most culturally diverse city in Colorado and among the top 30 in the country.
- **Unemployment** is higher in the **western** part of the district, while **incomes** are higher in the **southern** part. Public entities are the largest employers, e.g., Buckley Air Force Base, University of Colorado Anschutz Medical Campus, University of Colorado Hospital, and Aurora Public Schools.
- **Home values** are the highest in the **southern** part of the district. Homes in the **northeast** are less likely to be **owner-occupied**. Households with children are concentrated in the **east**.
- The eastern part of district is mostly vacant, undeveloped land. An estimated **50,000 homes** are expected to be built in the district over the next 30 years.
- District enrollment has **declined** in the last 2 years after many years of consistent growth. Elementary enrollment has experienced the most significant decrease, but middle and high school enrollment have also decreased. Enrollment is projected to be essentially **flat over the next five years**, with the potential for enrollment increases **if** housing development is built out as expected.

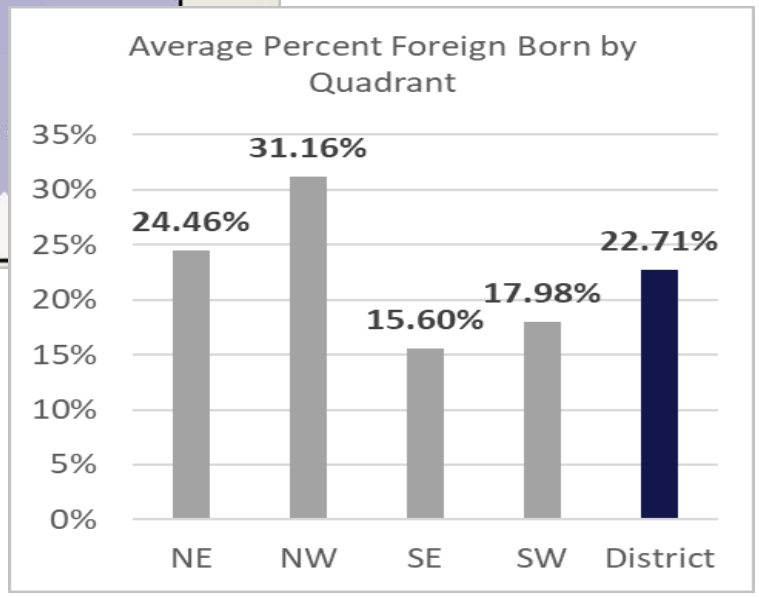
BACKGROUND DATA – SCHOOL AGE POPULATION



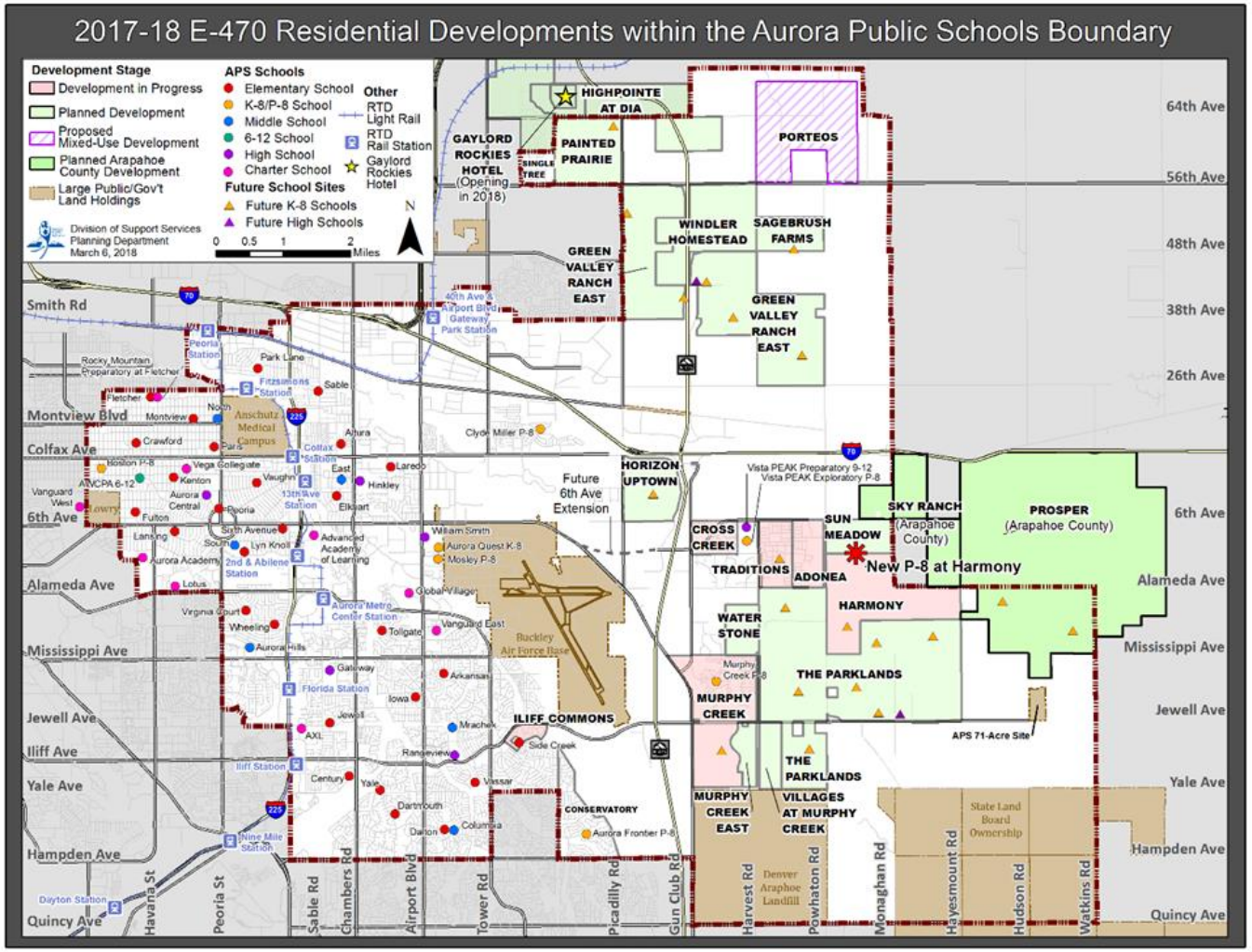


BACKGROUND DATA – FOREIGN BORN POPULATION

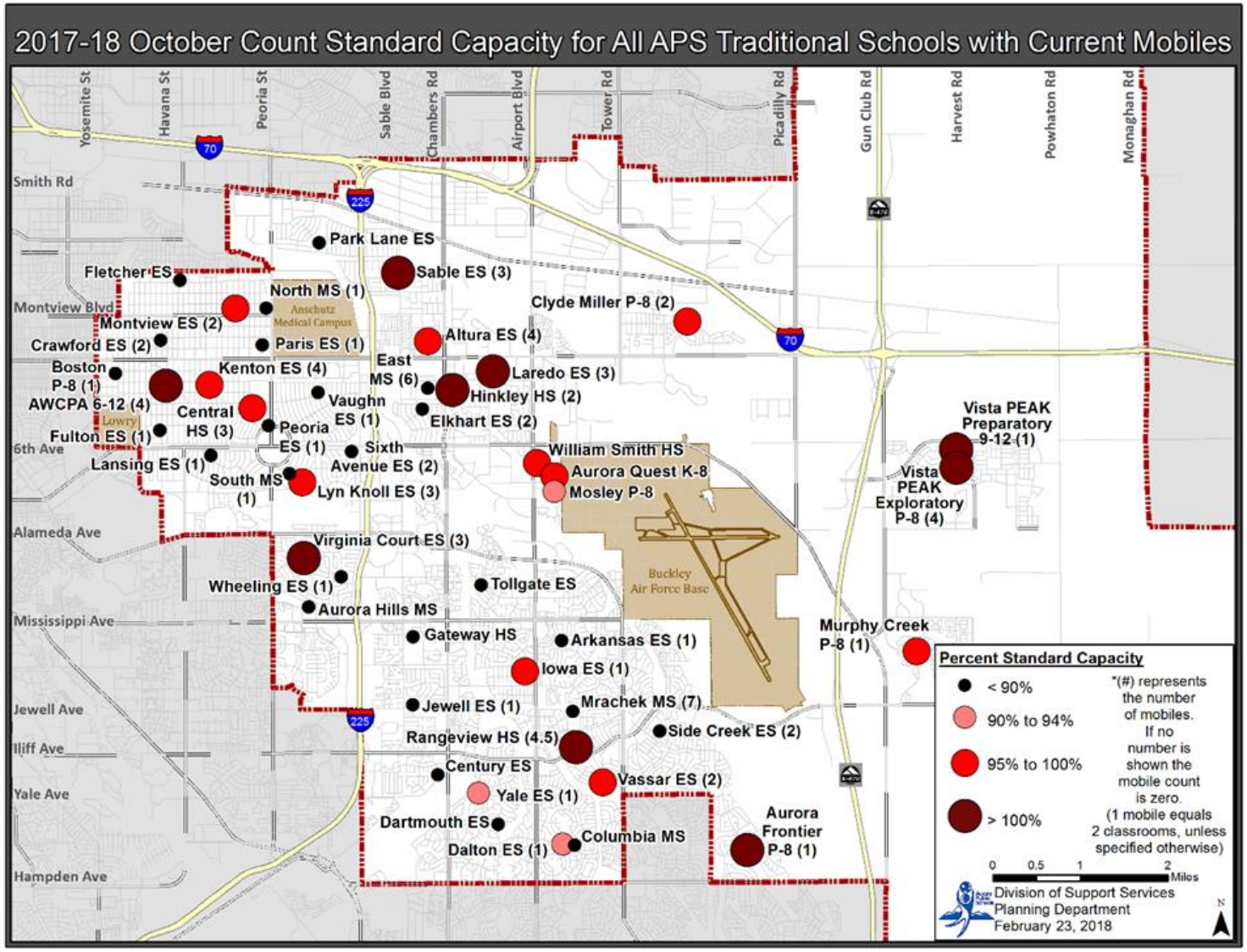




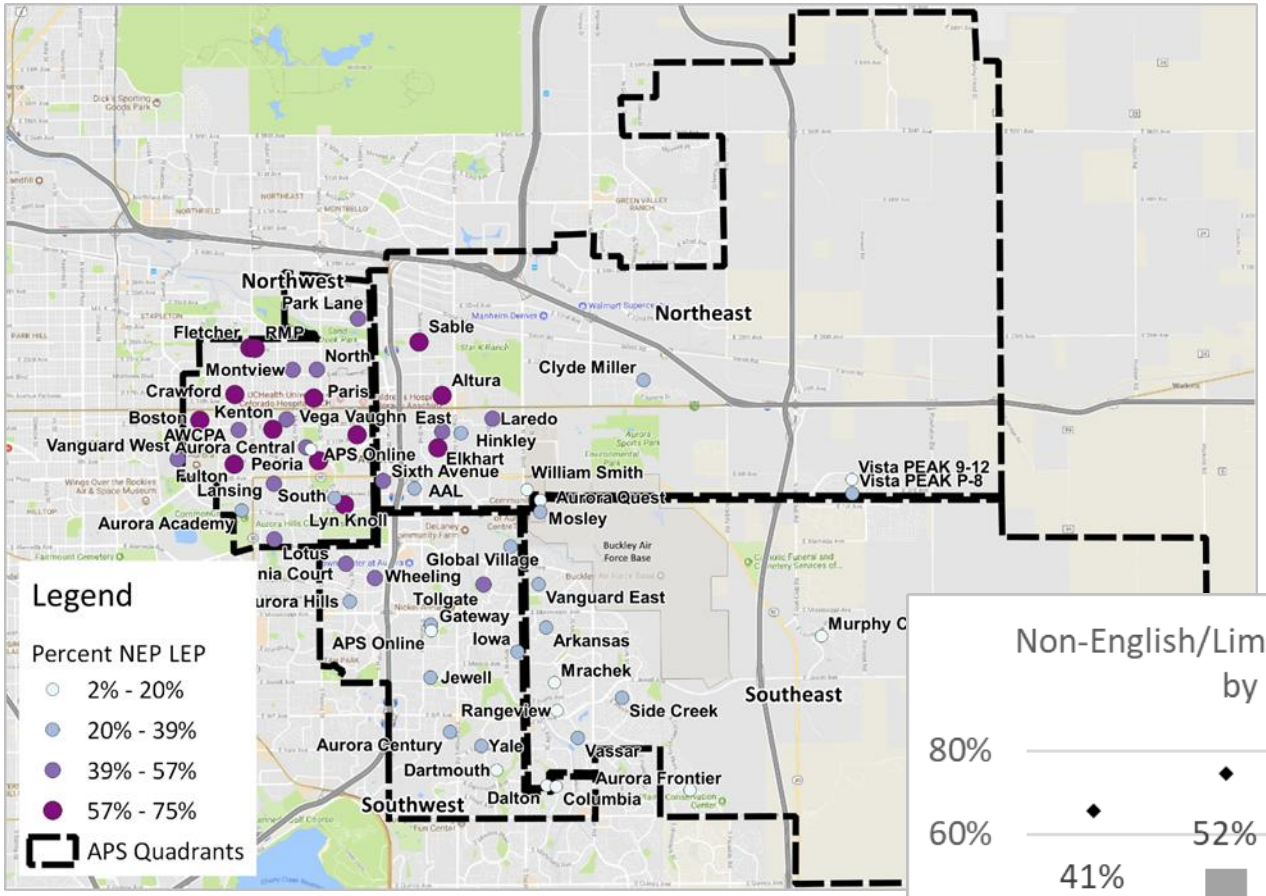
BACKGROUND DATA – HOUSING DEVELOPMENT

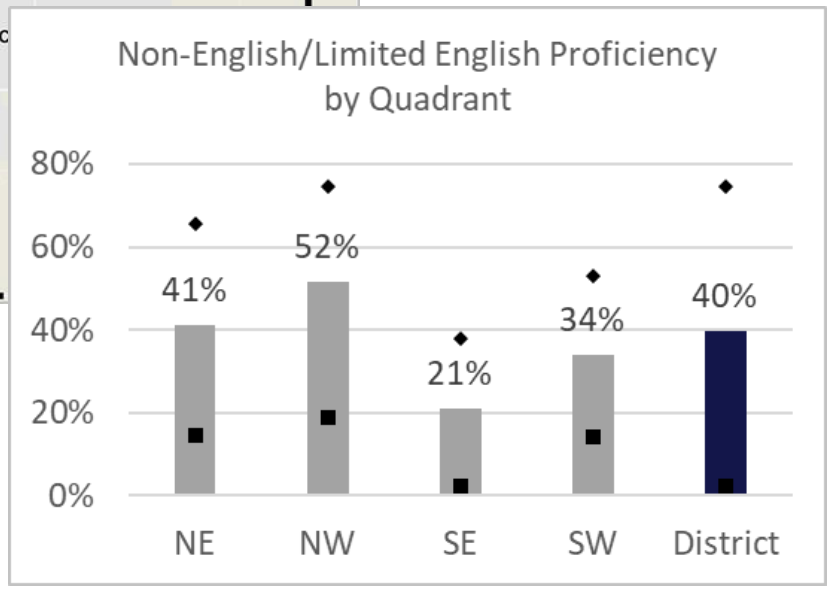


BACKGROUND DATA – SCHOOL CAPACITY AND UTILIZATION

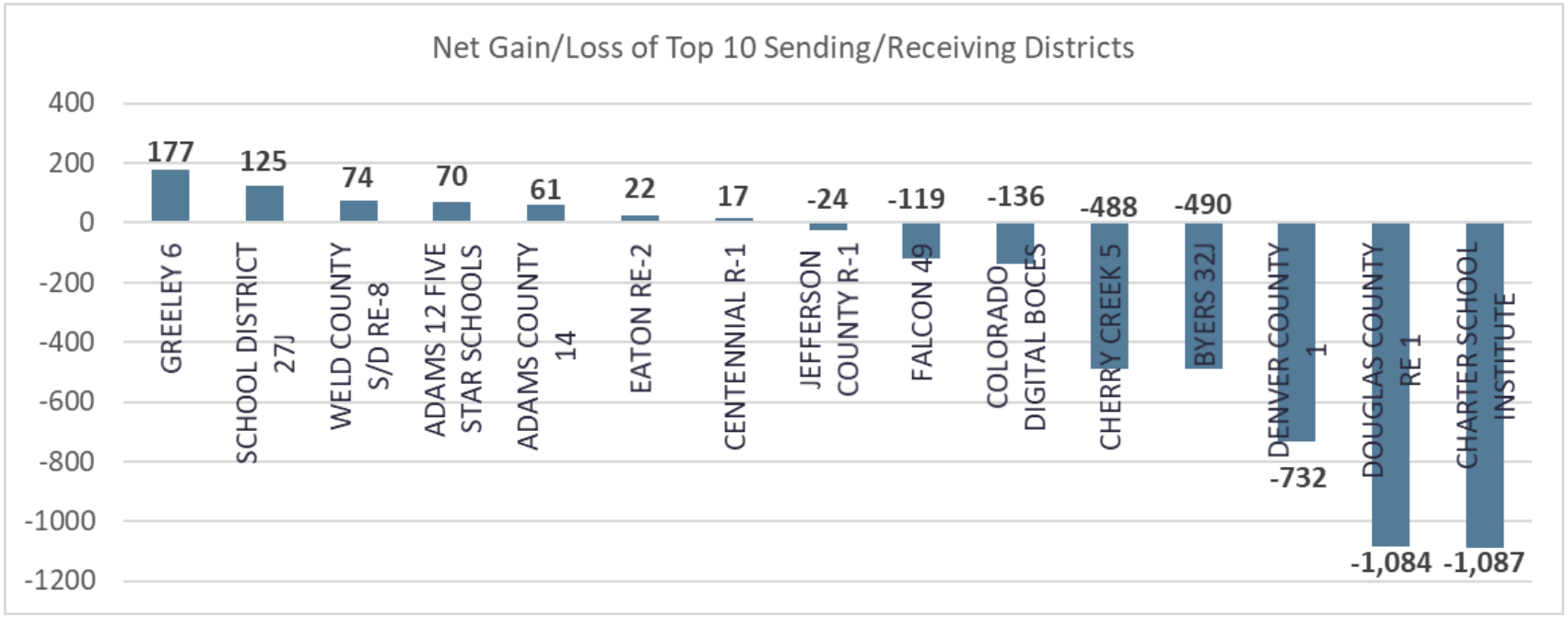


BACKGROUND DATA – NON-ENGLISH/LIMITED ENGLISH PROFICIENCY





BACKGROUND DATA – INTER-DISTRICT STUDENTS



COMMUNITY ENGAGEMENT - QUESTIONS

1. What are the areas in which APS excels? What are APS' ***strengths***?
2. What are the areas in which APS struggles? What are APS' ***weaknesses***?
3. What is unique about the ***Aurora community***? What types of programs and services should APS provide to best serve the Aurora community?
4. What characteristics should a ***school*** have to ensure children have access to opportunities to prepare for successful futures?
5. What characteristics should a ***school district*** have to ensure children have equal access to opportunities to prepare for successful futures?
