

PROPOSED WORK PLAN  
FOR  
ANNE ARUNDEL COUNTY PUBLIC SCHOOLS  
STRATEGIC FACILITIES UTILIZATION MASTER PLAN – TEN YEAR UPDATE

## SCOPE OF SERVICES

We understand that the Anne Arundel County Public Schools requires a Ten Year Update to the Strategic Facilities Utilization Master Plan, July 3, 2006. The update will include the following elements;

- ◆ Educational Program Review: MGT will review the current and future facility implications of the educational programs delivered by the district. The review will also examine the issue of class and school size (inclusive of small school models) in relation to peer districts and best practices.
- ◆ Enrollment projections: MGT will update the household yield rates used in the district's enrollment projections and review the results of those projections.
- ◆ Capacity and Utilization: The study will utilize the district's facility capacity ratings and enrollment projections to develop utilization rates by school and determine need for new schools or additions to existing schools. Graphic maps will be prepared to illustrate the utilization rates by attendance zone. An analysis of feeder zones will be completed based on future utilization rates.
- ◆ Facility Assessments: Building and site condition, and technology readiness assessments will be completed by a "desk audit" utilizing data collected by AACPS staff. Educational suitability assessments will be completed by site visits to each school by MGT staff.
- ◆ Public Input: Public input will be gathered by conducting public charrettes (meetings), an on-line survey, and interviews with county leadership.
- ◆ Final Report: The final report will include the results of the study analyses and assessments, and make recommendations to address the district's facility needs over the ten year planning period. MGT will present the final report to the Board of Education and to the county administration.

The following proposed work plan is based our current understanding of the district's scope of work. As the reader will discover, one of our first tasks will be a review of the work plan to ensure it meets the needs of the district and is responsive to the district's required schedule. Once the work plan is finalized, it will serve as a tool for MGT to manage the project and for the client to monitor the progress.

## TASK 1.0: PROJECT INITIATION

“The personalization the district received from MGT and articulation of the data they compiled aided in the eventual Board of Trustees approval of the ten-year facility master plan in February of 2008.”

*Mr. Keith Savage, Associate Superintendent at Lyon County School District, Yerington, Nevada*

The MGT team will conduct a project initiation meeting with the appropriate district staff to establish proper lines of communication and review the district’s goals for the study. The proposed work plan and schedule will be reviewed and finalized.

### OBJECTIVES:

- ◆ To ensure effective communication throughout the project.
- ◆ To ensure the project’s final product will meet the client’s goals and objectives.

### ACTIVITIES:

- I.1 Conduct project initiation meeting with appropriate district staff.
- I.2 Distribute project directory for MGT’s project team and identify key project team members for the district.
- I.3 Identify the appropriate lines of communication.
- I.4 Review proposed work plan and edit as appropriate to ensure the final product will meet the needs of the district.
- I.5 Review proposed project schedule and adjust as appropriate.

### DELIVERABLES:

- ◆ Project directory
- ◆ Final work plan
- ◆ Final project schedule

## TASK 2.0: DEVELOP FACILITIES & SITE INVENTORY

In order to ensure an accurate inventory for the study, the MGT team will construct a facilities data base which includes all relevant data for the facilities to be included in the study. Nomenclature for facility and space types will be established with district staff.

### OBJECTIVE:

- ◆ To ensure an accurate inventory of all district schools, facilities, and sites included in the scope of work.

**ACTIVITIES:**

- 2.1 Review existing inventory and planning information for use in determining appropriate categories of facilities.
- 2.2 Input relevant data for all facilities in the scope of work into the facilities data base.
- 2.3 Review and inventory district's undeveloped sites. Analyze for future use.
- 2.4 Review information in the data base with district staff and edit as appropriate.

**DELIVERABLE:**

- ◆ District buildings and site inventory.

**TASK 3.0: EDUCATIONAL REVIEW & PROGRAMMATIC PRIORITIES**

The foundation for a successful facilities master plan must be the district's educational mission, goals, and objectives. MGT staff will review the district's programs and develop a thorough understanding of the educational priorities that the district has established and the facility implications of those priorities. This understanding will enable the consulting team to develop a framework for developing facility recommendations.

