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BACKGROUND AND OBJECTIVES

CFISD is the third largest school district in Texas and, over the last decade, has been one of the fastest growing school districts in Texas and the United States. This rapid growth combined with changes in the state's funding formula and limitations on local revenue generation have created pressure on district finances. In each of the past two years, the district has significantly reduced its budget and been limited in its ability to provide raises for teachers and other personnel. This situation is not likely to change in the near future.

As a result, you asked *WCL ENTERPRISES* to conduct a third-party assessment of key areas of operations to identify further alternatives to reduce costs or increase revenue as well as improve overall efficiency. The key areas you identified for this assessment were:

- Federal programs
- Transportation
- Maintenance
- Custodial operations
- Warehouse

In addition, you asked us to compare the cost of school construction in CFISD with that of other similar districts both within Texas and the Southwestern United States.

SCOPE OF WORK AND APPROACH

Our focus during this review was on the following areas:

- Organization and staffing,
- Effectiveness of key processes, and
- Cost of current services and alternatives.

Our approach will include the following key work elements:

- **Data collection and analysis:** Prior to and during our site visits, we generated data and other information pertinent to the operations and staffing in each of the areas within the scope of our work effort. The types of information will include budgets, PEIMS data, program descriptions and requirements, procedures manuals, organization charts and staffing tables, and job descriptions.
- **Prior studies and benchmarking comparisons:** In certain areas, such as transportation, the district had conducted recent performance reviews and benchmarking studies. We familiarized ourselves with the information and findings from such studies and assessed how the district had used the recommendations from such studies.

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- **Interviews:** Beginning with senior CFISD management, we conducted interviews within each department and functional area. These interviews provided information expanding upon the written data collected at the outset of our work effort.
- **Comparative information:** We contacted six similar districts in Texas to develop comparable information in key areas: Austin, Ft. Bend, Ft. Worth, Katy, North East, and Northside.

For the assessment of school construction, we used both published data as well as comparative information from the comparison districts in Texas.

Upon completion of the work elements noted above, we reviewed our findings with district staff to ensure accuracy of the data and to identify any remaining “gaps” in our evaluation.

We then prepared our draft reported and review it with you and other appropriate CFISD personnel. Following that review, we then incorporated appropriate modifications and finalized the report.

The information in this report is presented in the following areas:

- Maintenance,
- Operations,
- Distribution Center,
- Transportation,
- Federal programs, and
- School construction costs.

SUMMARY

The findings are presented in this summary draft report with a recommendation, an option or several options, or both:

- A recommendation implies that the review team believes there is a very limited or no reduction in current service delivery level. Recommendations should be implemented to enhance the efficiency and cost-effectiveness of current operations.
- An option indicates that there will be a reduction in the current level of service. Implementation of the options should be considered along with the associated estimated impact on service.

Implementing the recommendations and/or options would result in the following cost reductions:

- Recommendation only - \$5,581,263.
- First level of options – an additional \$7,207,525.

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- Second level of options – an additional \$5,128,360.
- Third level of options – an additional \$4,348,379.

Implementation of all recommendations and options to the furthest degree would result in cost reductions totaling \$22,265,527. A summary for each finding is presented below.

Finding		Recommendation	Option		
Number	Area		1	2	3
Maintenance					
1	Reduce staffing of crafts positions		\$652,590	\$1,217,791	\$1,866,170
2	Implement night maintenance	\$30,986			
3	Assign maintenance personnel to certain campuses	86,700			
4	Have Food Service Department reimburse general fund for maintenance work	186,141			
5	Cancel elementary school mowing contract		170,024		
6	Charge users cost of turf maintenance or eliminate program	6,853	41,000		
7	Have Food Service Department reimburse general fund for electricity costs	319,969	225,260		
8	Eliminate senior director of Special Services position	91,101			
Operations					
9	Have Food Service Department reimburse general fund for cleaning costs	1,377,388			
	Eliminate one mid-day custodian and charge Food Service Department for cleaning		2,438,073		
10	Increase square footage cleaned per custodian	887,115	2,069,935	3,147,146	
11	Reduce custodial staffing at support facilities	178,968			
12	Reduce number of pools used and maintained		233,838	428,701	
Distribution Center					
13	Deliver once per week		92,613		
14	Reduce number of parts specialists	101,881	203,760		
Transportation					
15	Reduce number of route supervisors		73,465	110,197	
16	Don't fill vacant lead shop foreman position		60,153		
	Reduce assistant shop foreman to mechanic when not supervising	15,059			
17	Consolidate supervisory responsibilities for the body and repair shops		54,675		
	Eliminate the body shop entirely			309,028	
18	Eliminate the night shift at Falcon Center		143,410		
19	Reduce guaranteed hours for charter bus drivers		361,080		
20	Assign attendants to special needs buses only as required by IEP		360,884		
21	Revise, reduce, or eliminate hazardous route transportation		2,400,000	5,400,000	6,100,000
22	Add a fourth tier of student transportation	907,761			
Federal Programs					
23	Apply all federal funds each year	1,391,341			
	Total – if implementing only recommendations	\$5,581,263			
	Total – additional net cost reductions from implementing Option 1		\$7,207,525		