6. Why do/do you think parents choose traditional APS schools over other educational ***options***? What can traditional APS schools do that no other option can? What do other options do better than traditional APS schools? In the future, why should APS parents choose APS schools over other educational options outside the district?

COMMUNITY ENGAGEMENT - COMPONENTS

4 Components:

- One-on-One Interviews
- Focus Groups
- Community Forums
- Online Survey

COMMUNITY ENGAGEMENT - INTERVIEWS

- 30 interviews
- Conducted May-September
- Stakeholders with a unique perspective based on their position or history with the community

COMMUNITY ENGAGEMENT – FOCUS GROUPS

- 7 focus groups
  - Students
  - Parents
  - Community Partners and Funders
  - Administrative and Building Leadership
  - Licensed Employees
  - Classified Employees
  - Developers, Builders, and Realtors
- Focus groups provided in depth feedback from a shared perspective
- Conducted July-September
- Interpretive services and child care available for Parent Focus Group
- About 75 total participants

COMMUNITY ENGAGEMENT – FORUM AND SURVEY PROMOTION

Promoted to key stakeholder constituencies

- Families
- Schools and APS Staff
- Community and Business Partners

COMMUNITY ENGAGEMENT – FORUM AND SURVEY PROMOTION

Promoted to Families

- Sent multiple **school messenger calls** with community forum invitations in **English**, **Spanish** and **nine other top languages**
- Provided **posters** announcing community forums in **English** and **Spanish** to every APS school. The posters provided contact information for other families who speak other languages.
- Provided **fliers** announcing community forums in **English**, **Spanish** and **nine other top languages** to every APS school
- Featured Blueprint APS on **APS website homepage**
- Highlighted Blueprint APS and the community forums on **every traditional school website**
- Posted community forums on **district calendar**
- **Created a Blueprint APS website** with details on process, forums, how feedback can be provided; Website available in English and Spanish
- Sent **APS Connect** electronic newsletter from Superintendent to all parents, which included a feature on Blueprint APS and community forums
- Posted community forums on **Facebook** posts multiple times