**OBJECTIVES:**

- ◆ To provide a framework for developing facility recommendations based on the mission, goals and objectives of the district.
- ◆ To ensure the plan will support teaching 21<sup>st</sup> Century skills to students.
- ◆ To examine best practices in terms of various school size models (inclusive of small school models).
- ◆ To determine facility implications of current and future programs.

**ACTIVITIES:**

- 3.1 Review existing data pertaining to the district's mission goals, objectives, and programmatic priorities.
- 3.2 Review existing Board policies that affect facility planning and the current educational specifications for new facilities.
- 3.3 Review current and future program information including school curriculum guides, department plans, facility plans, technology plans, state guidelines, future program planning, etc.
- 3.4 Review current literature regarding various school size models (inclusive of small school models).
- 3.5 Meet with appropriate staff to review the district's mission, goals, objectives and programmatic priorities. Interviews will be conducted with;
  - Board members
  - Superintendent
  - District leadership
  - Curriculum planners
  - Focus group with representative principals
  - County executive and county council leadership

**DELIVERABLES:**

- ◆ Report on programmatic priorities, current and proposed educational programs, and their associated facility implications, to be included in final report.
- ◆ Report on best practices regarding various school sizes (inclusive of small school models), to be included in final report.

**TASK 4.0: CONDUCT FACILITIES ASSESSMENTS**

MGT will update the facility assessments conducted in the previous master plan, including site and building condition, educational suitability, and technology readiness. The condition and technology assessment will be updated by conducting a desk audit with district staff and utilizing district maintenance records. The educational suitability assessment will be updated. District staff will be trained on using the BASYS software and the assessment methodology so that the facility database can be updated by the district in future years.

**OBJECTIVE:**

- ◆ To gain an accurate assessment of the condition of each of the district schools and facilities and incorporate the information into a facilities database.

**ACTIVITIES:**

- 4.1 Finalize condition assessment and technology readiness assessment methodology for a desk audit utilizing MGT's BASYS assessment system and discuss the review schedule and procedures.
- 4.2 Conduct training session with district staff in procedures for conducting the desk audit, including district standards and BASYS metrics.
- 4.3 District staff will review maintenance records and make site visits as necessary to collect necessary data for desk audit.
- 4.4 Conduct desk audit for site and building condition and school technology readiness. Input data from district staff into BASYS and generate assessment reports.
- 4.5 Review assessment reports with district staff and revise as appropriate.
- 4.6 Calibrate MGT's BASYS assessment software for the educational adequacy assessment based on the district's educational specifications and staff input.
- 4.7 Prepare schedule for site visits.
- 4.8 Notify each site administrator regarding the assessment process and schedule. Attend monthly principal's meeting and explain the assessment process and point of contact for making changes to the schedule.
- 4.9 Conduct training of evaluators. Training will focus on ensuring the assessments are consistently applied against the district's standards.
- 4.10 Conduct educational suitability assessments. The assessment will be conducted by trained assessors and results will be reviewed with the site administrator at conclusion of site visit. In addition, review use of technology infrastructure.
- 4.11 Review results of education suitability self-assessment with district leadership/supervisors
- 4.12 Prepare a report detailing the results of the facility assessments and review with staff.

#### 4.13 Train staff in the use of the BASYS software and data base.

##### DELIVERABLES:

- ◆ Facility assessment reports, to be included in the final report.
- ◆ BASYS facilities database and BASYS software/training to be provided to the district at the completion of the project.

### TASK 5.0: ANALYSIS OF SCHOOL & COMMUNITY DEMOGRAPHICS

The MGT team will work with the district to develop enrollment projections, by school by grade, to use in projecting space needs for the facility master plan. In addition, the projections will be used along with GIS mapping to analyze attendance zones and feeder patterns.

##### OBJECTIVES:

- ◆ To analyze facilities needs based on the district having sufficient or insufficient space to house current and projected enrollments.
- ◆ To explore options of adding space to existing facilities and/or adding new facilities.

##### ACTIVITIES:

- 5.1 Meet with appropriate district staff to collect data on demographics and enrollment projections.
- 5.2 Review current student yield factors for all housing types and update as appropriate.
- 5.3 Meet with county planners to discuss planned growth areas and current and future land development.
- 5.4 Develop sample enrollment projections using district methodologies to verify consistency of conclusions.
- 5.5 Adjust enrollment projection methodology/student yield factors as appropriate.
- 5.6 Finalize enrollment projections for study period.