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Finding		Recommendation	Option		
Number	Area		1	2	3
	Total – additional net cost reductions from implementing Option 2			\$5,128,360	
	Total – additional net cost reductions from implementing Option 3				\$4,348,379

MAINTENANCE

As one of the fastest growing school districts in the nation, CFISD has added new facilities each year since 1999. The district has nearly doubled in the square footage of facilities that must be maintained since that time. At the same time, the district has added very few positions to its Maintenance Department staff, and, in some cases, has actually reduced services:

- Eliminated the electrical retrofit department (six employees).
- Added two painters, two appliance technicians, one carpenter, one locksmith, three low voltage technicians, and four HVAC technician positions.

However, in some instances, the addition of positions has been problematic because the department was unable to fill those positions. Since 2002, the department has not been able to fill the full allotment of HVAC technicians. Currently, the district has six vacant positions in this area alone.

In 1999 the department had 93 budgeted maintenance crafts positions and averaged approximately 82,000 square feet per position to be maintained. In 2009-10, the department has 106 approved crafts positions, which is approximately 136,000 square feet per position (**Exhibit 1**).

According to the director of Maintenance, with the increased workload, a typical work order request that in the past might have taken the department 24-36 hours to complete might now take 72 hours to more than a week to address.

Also, while the district has added many new facilities within the last 10 years, CFISD has 25 buildings that are at least 30 years old and an additional 20 buildings that are between 20 and 30 years old. Overall, the average age of CFISD facilities is 20 years, and older facilities require more attention.

Exhibit 1 Maintenance Department Crafts Positions Staffing and Square Footage Maintained 2005-06 through 2009-10

Year	Number of Facilities	Percentage Change from Prior Year	Total Square Feet	Percentage Change from Prior Year	Number of Maintenance Department Positions	Percentage Change from Prior Year	Square Feet per Maintenance Position	Percentage Change from Prior Year
2009-10	104	2.0%	14,399,083	3.6%	106	0.0%	135,840	3.7%
2008-09	102	8.5%	13,884,809	10.8%	106	0.0%	130,989	10.8%
2007-08	94	3.2%	12,530,823	4.0%	106	3.9%	118,215	0.1%
2006-07	91	5.8%	12,047,124	13.0%	102	0.0%	118,109	13.0%

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2005-06	86	N/A	10,658,369	N/A	102	N/A	104,494	N/A
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Source: CFISD director of Maintenance.

Comparative Survey

Compared to the six districts identified for comparison, the review team noted the following (**Exhibit 2**):

- CFISD maintenance personnel maintain more square feet of facilities in total and per maintenance position than any of the other districts;
- CFISD has fewer supervisory personnel than any of the other districts;
- All the districts had night maintenance crews; and
- Only Katy uses purchasing cards to support the purchase of materials/parts for maintenance work and only on the night crews.

Exhibit 2

CFISD Maintenance Staffing and Functions vs. Comparison Districts

Question	CFISD	Austin	Ft. Bend	Ft. Worth	Katy	North East	Northside
Total square footage of facilities	14.3 million	13.3 million	10.7 million	No response	10.5 million	9.6 million	12.8 million
Total maintenance staffing by type of position (include authorized/budgeted but vacant positions):	181	220	78		155	166	293
• Management (e.g., director, assistant director)	1.5	1	4		6	5	3
• Supervisor	4	12	8		10	7	23
• Crafts positions (i.e., carpenter, painter, HVAC, etc.)	102 crafts 68 grounds	154 crafts 50 grounds	54		88 crafts 44 grounds	126 crafts 23 grounds	212 crafts 45 grounds
• Paraprofessional	5.5	2	12		7	5	1
• Other (please describe)	0	1 Warehouse worker	0		0	0	8 Warehouse workers 1 Pest control
Are any of the crafts positions assigned to night duty for maintenance?	Yes	No	Yes		Yes	Yes	Yes
• If yes, how many and in what craft positions (e.g., HVAC, plumbing, etc.)	1 Foreman 12 Painters 2 HVAC filter 2 Low voltage technicians 1 Locksmith	15 Painters	2 Electricians 1 Plumber 3 General Craftsman 4 General Craftsman Helpers		1 Supervisor 1 Assistant Supervisor 1 Plumber 1 Electrician 5 Painters 2 Minor construction 2 General maintenance	13 Carpenters 1 Controller 6 Electrical 1 Grounds 12 HVAC 3 Plumbers 18 Preventive maintenance 3 Technical building services	1 Plumbing 1 Glazier 1 Electrician 1 Dispatcher