- Posted Facebook events for each community forum
- Posted on community forums on **Instagram**
- Posted multiple tweets on **Twitter** about community forums
- Many **schools** included announcements about community forums in their **own newsletters** to families per district request
- Sent **invitations** for community forums to the Board of Education Directors to promote

COMMUNITY ENGAGEMENT – FORUM AND SURVEY PROMOTION

Promoted to Schools and APS Staff

- Provided posters announcing community forums in English and Spanish to every APS school for display
- Provided fliers announcing community forums provided in English, Spanish and nine other top languages to every APS school
- Featured Blueprint APS on APS website homepage
- Highlighted Blueprint APS and community forums on every traditional school website
- Listed community forums listed on district calendar
- Posted community forums on Infinite **Campus Parent Portal**
- Created Blueprint APS website with details on process, forums, how feedback can be provided; Website available in English and Spanish
- Shared in APS Connect electronic newsletter from Superintendent, which goes to all staff and included feature on Blueprint APS and Community Forums
- Featured Blueprint announcement and community forums in the Superintendent's Bulletin
- Posted community forums multiple times on Facebook
- Posted Facebook events for each community forum
- Posted on community forums on Instagram
- Posted multiple tweets about community forums on Twitter
- Superintendent discussed Blueprint APS and community forums with principals at **Principal Back to School Message**
- Superintendent discussed Blueprint APS and community forums at Superintendent's **Back-to-School all-staff meetings**
- Superintendent discussed Blueprint APS and community forums with principals at first **School Leaders Meeting**
- Chief of Strategic Management discussed Blueprint APS during **monthly logistics webinar for principals**
- Superintendent discussed Blueprint APS and community forums at **Charter Leaders meeting**
- Provided electronic invitation to Aurora Education Association, Classified Employees Council and School Executives of Aurora Presidents for distribution to their membership
- Sent invitations for community forums to Board of Education Directors to promote