##### DELIVERABLE:

- ◆ Multi-year enrollment projections by school, by grade to be included in the final report.

### TASK 6.0: ANALYSIS OF CAPACITY & UTILIZATION

The capacity and utilization of each school facility in the inventory will be calculated using the district's current capacity ratings and the final enrollment projections. The results will be mapped using GIS technology. The analysis will be used to determine if the district has or will have the need to resize or add to its current facility inventory.

##### OBJECTIVES:

- ◆ To verify the capacity and utilization of all facilities included in the study.
- ◆ To address the short-term needs of the district regarding immediate space issues as well as the long-term needs based on current facility capacity ratings.

**ACTIVITIES:**

- 6.1 Meet with district staff and review any existing capacity ratings.
- 6.2 Review class and school sizes of peer districts and best practices. Determine if the district's class and school size standards should be adjusted. Determine impact on number of schools from adjusted class and school size standards.
- 6.3 Based on enrollment projections and capacities ratings, determine if there is sufficient capacity to meet current and future needs or if an adjustment in the amount of school capacity is required. Determine if additional facilities or additions to existing facilities will be needed.
- 6.4 Review current school boundaries and feeder patterns for possible adjustment due to enrollment patterns and school capacities.
- 6.5 Utilize GIS mapping to graphically represent current and future capacity and utilization analysis.

**DELIVERABLES:**

- ◆ Projected areas of future attendance boundary and feeder pattern adjustments to be included in the final report.
- ◆ Capacity ratings of all schools, to be included in the final report.

**TASK 7.0: PUBLIC INVOLVEMENT & COMMUNITY COLLABORATION**

An effective community engagement plan is a corner-stone for a successful facilities master plan. We will work with district staff to ensure the community engagement plan is responsive to local needs, sensitivities, and issues. The plan will use a variety of tools, including public meetings, interviews, and surveys.

MGT has developed an effective public meeting process or charrette, called "A Conversation for Excellence (ACfE)", that allows all attendees to participate and discourages monopolization by a minority of attendees. The process begins with a presentation to explain the study and to review the data, then is followed by electronic polling of the whole group to identify how issues are perceived, and finally provides a forum for individual participation through small group discussions led by a trained facilitators. ACfE has been successfully used to elicit input and build support with groups of 10 - 1,000 attendees.

**OBJECTIVE:**

- ◆ To actively engage the district and public in a discussion of major facility issues.

**ACTIVITIES:**

- 7.1 Meet with board of education members, school administrators, county administration, teaching staff and other personnel to discuss the major issues and programs faced by the school district and their impact on facilities and current and projected programs.
- 7.2 Prepare presentation materials regarding the major issues for use in parent/community charrettes and other public presentations. (Note: MGT uses the term "charrette" for our public input sessions. We believe the use of this term emphasizes the interactive process of these sessions and the goal that all individuals will be able to participate.)
- 7.3 Conduct four parent/community charrettes to inform stakeholders of the study, review study data, and seek input regarding the major issues and programs as they pertain to facility planning.

7.4 Conduct an online survey that contains the same polling questions as the community charrette.

**DELIVERABLE:**

- ◆ Results of district and public input, to be included in final report.

**TASK 8.0: DEVELOP STANDARDS FOR RANKING BUILDING NEEDS**

Very few school districts have the resources to address all of their facility needs at one time and therefore must prioritize those needs. A priority ranking system that is based on objective standards will be more easily communicated to the community and will more likely be supported by stakeholders.

**OBJECTIVE:**

- ◆ To develop objective standards to guide the ranking of facility planning priorities.

**ACTIVITIES:**

- 8.1 Meet with appropriate staff and review the ranking system MGT has used in previous master planning projects. Ranking system includes factors such as:
  - Equity
  - Building condition
  - Educational suitability
  - Programmatic needs
  - Technology infrastructure
  - Capacity/utilization
  - Historical significance
  - Class/school size
- 8.2 Adjust MGT's ranking system to meet the needs of the district.
- 8.3 Finalize standards for ranking system.

**DELIVERABLE:**

- ◆ Standards for ranking or prioritizing facility needs, to be included in the final report.