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Question	CFISD	Austin	Ft. Bend	Ft. Worth	Katy	North East	Northside
Do you contract for any services? (e.g., grounds, HVAC, etc.) – please list all contracted services	Partial grounds	Not as a rule; some specialty work, such as elevator repair	HVAC Equipment Maintenance		Not as a rule	Grounds	No
Do you use a purchasing card for purchase of any materials used in completing maintenance projects?	No	Not currently; plan to use in near future	No		Night crew supervisor and asst supervisor only because contractor desks are closed	No	No

Source: Survey conducted by WCL ENTERPRISES.

FINDING 1

School district maintenance departments typically include crafts positions that conduct, at least as part of their responsibilities, projects associated with the modification of existing facilities: painting rooms and hallways, building storage items (e.g., bookshelves and cabinets), modifying outside grounds for other purposes (e.g., enlarging a playground), and other special projects (e.g., relocating walls to expand classroom space). Within CFISD, many of these functions are conducted in four areas of the Maintenance Department: carpentry, painting, special projects, and heavy equipment.

These positions have other daily responsibilities that provide support to different functional areas:

Carpentry: general maintenance work order repairs, which include, but is not limited to: flooring, walls, cabinets, desks, chairs, doors, door closers, bathroom dispensers, bathroom stalls, portable classroom decks, ramps, canopies, broken glass/mirrors, marker and bulletin boards, overhead screens mini-blinds, and the fabrication of furniture for special needs students.

Painting: in addition to general painting, this group performs repairs to sheetrock and vinyl wall covering, and paint over any graffiti on interior walls and exteriors of portable buildings.

Special projects: performs repairs to sidewalks, parking lots, driveways, and any other concrete work required: repairs all district chain link and ornamental fencing, playground equipment, running tracks, and outdoor signage being performed internally.

Heavy equipment: responsible for all grounds work excluding mowing, weeding, and edging necessary in the district. This includes but not limited to, the responsibilities for setting up for agriculture shows, moving wrestling mats, maintaining all the athletic fields, tree trimming, and drainage modifications.

OPTION 1: Reduce the staffing of non-critical trades that will not affect the environmental characteristics of facilities.

Cost reduction impact: Exhibit 3 reflects the cost reduction impact of reducing the staffing by approximately one-third in four areas within the department: heavy equipment, special projects, carpentry, and painting.

**Exhibit 3
 Cost reduction Impact of Reducing the Staffing in Certain Maintenance Areas**

Maintenance Area	Current Number of Positions	Number of Positions to be Eliminated	Cost Reduction (*)
Heavy equipment	10	3	\$107,632
Special projects	4	2	75,041
Carpentry	16	6	289,360
Painters	13	4	180,557
Total	43	15	\$652,590

(*) Includes salaries and benefits.

Service delivery impact: The district will have to limit/reduce any building modification, minor construction projects, and painting. Additionally, the Maintenance Department would not be able to provide other services, such as the following:

- Transporting wrestling mats for the Athletic Department.
- Setup/breakdown of animal pens for district agriculture shows.
- Reduction in the frequency of playground equipment inspections from monthly to bi-annually.
- Increase in completion time for work order requests for these trades to 7-10 days from current 2-3 days.

OPTION 2: Reduce the staffing of non-critical trades that will not affect the environmental characteristics of facilities.

Cost reduction impact: Option 2 reduces the four areas by approximately two-thirds of the current staffing level (**Exhibit 4**).

**Exhibit 4
 Cost reduction Impact of Reducing the Staffing in Certain Maintenance Areas**

Maintenance Area	Number of Positions to be Eliminated	Cost Reduction (*)
Heavy equipment	7	\$251,142
Special projects	2	75,041
Carpentry	11	530,493
Painters	8	361,115
Total	28	\$1,217,791

(*) Includes salaries and benefits.

Service delivery impact: The district will have to severely restrict any building modification, minor construction projects, and painting except for an emergency. All other types of building modification projects will have to be budgeted in future bond programs.

In addition to the service reductions identified for Option 1, the Maintenance Department would have to eliminate other services, such as the following:

- Repair of fencing and concrete sidewalks that impact safety performed on an emergency basis only.
- Reduction in the frequency of playground equipment inspections from bi-annually to annually.
- Transfer of maintenance of athletic fields to campus coaching staffs.
- Increase in completion time for work order requests for these trades to 10-14 days from 7-10 days.

OPTION 3: Eliminate non-critical trades that will not affect the environmental characteristics of facilities.

Cost reduction impact: Exhibit 5 reflects the cost reduction impact of eliminating four areas within the department: heavy equipment, special projects, carpentry, and painting.