COMMUNITY ENGAGEMENT – FORUM AND SURVEY PROMOTION

Promoted to Community and Business Partners

- Featured Blueprint APS on APS website homepage
- Highlighted Blueprint APS and community forums on every traditional school website
- Listed community forums listed on district calendar
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- Shared in **APS Connect** electronic newsletter from Superintendent, which goes to community partners, included feature on Blueprint APS and community forums
- Posted community forums on Facebook multiple times
- Posted Facebook events for each community forum
- Promoted community forums on Instagram
- Posted multiple tweets on Twitter about community forums
- Included community forums in the **Aurora Chamber eblast newsletter**
- Included community forums in the **CU-Anschutz Community Campus Partnership newsletter**
- Superintendent sent over **200 Blueprint APS invitations to partners in English and Spanish with request to share more broadly with their memberships, including community partner groups, Home Owners Associations, developers, realtors; copies of invitation also available in top 10 languages**
- As a result of this, information about the community forums was shared with City of Aurora employees and homeowner's association and neighborhood contacts from the City
- Sent invitations to community forums to **state and local officials**
- Sent invitations for community forums to Board of Education Directors to promote

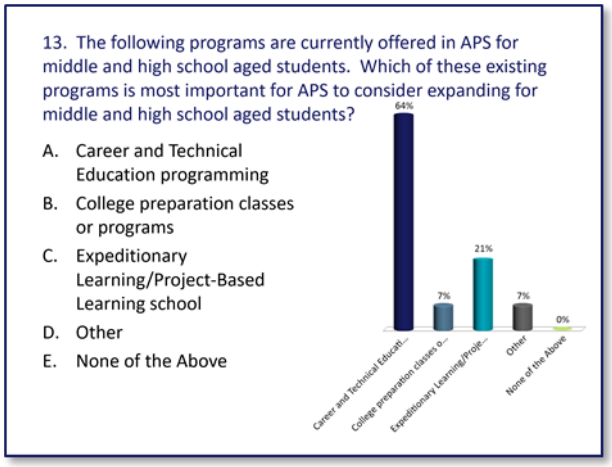
COMMUNITY ENGAGEMENT – FORUM AND SURVEY PROMOTION

News Coverage

- Yourhub.com
- Aurora Channel 8
- Aurora Sentinel
- Aurora TV

COMMUNITY ENGAGEMENT – COMMUNITY FORUMS

- 4 community forums:
  - Wednesday, September 5th, 4:30pm @ Gateway High School
  - Thursday, September 6th, 6:00pm @ Vista PEAK Preparatory
  - Saturday, September 15th, 10:00am @ Aurora West College Prep. Academy
  - Monday, September 17th, 6:00pm @ Mrachek Middle School
- Widely promoted to encourage participation
- Interpretive services and child care made available at each forum
- About 100 participants total
- Large group input with clickers (example below)
- Facilitated small group discussions



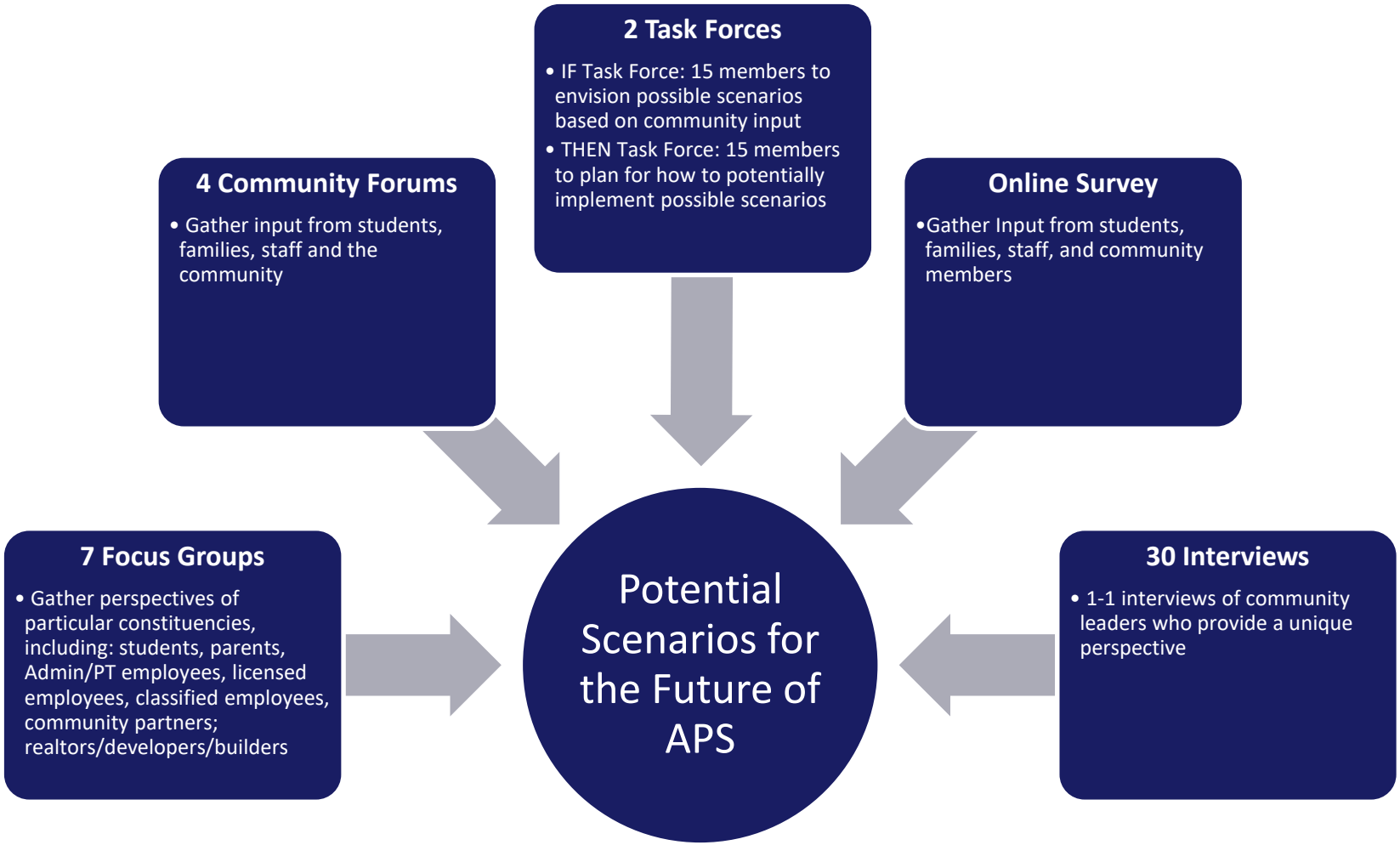
COMMUNITY ENGAGEMENT – ONLINE SURVEY

- Accessible via a link on APS website
- Open September 1st through September 24th
- Available in 11 languages
- Widely promoted to encourage participation
- 909 completed surveys submitted

ONLINE SURVEY LANGUAGE RESPONSES

English	**862**
Spanish	**45**
French	**1**
Arabic	**1**
Vietnamese	**0**
Karen	**0**
Amharic	**0**
Burmese	**0**
Nepali	**0**
Oromo	**0**
Somali	**0**
Total	**909**

COMMUNITY ENGAGEMENT



Over 1,000 community members provided community engagement input.

COMMUNITY ENGAGEMENT – MAJOR THEMES

The major themes are the common elements of feedback from participants across all four community engagement components.

- Participants want **greater educational choice**, preferably in neighborhood schools, and not necessarily through more charter schools.
- Participants see Aurora's **diversity** as both a strength and a challenge.
- Participants want a greater emphasis on **meeting the needs of the whole child**, e.g., mental health programs, health clinics, nutrition programs, after hours access to schools.
- Participants want a greater emphasis on **college and career preparedness** through more Career and Technical Education, Advanced Placement, Concurrent Enrollment, and International Baccalaureate programs and greater coordination with local employers for internships and real-world experience.
- Participants recognize the benefit that comes from strong district **engagement with parents and the community**.