**TASK 9.0: BUDGET ESTIMATES**

The consulting team will develop budget estimates for all deficiencies identified. The estimates will be based on current local construction costs as identified by the district and consulting team. The budget estimates when combined with the priority ranking system will be the basis for establishing the project schedule throughout the master plan timeframe.

**OBJECTIVE:**

- ◆ To identify budgets for addressing the short-term and long-term recommendations.

**ACTIVITIES:**

- 9.1 Establish construction costs per square foot using RS Means, local construction costs, and input from staff.

9.2 Develop budget estimates to remediate all deficiencies due to building condition, educational adequacy, technology readiness, capacity needs, and parity.

9.3 Meet with district representatives to identify funding sources and expenditures.

**DELIVERABLE:**

- ◆ Capital budget estimates, to be included in the final report.

**TASK 10.0: DEVELOP MASTER PLAN SCENARIOS & BUDGETS**

The MGT team will prepare multiple master plan scenarios that will address all district facility needs as identified in the study and as prioritized by the ranking system. The scenarios could utilize a number of project types, such as new construction, additions, renovations, and targeted renovations, over a ten year timeframe. In addition, the scenarios will be structured with varying levels of annual funding. MGT will prepare presentations of the scenarios for review, discussion, and evaluation by stakeholders.

**OBJECTIVE:**

- ◆ To develop a master plan strategy.

**ACTIVITIES:**

10.1 Utilizing the standards for ranking building needs developed in Task 8.0, rank and prioritize all district facility needs over the period of the master plan. Factors included in the ranking will include:

- Equity
- Building condition
- Educational suitability
- Programmatic needs
- Technology infrastructure
- Capacity/utilization
- Historical significance
- Class/school size

10.2 Develop multiple scenarios or strategies that accomplish the district's needs (short-term and long-term) to meet the facility needs as prioritized over the plan period. Master plan scenarios will incorporate all the data collected and reflect options for various school sizes (inclusive of small school models), attendance boundaries, feeder patterns, enrollment growth, capital projects, and the district's current and future educational programs.

10.3 Prepare analysis of each scenario based on various school size options (inclusive of small school models) as determined through the review of best practices.

10.4 Develop budget for each scenario.

10.5 Review scenarios with district staff, school board members, and county administration. Select preferred scenario for development of the final master plan.

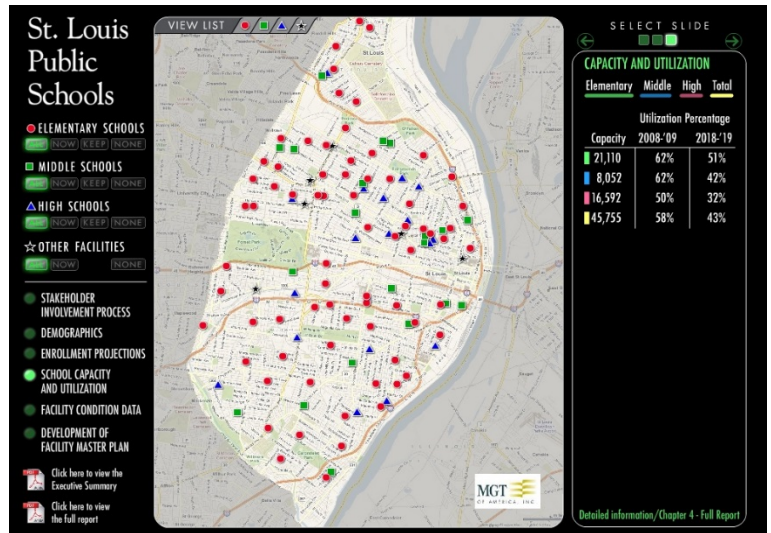
**DELIVERABLE:**

- ◆ Master plan scenario/strategy incorporating recommendations and budgets, to be included in the final report.



## TASK 11.0: PREPARATION &amp; PRESENTATION OF FINAL FACILITIES MASTER PLAN

MGT will develop a long-range facility master plan that supports the mission, goals, and educational programs of the Anne Arundel County Public Schools. The plan will identify the projects required to meet the established standards for all of the district's facilities in the established timeframe. Projects will be scheduled and budgeted to maximize the resources of the district and reflect the priorities of the community at large. Recommendations will be developed for non-capital actions including plan implementation and monitoring, and as appropriate, activities such as school capacity revisions, attendance boundary revisions, and grade restructuring.