COMMUNITY ENGAGEMENT – BIG IDEAS

The big ideas are singular concepts that emerged from at least one source of community engagement feedback. These are not major themes and, in some cases, are duplicative of current APS practice. This is not an exhaustive list.

- Eliminate grade level transitions
- Competency-based grade levels
- Small schools
- Small class sizes
- School-based decision-making
- Change the school funding model
- Year-round calendar
- Community partnerships
- Business Advisory Councils
- Promote APS' positive stories
- Provide adult education classes
- Make senior year different and relevant to career pathways
- Full day prekindergarten

NATIONAL EDUCATION TRENDS RESEARCH

The national education trends research served two purposes: 1) informed the What IF Task Force of what other districts are doing across the nation, and 2) explained how themes and big ideas from community engagement feedback might impact learning. The research included:

- Career and Technical Education (CTE)
- Centralized v. school-based decision-making
- Managing complexities of school choice
- School calendar
- School funding
- School grade configuration
- School grade levels
- School schedule
- School size

TASK FORCES

2 Task Forces

- The What IF Task Force was charged with developing the characteristics of each potential scenario to meet the needs of APS students and the Aurora community.
- The What THEN Task Force was charged with developing the implementation responses to each scenario from the What IF Task Force.
- Each was scheduled to meet once a month from August through December
- Added 2 meetings to complete work

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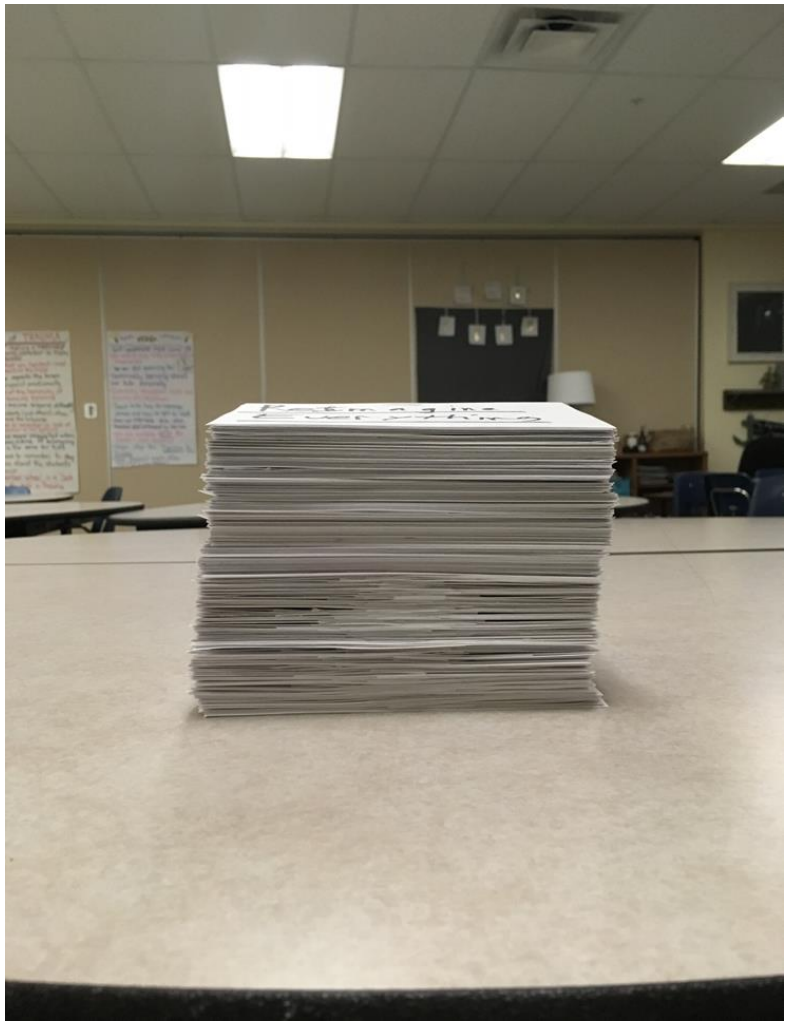
TASK FORCES – WHAT IF TASK FORCE

Meeting #1

- Purpose was to identify the drivers for possible scenarios for APS' future
- Examined and discussed Background Data Briefing
- Brainstormed answers to community engagement questions

TASK FORCES – WHAT IF TASK FORCE



TASK FORCES – WHAT THEN TASK FORCE

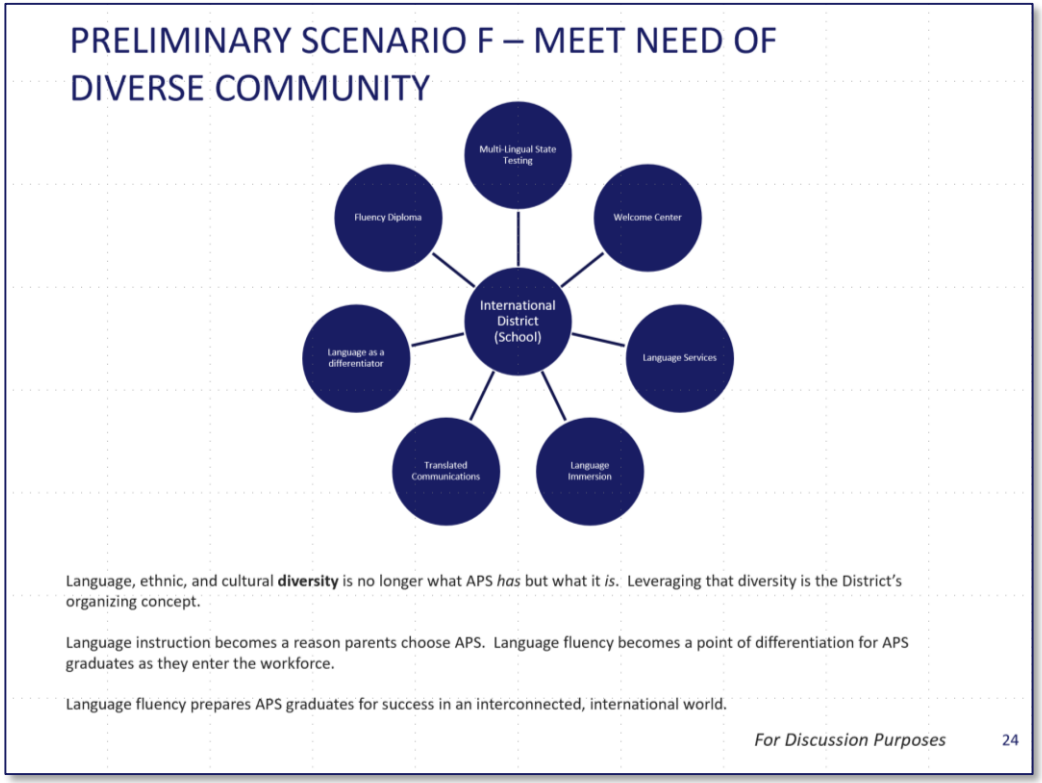
Meeting #1

- Purpose was to identify scenario implementation factors
  - Curriculum and Instruction
  - Communications
  - Facilities
  - Funding
  - Human Capital
  - Parent and Community Involvement
  - Technology
  - Transportation
  - Safety and Security
  - Policy
  - Quality Control

TASK FORCES – WHAT IF TASK FORCE

Meeting #2

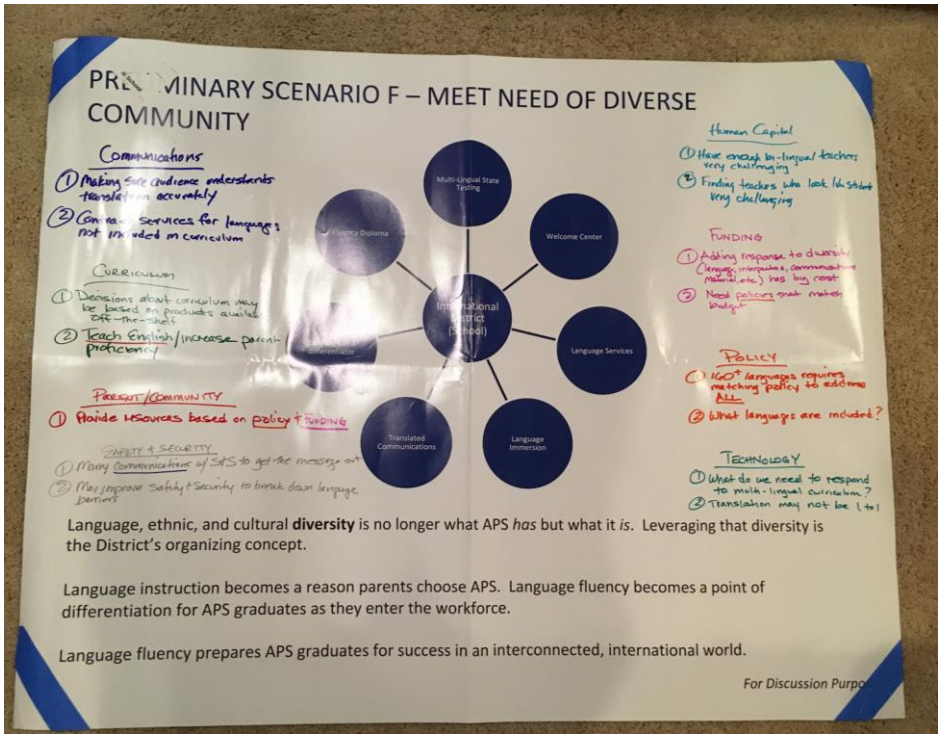
- Purpose was to review and develop the preliminary scenario options
- Examined National Education Trend Research



TASK FORCES – WHAT THEN TASK FORCE

Meeting #2

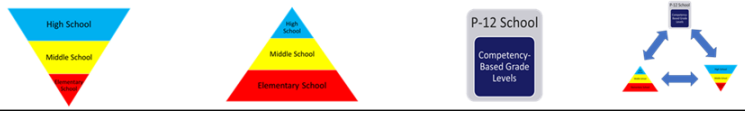
- Purpose was to identify implementation responses for each preliminary scenario based on the implementation factors, e.g., curriculum and instruction, facilities, funding, etc.



TASK FORCES – WHAT IF TASK FORCE

Meeting #3

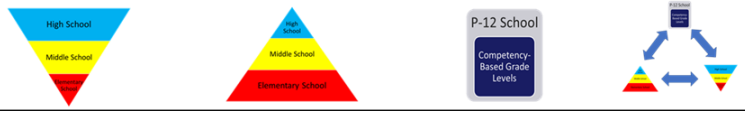
- Primary purpose was to develop the scenario options
- Organized scenario options into four dimensions to facilitate scenario option development and scenario composition
- Analyzed scenario options in light of Community Engagement Summary
- Developed scenario options in the Choice Philosophy and Leadership Structure dimensions

Choice Philosophy	
Leadership Structure	
Educational Program Selection	
School Size and Configuration	

TASK FORCES – WHAT THEN TASK FORCE

Meeting #3

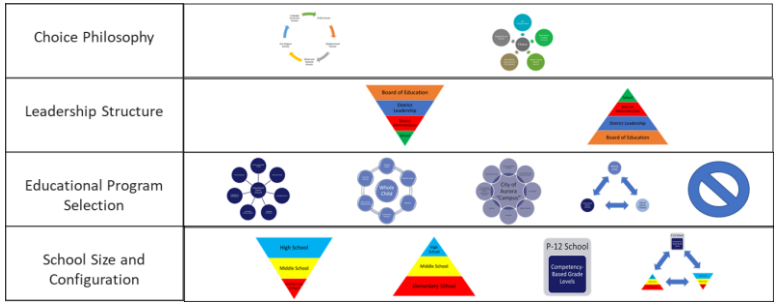
- Primary purpose was to develop the implementation responses to the scenario options
- Analyzed the implementation responses to scenario options in the Choice Philosophy and Leadership Structure dimensions

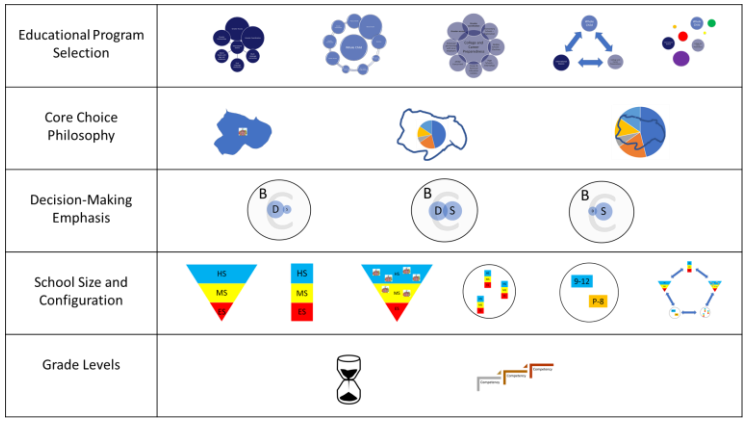
Choice Philosophy	
Leadership Structure	
Educational Program Selection	
School Size and Configuration	

TASK FORCES – WHAT IF TASK FORCE

Meetings #4 and #5

- Primary purpose of these meetings was to develop and finalize the scenario options.
- Completed transformation of scenario options and dimensions

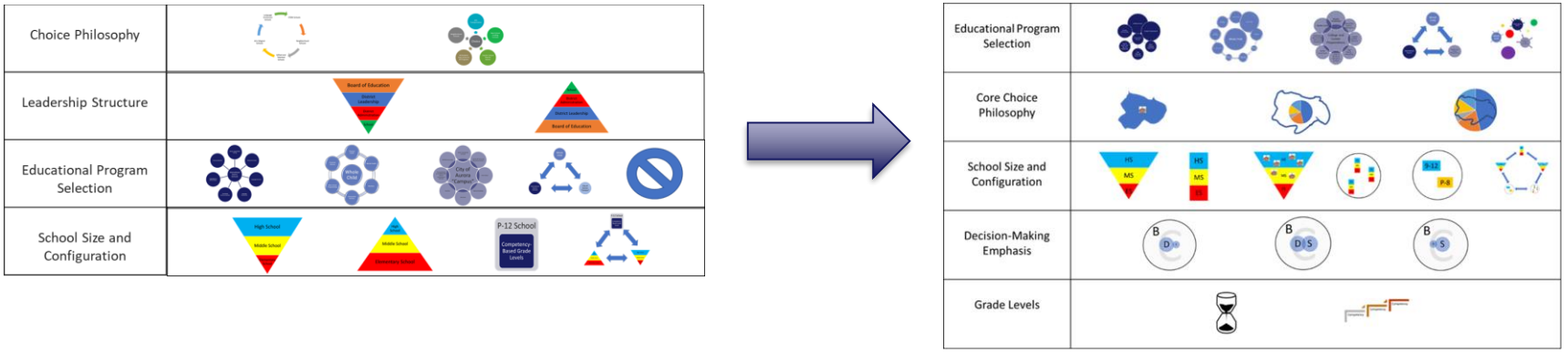




TASK FORCES – WHAT THEN TASK FORCE

Meetings #4 and #5

- Primary purpose of these meetings was to develop and finalize the implementation responses to each of the scenario options.