The master plan will include graphic representations of all data as beneficial for communicating to the community and stakeholders. All data collected will be clearly presented in the body of the plan or in appendices. The master plan will be accompanied by a facility data base that utilizes BASYS software which will be provided to the district at no cost.

MGT will prepare and conduct training seminars for district staff in the master planning process. The seminars will address the data collection and analysis of all elements used in the planning process with the goal of enabling in-house staff to update the plan in future years.

**OBJECTIVE:**

- ◆ To prepare and present a final master plan that exceeds the stated objectives of the district.

**ACTIVITIES:**

- 11.1 Prepare the draft master plan, based on the strategy selected in Task 10.0.
- 11.2 Present draft plan to district staff and revise as appropriate.
- 11.3 Present final master plan to Board.

**DELIVERABLE:**

- ◆ Final master plan in paper and electronic copies that can be updated by the District.

PROPOSED SCHEDULE

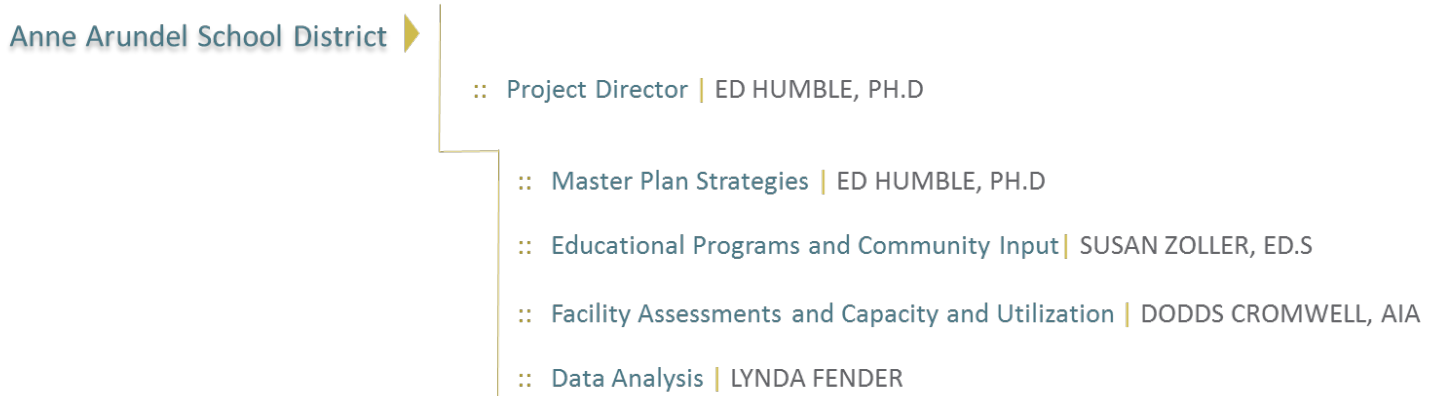
The proposed project schedule for our work plan is shown below. During Project Initiation, firm dates for tasks will be discussed and decided upon, based on factors such as district staff availability and other variables.

TASKS	FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.0 PROJECT INITIATION																												
2.0 DEVELOP FACILITIES & SITE INVENTORY																												
3.0 EDUCATIONAL REVIEW & PROGRAMMATIC PRIORITIES																												
4.0 CONDUCT FACILITIES ASSESSMENTS																												
5.0 ANALYSIS OF SCHOOL & COMMUNITY DEMOGRAPHICS																												
6.0 ANALYSIS OF CAPACITY & UTILIZATION																												
7.0 PUBLIC INVOLVEMENT & COMMUNITY COLLABORATION																												
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10.0 DEVELOP MASTER PLAN SCENARIOS & BUDGETS																												
11.0 PREPARATION & PRESENTATION OF FINAL FACILITIES MASTER PLAN																												

## RESOURCES

### ORGANIZATIONAL CHART

We are pleased to present the organization of our team of senior professionals. Following the organizational chart, we have provided more details about our functional area roles and résumés for project leadership.



**PROJECT DIRECTOR AND MASTER PLAN STRATEGIES** | As Project Director, Dr. Humble will be responsible for coordinating all project tasks. He will serve as the primary contact to the district and will schedule each of the activities as well as ensure the study meets its goals. While all project team members will work together with the District to develop and present deliverables, Dr. Humble will be the primary person responsible for the development and presentation of the final master plan.

Dr. Humble will also oversee the development of the master plan strategies. He will be responsible for investigating viable options for meeting the district’s facility needs, taking into account the educational programs, the current condition and capacity of the facilities, the demographic aspects, the community’s priorities, and the district financial resources. Several strategies will be examined with different priorities, over different time frames, and at different funding levels.

Dr. Humble has prior experience as a district superintendent, principal, and teacher as well as more than 20 years as an educational facilities consultant. He has worked on complex state-wide projects prioritizing school needs across hundreds of facilities, and in much smaller districts where local politics have divided the community and school boards, and he has successfully produced planning strategies to keep student learning as the focus of the planning groups. Dr. Humble has amassed considerable knowledge and experience with district facilities having participated in assessments across the states of Colorado and Kentucky, where MGT evaluated hundreds of buildings, and a recent evaluation with Atlanta Public Schools, GA, which has had considerable renovation and shifting of facilities, necessitating a deep understanding of educational programs and their standards.

**EDUCATIONAL PROGRAMS AND COMMUNITY INPUT** | Ms. Zoller will focus educational program and facility goals for the district. Her focus on educational programs works in bringing a facility in closer alignment to what they teach in that room or area. Districts that have contracted or expanded often need to reassess how they are using a space or plan ahead for future changes. Ms. Zoller has managed school facility planning projects throughout the country and has prior experience as a Deputy Superintendent, Curriculum Director, and Program Area Director. Her background has prepared her to understand the need for efficiency and flexibility from several points of view in the school system, in addition to being a consultant. She currently directs a state-wide project evaluating the implementation of Florida's Race to the Top teacher and principal evaluation systems.

Ms. Zoller will lead the work in community engagement. Ms. Zoller has led community engagement activities for many facility master planning projects. This important component ensures that all stakeholders have an opportunity to provide input and learn about the facility needs of the district. She recently conducted the public engagement sessions for Sweetwater Union High School District in California and has worked on building community consensus in such districts as White River Valley School Corporation in Indiana and St. Louis Public Schools, MO.

**FACILITIES CONDITION ASSESSMENTS AND CAPACITY AND UTILIZATION** | Mr. Cromwell will be responsible for leading the facility assessment activities, including conducting the capacity and utilization analysis, and assisting with the enrollment projections. Mr. Cromwell's prior experience includes having an architectural practice, being an elementary school teacher, and a counselor with high school age students. He has been a facility planner with MGT for 20 years and has coordinated facility assessments in districts throughout the country.

Districts of various sizes and locations have differing needs and nuances and Mr. Cromwell is proficient in managing each of their concerns. His work with assessments has included the states of Wyoming, Kentucky and Colorado, and the Republic of Georgia, all of which required assessing schools and establishing a planning framework for prioritization. Currently, Mr. Cromwell is working in Sweetwater Union High School District, CA, in helping them with their master plan, which includes assessing secondary schools and conducting public engagement sessions.

**DATA ANALYSIS** | Ms. Fender will be responsible for compiling all data into the BASYS system (MGT's facility assessment software) and analyzing it so the project manager can interpret the data in meaningful way in the context of the district's history, culture, and community priorities. She will also ensure quality control processes are in place and provide training for district staff on the use of BASYS.

Ms. Fender has served in this capacity for MGT school facility projects for both PK12 and higher education projects, having done hundreds of such assignments since joining MGT. Lynda also calculates P-12 district enrollment projections, capacity and utilization. She has developed an enrollment projection process that is very accurate, resulting in an 11-year average error of only 2.9 percent of projections compared to actual enrollments.

RÉSUMÉS



**ED HUMBLE**

SENIOR PARTNER  
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Dr. Ed Humble is a Senior Partner and has over 34 years of experience in education as a teacher, principal, superintendent, university instructor, and currently as an educational consultant and leader of MGT’s education practice. Over his career, Dr. Humble has overseen many school district and statewide educational planning projects. While pursuing his Ph.D., Dr. Humble taught graduate level courses in school district organizational management, restructuring, and facilities planning. He has been involved in all aspects of educational management from the teacher, principal, and superintendent levels and has a deep understanding of the effective practices necessary to improve student performance. Dr. Humble has directed numerous statewide educational projects and is familiar with the logistics, coordination, scheduling, and reporting of these critical initiatives.