TASK FORCES – JOINT TASK FORCE

Meetings #6 and #7

- Purpose was to compose, finalize, and analyze the scenarios

Work Group	1st Choice	2nd Choice
B	3	**4**
C	3	**5**
D	**3**	5
E	**3**	4/5
F	**3**	4

A	B	C	D	E	F
Status Quo	College and Career	Neighborhood and Community	Whole Child	Whole Child	Whole Child

A	B	C	D	E
Status Quo	College and Career	Neighborhoods and Communities	Whole Child	International Community

CREATING PRELIMINARY SCENARIOS OPTIONS

Community Engagement Themes

Educational Choice

Leverage Diversity

Whole Child

College and Career

Parental and Community Engagement

National Trends Research on Community Engagement Themes

Community Engagement Big Ideas

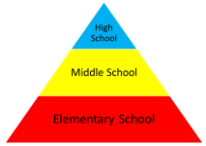
Eliminate Grade Level Transitions

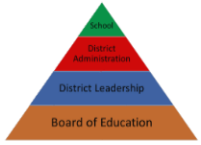
Competency-Based Grade Levels

Small Schools

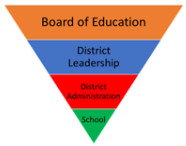
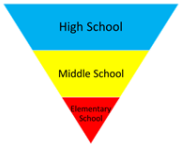
School-Based Decision-Making

National Trends Research on Community Engagement Big Ideas

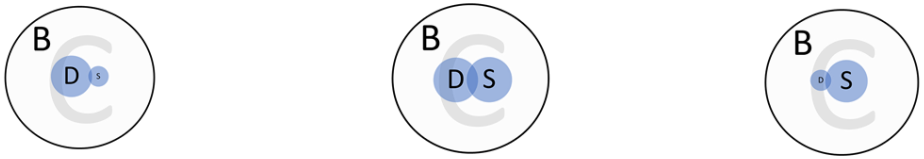




PRELIMINARY SCENARIO OPTIONS

Choice Philosophy	
Leadership Structure	
Educational Program Selection	
School Size and Configuration	

FINAL SCENARIO OPTIONS

Educational Program Selection	
Core Choice Philosophy	
Decision-Making Emphasis	
School Size and Configuration	
Grade Levels	

SCENARIO COMPOSITION

- 5 Scenario Principles from community engagement themes
  1. Providing educational choice
  2. Leveraging international diversity
  3. Enhancing ability to meet the needs of the whole child
  4. Enhancing college and career preparedness
  5. Fostering communities and neighborhoods

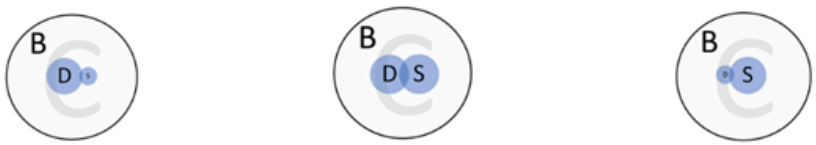
SCENARIO COMPOSITION

- Three Core Components
  - Scenario Principle or Driver
  - District Structure
  - School Structure
- Three Core Components drew from these three dimensions

Educational Program Selection	
Core Choice Philosophy	
School Size and Configuration	

SCENARIO COMPOSITION

Narrative considerations draw from these two dimensions

Decision-Making Emphasis	
Grade Levels	

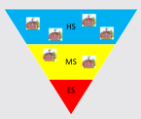
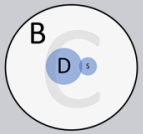
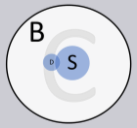
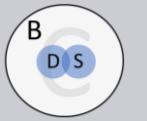
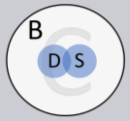
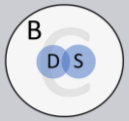
SCENARIO COMPOSITION

Each Scenario has a summary capsule with a description of the scenario, a description of the implementation requirements, and analysis of the scenario's pros and cons.

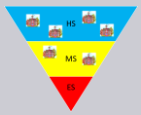
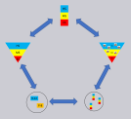
Additional narrative and commentary provides additional detail and explanation.

SCENARIO A – Aurora Scholar	
Principle: Status quo	
Description: APS continues its **current programmatic path**, which includes a variety of specialized offerings such as project-based learning, International Baccalaureate, International Leadership, health sciences, etc. available at different schools around the district, although not in all schools. APS is primarily organized around **neighborhood schools** with students primarily attending the school located within their assigned geographic attendance area. APS serves as a charter authorizer, by reviewing and deciding on charter applications and renewals and ensuring they meet state and federal requirements. Students can choose to attend any school with available capacity, but APS does not provide transportation. APS has **small elementary schools and large high schools** with a mix of P-5/6-8/9-12 and P-8/9-12 grade configurations.	
Implementation Requirements	
In areas of declining or shifting enrollment, need to close and/or consolidate schools, reassign staff, reconfigure transportation routes, and redraw attendance boundaries. Need guidelines for when closure, consolidation and repurposing are triggered and protocols for community engagement for these activities. Need to determine whether to continue with the P-8 model. In areas of increasing enrollment, need to identify funding resources for constructing new buildings that are not currently included in the 2016 Bond.	
Analysis	
Pros: Maintains a district and school structure familiar to and predictable for the Aurora community. Small, neighborhood elementary or P-8 schools allow the elementary schools to serve as the community hubs community engagement said Aurora wants. P-8 schools eliminate a grade level transition, which can help student achievement[1]. The enrollment of a large high school provides the number of students needed to support co-curricular opportunities like athletics and the performing arts and a variety of academic programming.	**Cons:** Will need to close/consolidate schools and redraw attendance boundaries. Closing schools will disrupt communities, and reduce in convenience of proximity. Maintains inequities in what programs students have access to at their neighborhood school. Financially difficult to offer students all the same programs, at the same scale, in every school. Does not include a strategy or approach to working with charter schools. District run schools will likely continue to see a decline in enrollment as charter schools fill the demand for choice and provide options closer in proximity for some families May not explicitly address major themes from the community engagement[2]: leveraging the diversity in Aurora, enhanced programs to support the needs of the whole child, and expanded career and college preparedness opportunities.

DRAFT SCENARIOS

A	B	C	D	E	F
Continue Status Quo	Enhance College and Career Connection	Foster Neighborhoods and Communities	Meet Needs of Whole Child	Meet Needs of Whole Child	Meet Needs of Whole Child
					
					

FINAL SCENARIOS

Scenario	A	B	C	D	E
Title	Aurora Scholar	Independent and Informed	Community Partner	Whole Child	Global Citizen
Principle	Status Quo	College and Career	Neighborhoods and Communities	Whole Child	International Community
Program					
District					
School					

SCENARIO A – AURORA SCHOLAR

Symbol	Description
Principle	Status quo
	APS continues its current programmatic path, which includes specialized programmatic offerings such as project-based learning, International Baccalaureate, International Leadership, health sciences, etc. available at different schools around the district, although not in all schools.
	APS is primarily organized around neighborhood schools with students primarily attending the school located within their assigned geographic attendance area. APS serves as a charter authorizer, by reviewing and deciding on charter applications and ensuring they meet state and federal requirements.
	APS has small elementary schools and large high schools with a mix of P-5/6-8/9-12 and P-8/9-12 grade configurations.