Since joining MGT twenty years ago, Dr. Humble has used his past experience to help state departments of education, districts, and schools to find creative ways to address inequities in educational delivery systems, curriculum planning, staffing solutions, and the overall organizational structure to effectively improve the educational objectives of these organizations.

**EDUCATION**

PH.D IN EDUCATIONAL ADMINISTRATION, UNIVERSITY OF IDAHO, 1993  
M.S. IN EDUCATIONAL ADMINISTRATION, PORTLAND STATE UNIVERSITY, 1976  
B.S. IN CURRICULUM AND INSTRUCTION, UNIVERSITY OF OREGON, 1972

**PROJECT WORK**

Dr. Humble has worked with the following clients on projects of similar scope:

- Anne Arundel County Public Schools 2006
- Arlington Public Schools 2009
- Atlanta Public Schools 2014
- Caddo Parish School Board 2010
- Carroll County Public Schools 2014
- Citrus County School District 2012
- Colorado Dept. of Education 2010
- Connellsville Area School District 2008
- DeKalb County School System 2011
- Douglas County School District 2010
- Eugene School District 4J 2012
- Fremont Unified School District 2012
- Fresno Unified School District 2013
- Fulton County Schools 2010
- Houston Independent School District 2012
- Kentucky Department of Education 2012
- Lyon County School District 2007
- Metro Nashville Public Schools 2007
- Minneapolis Public Schools 2010
- Norfolk Public Schools 2007
- Rapid City Area Schools 2008
- Richland County School District One 2010
- Shepherd School District 2009
- Smyth County Public Schools, Virginia 2008
- Spring Independent School District 2013
- St. Louis Public Schools 2009
- Sweetwater Union High School District 2014 - current
- The Public Schools of Brookline 2012
- Uniontown Area School District 2008
- West Contra Costa Unified School District 2007
- Wichita Falls Independent School District 2013



**SUSAN ZOLLER**

SENIOR CONSULTANT  
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Ms. Susan Zoller has worked for more than 35 years as a teacher, principal, curriculum director and deputy superintendent to support effective teaching and learning and efficient operations in public schools. Ms. Zoller has training as a teacher and reading specialist and has worked and taught at all levels, elementary through college, across the country from Pennsylvania to Washington State. Ms. Zoller recently retired as Deputy Superintendent for Bellingham Public Schools in Washington, a position she has held for ten years. During her tenure there, Ms. Zoller directed the instructional program activities and connected with the operational and facility areas while planning several new schools and renovations.

Since joining MGT, Ms. Zoller has used her expertise as a school administrator in support of facility master planning activities in large and small districts. She regularly conducts educational standard-setting and community engagement activities and enjoys conduction assessments in the field. Ms. Zoller directs the PK-12 Division at MGT and also serves as the lead evaluator for program and teacher evaluation studies.

**EDUCATION**

ED.S., ADMINISTRATIVE PROGRAM CERTIFICATE IN EDUCATION ADMINISTRATION, UNIVERSITY OF IDAHO, 1984  
DOCTORAL PROGRAM, CURRICULUM AND ADMINISTRATION, UNIVERSITY OF PENNSYLVANIA, 1975  
M.S. READING & LITERACY, UNIVERSITY OF PENNSYLVANIA, 1972  
B.A. COMBINED SOCIAL SCIENCES, UNIVERSITY OF CALIFORNIA – SANTA BARBARA, 1971

**PROJECT WORK**

Ms. Zoller has worked with the following clients on projects of similar scope:

- Sweetwater Union High School District 2014 - current
- Carroll County Public Schools 2014
- Atlanta Public Schools 2010
- Wichita Falls Independent School District 2013
- Spring Independent School District 2013
- Houston Independent School District 2012
- Eugene School District 4J 2012
- Fremont Unified School District 2012
- Pawtucket School Department 2011
- DeKalb County Schools 2011
- Kentucky Department of Education 2012
- Fulton County Schools 2010
- Rapid City Area Schools 2008
- White River Valley School Corporation 2011
- Caddo Parish Public School District 2010
- Douglas County School District 2010
- Colorado Department of Education 2010
- St. Louis Public Schools 2009
- Minneapolis Public Schools 2010
- Fresno Unified School District 2013
- Citrus County School District 2012
- Hampton City Public Schools, VA, *Operational Review 2009*
- Buffalo Public Schools, NY, *Operational Review 2010*
- Wyoming County, WV, *Operational Review 2011*



## DODDS CROMWELL

SENIOR PARTNER  
MGT OF AMERICA, INC.  
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Mr. Dodds Cromwell is a Senior Partner and specializes in facility assessment and planning. Since 1995, Mr. Cromwell has served as the firm's principal architect and planner on a wide range of projects. His project experience with MGT has included work with public school districts, colleges and universities, state and local governments, and non-profit entities.

Prior to joining MGT, Mr. Cromwell owned and operated a full-service architectural practice which specialized in commercial space planning and consulting on building condition audits. Mr. Cromwell is a licensed architect and also holds a masters degree in counseling and one in elementary education. He is a member in good standing with the American Institute of Architects.

### EDUCATION

M.S. IN COUNSELING, CALIFORNIA STATE UNIVERSITY, SACRAMENTO, 1979  
M.ED. IN ELEMENTARY EDUCATION, SOUTHERN UNIVERSITY, BATON ROUGE, LOUISIANA, 1974  
A.B. IN ARCHITECTURE, UNIVERSITY OF CALIFORNIA, BERKELEY, 1971

### PROJECT WORK

Mr. Cromwell has worked with the following clients on projects of similar scope:

- Sweetwater Union High School District 2014 - current
- Carroll County Public Schools 2014
- Spring Independent School District 2013
- Dunlap Community Unit Schools 2013
- Wichita Falls Independent School District 2013
- Spring Independent School District 2013
- Houston Independent School District 2012
- Eugene School District 4J 2012
- Fremont Unified School District 2012
- Pawtucket School Department 2011
- DeKalb County Schools 2011
- Kentucky Department of Education 2012
- Rapid City Area Schools 2008
- Fremont Unified School District 2013
- Fairfield Public Schools 2013
- Caddo Parish Public School District 2010
- Douglas County School District 2010
- Colorado Dept. of Education 2010
- St. Louis Public Schools 2009
- Richland One School District 2010
- Fresno Unified School District 2012
- Wyoming Facilities Commission 2008
- Smyth County Schools 2008
- Citrus County School District 2012

**LYNDA FENDER**

SENIOR ANALYST  
MGT OF AMERICA, INC.  
LFENDER@MGTAMER.COM

Ms. Lynda Fender is a senior analyst in MGT's educational facilities practice. Since joining the firm in 2000, Ms. Fender has served on master planning and facility assessment projects for both PK-12 and higher education institutions. Her extensive facilities experience includes analysis of demographics, educational suitability, utilization, financial feasibility, program needs, site determination, and cost estimation as well as using GIS to analyze boundary redistricting and other demographic analyses. Her work has assisted numerous clients in capital budget development, facility needs prioritization, and customization of space standards and planning guidelines. Ms. Fender possesses strong quantitative skills and broad research experience.

## EDUCATION

B.S., WILDLIFE MANAGEMENT, HUMBOLDT STATE UNIVERSITY, 1998

## PROJECT WORK

Ms. Fender has worked with the following clients on projects of similar scope:

- Sweetwater Union High School District 2014 - current
- Madison County Schools 2013
- Carroll County Public Schools 2014
- Atlanta Public Schools 2014
- Wichita Falls Independent School District 2013
- Eugene School District 4J 2012
- Spring Independent School District 2013
- Fremont Unified School District 2012
- Florida Department of Education 2013
- Metro Nashville Schools 2007
- Kentucky Department of Education 2012
- White River Valley School Corporation 2011
- Fairfield Public Schools 2013
- Pawtucket School Department 2011
- Benton Harbor Area Schools 2010
- DeKalb County Schools 2011
- Richland One School District 2010
- Fulton County Schools 2010
- Houston Independent School District 2012
- Caddo Parish School District 2010
- Arlington Public Schools 2009
- Douglas County School District 2010
- Colorado Department of Education 2010
- Public Schools of Brookline 2009
- St. Louis Public Schools 2009
- Uniontown Area Schools 2008
- Connellsville Area Schools 2008
- Fresno Unified School District 2012
- Rapid City Area Schools 2008
- Smyth County Public Schools 2008
- Lyon County School District 2007