SCENARIO A – AURORA SCHOLAR

Implementation Requirements

- Need to close and/or consolidate schools in shorter term
- Need to build new schools in longer term in areas of growing enrollment
- Need to reassign staff
- Need to reconfigure transportation routes
- Need to redraw attendance boundaries
- Need guidelines for closure/consolidation/repurposing and protocols for community engagement

SCENARIO A – AURORA SCHOLAR

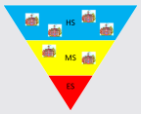
Pros

- Maintains a familiar district and school structure
- Small neighborhood elementary schools serve as community hubs
- P-8 schools eliminate a grade level transition
- Large high schools provide critical mass of students for programs

Cons

- Will need to close schools and redraw attendance boundaries
- Financially difficult to offer same programs in every school
- No charter strategy
- May not explicitly address major community engagement themes

SCENARIO B – INDEPENDENT AND INFORMED

Symbol	Description
Principle	Enhancing college and career preparedness
	Builds on current district programming. Makes enhancing and expanding college and career preparedness programming the top priority through greater access, coordination, and partnerships. Exploration in elementary school. Electives in middle school. Real world experience and college credit in high school lead to senior year serving as a transition to student's next phase of life.
	District provides greater educational program choices at APS-operated schools. Greater access to Career and Technical Education programs could be regionally based. District does not necessarily compete directly with charters where charter programs are effective, but district does not actively engage charter schools as a program delivery partner.
	District has small elementary schools and large high schools. Housing smaller learning communities within large secondary school buildings provides small learning environments to support students and economies of scale

SCENARIO B – INDEPENDENT AND INFORMED

Implementation Requirements

- Identify new programs
- Align curriculum across all grade levels
- Develop policies for flexibility
- Make internships meaningful to employers
- Could repurpose schools to house new programs within choice model
- May need to reassign staff, reconfigure transportation routes, redraw attendance boundaries
- Establish policies for school-within-a-school model

SCENARIO B – INDEPENDENT AND INFORMED

Pros

- Greater opportunities for exploration of multiple career pathways
- District retains control over programs
- Leverages advantages of small learning environments
- Maintains economies of scale from large school buildings

Cons

- May need to redraw attendance boundaries
- Additional CTE facilities will be expensive
- Lack of transportation will reduce access to programs
- Could reduce schools' role as community centers

SCENARIO C – COMMUNITY PARTNER

Symbol	Description
Principle	Fostering neighborhoods and communities
	Expands current wrap-around services through greater access, coordination, and partnerships to meet needs of whole child. Significant emphasis on addressing mental health. Schools are open for after school use and have space available for community partners to provide services.
	Students primarily attend the school within their assigned attendance boundary area or a charter school within their neighborhood.
	Building size and grade level configuration are flexible and based the needs of a particular community or region in the district.

SCENARIO C – COMMUNITY PARTNER

Implementation Requirements

- Greater coordination of wrap-around services internally and externally
- Schools designed for community services and after hours use
- Close/consolidate schools and redraw attendance boundaries
- Charter school plan

SCENARIO C – COMMUNITY PARTNER

Pros

- Increasing wrap-around services supports greater academic achievement
- Neighborhood schools supports sense of community
- Consistent experience for transient students
- Proactive approach to charter school relationship

Cons

- Will need to close schools and redraw attendance boundaries
- Fewer program choices at each neighborhood school
- Less diverse schools

SCENARIO D – WHOLE CHILD

Symbol	Description
Principle	Enhancing the ability to meet the needs of the whole child
	Expands current wrap-around services through greater access, coordination, and partnerships with community organizations. Schools are open after hours and have space available for partners to provide services.
	District provides greater educational program choices at APS-operated schools. The emphasis is on greater choice throughout the district, but neighborhood schools still form foundation of district organizational philosophy.
	Flexible school size and configuration to meet the needs of a particular community or region in the district. District should rethink the traditional school structure and perhaps utilize the school-within-a-school model, particularly at the middle and high school level to ensure a greater connection between the school and each student.

SCENARIO D – WHOLE CHILD

Implementation Requirements

- Greater coordination of services, internal and external
- Identify new programs community desires
- Hire staff to teach, administer, and coordinate new programs
- Could repurpose schools to house new programs
- Will need to redraw attendance boundaries, reassign staff, and reconfigure transportation routes
- Need policy for school size and configuration

SCENARIO D – WHOLE CHILD

Pros

- Enables greater academic achievement
- Encourages diversity within schools
- Allows flexibility for building size and configuration to meet each community's unique needs
- Satellite transportation would increase program access

Cons

- Will likely need to redraw attendance boundaries
- Could reduce schools' role as community centers
- Lack of building and program consistency could negatively impact transient students and lead to inequity

SCENARIO E – GLOBAL CITIZEN

Symbol	Description
Principle	Leveraging strengths and building support for an international community
	Recognizes the strengths and assets of international students and families. Enhances existing language acquisition programs with greater access, coordination, and community partnerships to leverage the strengths and assets of international students and families that give Aurora its international diversity. Multi-language instruction is available for all students. Expand and leverage current services through greater access, coordination, and partnerships to meet the needs of the whole child.
	District organizational philosophy is neighborhood schools. APS remains the charter school authorizer and strategically engages charter schools as a program delivery partner.
	Flexible school size and configuration based on the needs of a particular community or region in the district.

SCENARIO E – GLOBAL CITIZEN

Implementation Requirements

- Greater coordination of services, internally and externally
- Recruit professional staff with international and multi-language backgrounds
- Train staff to identify and meet unique needs
- Will need to close schools, reassign staff, redraw attendance boundaries, and reconfigure transportation routes

SCENARIO E – GLOBAL CITIZEN

Pros

- Enables greater academic achievement
- Schools serve as centers of community
- Schools are accessible
- Flexible building solutions
- Supports both immigrant and native populations

Cons

- Will need to close schools and redraw attendance boundaries
- Challenges in recruiting and retaining staff for language instruction
- Expanding mental and physical health services has budgetary considerations

SCENARIO ANALYSIS

- Joint Task Force analyzed scenarios to provide APS Board of Education with starting point for its analysis
- Scenarios that are likely to meet a specified criterion receive an “X”

SCENARIO ANALYSIS

#	Scenario Criteria	A	B	C	D	E
1	Supports strong student achievement	X	X	X	X	X
2	Supports an equitable learning environment for all students		X	X	X	X
3	Supports greater school choice for families		X	X	X	X
4	Supports the diversity in the Aurora community		X	X	X	X
5	Supports schools as center of neighborhoods	X		X	X	X
6	Supports the needs of the whole child		X	X	X	X
7	Supports greater college and career preparedness		X		X	X
8	APS can adapt to changes in enrollment **in the shorter term**	X	X	X		X
9	APS can execute this scenario within existing staff resources **in the shorter term**	X				
10	APS can execute this scenario in existing facilities **in the shorter term**	X		X	X	
11	APS can execute this scenario within existing financial resources **in the shorter term**	X				
12	APS can execute this scenario with existing transportation resources **in the shorter term**	X		X		X
13	APS can adapt to changes in Aurora community **in the longer term**		X	X	X	X
14	APS can adapt to changes in student needs **in the longer term**		X	X	X	X
15	Requires a significant paradigm shift from the "status quo"		X	X	X	X

- Criteria 1-2 speak to the educational impact of the scenario.
- Criteria 3-7 ask how likely the scenario supports the community engagement major themes
- Criteria 8-12 address implementation of the scenario in the shorter term within existing resources
- Criteria 13-14 look toward implementation over the longer term
- Criterion 15 captures the extent of departure from what APS does currently.

For example, "It is *more likely than not* that Scenario E supports strong student achievement."

NEXT STEPS

- Final Blueprint APS Phase 1 Final Report (~200 pages) available January
  - *Includes: Scenarios, APS Background Briefing, National Trends and Research Brief, Community Engagement Brief, Scenario Options Considered*
- Direction from Board on Phase 2 Community Engagement
  - *Recommended Engagement Opportunities:*
    - *Community Forums*
    - *Online Survey*
    - *Blueprint in a Box Presentation for Board to present to community groups*
- Direction from Board of Education on Timeline for further discussions about *Blueprint APS*

Blueprint APS
MGT
CONSULTING GROUP