**Exhibit 5
 Cost reduction Impact of Eliminating Certain Maintenance Areas**

Maintenance Area	Number of Positions	Cost Reduction (*)
Heavy equipment	10	\$358,774
Special projects	4	150,083
Carpentry	16	770,431
Painters	13	586,882
Total	43	\$1,866,170

(*) Includes salaries and benefits.

Service delivery impact: Implementation of this option would result in elimination or severe curtailments of all functions noted above that are currently being performed in these areas. Outsourcing of some functions could be secured but would reduce the overall cost reduction impact.

FINDING 2

Maintenance Department overtime for 2008-09 was \$103,287. This excludes reimbursements for various overtime and scheduled overtime such as 48-hour workweek during the summer.

The district currently has 13 painters and two filter changers working nights. The program is in place and could be expanded.

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A team of 3-5 crafts personnel would be identified to work during the evening hours. This team would handle minor building modifications, minor construction, preventive maintenance, emergencies, and work orders that are difficult or impossible to complete during the school day.

This team will reduce overtime that the district currently incurs for such tasks as replacing ballasts in classroom light fixtures, conducting small tile repair/replacement, and the like. Based on the experience of the review team with districts that have implemented night maintenance, those districts have reduced overtime by an average of 30-50 percent. This approach will reduce most but not all overtime experienced during the typical workweek. Weekend and holiday overtime will continue to be realized by the district.

RECOMMENDATION: Implement night maintenance and reduce overtime.

Cost reduction impact: A reduction of 30 percent in current overtime would be **\$30,986**. The review team recommends that this group be assigned to work as an afternoon/evening shift, such as starting at 11:00 or noon and working until 7:00 or 8:00 pm.

Service delivery impact: None.

FINDING 3

CFISD has 24 campus locations with one large school (e.g., high school) or multiple schools. In these situations, implementation of a “building engineer” dedicated on a full-time basis to a high school or combination elementary and middle school would reduce the need for a maintenance vehicle stocked with parts to service the campuses.

This position would clock in at the assigned location and would perform all preventive maintenance, emergency work orders, internal deliveries and completes most all work orders initiated by that campus. The position would still report to the Maintenance Department.

RECOMMENDATION: Assign maintenance personnel to specified campuses.

Cost reduction impact: Based on district records for maintenance vehicle fuel consumption and repairs, assigning 24 current personnel to campuses will increase savings from vehicles, fuel, windshield time and repairs by approximately **\$86,700** per year. If the district chooses to implement this option, the review team recommends that it be done gradually, beginning with an initial pilot effort to work through any constraints or other implementation issues that might arise.

Not only will this recommendation decrease expenses for current vehicles, but it would also provide the district with a vehicle inventory, reducing the need for vehicle purchases for a few years if the vehicles are in good condition.

Service level impact: Implementing building engineers in the larger schools or campuses with multiple schools would provide instant service to the campus, thus avoiding wait time for maintenance personnel to arrive and repair.

Implementation of this recommendation would require a secured area for supplies to be stored on campus and certain hand tools depending upon the skill level of the building engineer. The latter could be retrieved from currently stocked maintenance vehicles no longer in use.

FINDING 4

As part of their responsibilities, Maintenance Department personnel perform maintenance services for the Food Service Department. For this maintenance work, the Food Service Department only provides reimbursement for material costs.

From 2005-06 through 2008-09, the average number of hours per year spent by the Maintenance Department to complete work for the Food Service Department was 8,350 hours, or the equivalent of four full-time employees per year, and the average cost per year of these services was \$186,141.

RECOMMENDATION: Have the Food Service Department reimburse the general fund for all costs for the work performed by the Maintenance Department personnel.

Cost reduction impact: Based on the average for the four-year period noted above, the district could recoup **\$186,141** per year.

Service delivery impact: None.

FINDING 5

CFISD currently contracts for mowing services certain campuses and provides the same services at remaining CFISD facilities. The contractor mows 196 acres compared to 1,222 mowed by CFISD's 45 grounds personnel.

For calendar year 2009, the budgeted cost for the contractor was \$170,024 for 42 scheduled visits, or \$20.65 per acre. However, due to weather conditions, the contractor was not able to mow 42 times that year. Instead, the contractor only mowed 32 times.

Based on the district's budget for grounds personnel and equipment, the cost per acre for mowing services provided by district personnel is \$16.11.

OPTION: Cancel the elementary school mowing contract and absorb the additional work in the Maintenance Department.

Cost reduction impact: **\$170,024.**

Service delivery impact: The district can anticipate increased workload on grounds personnel, which may detract from other functions those personnel perform. There may be the incursion of some overtime that could reduce the cost reduction impact. The current scheduled frequency of

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mowing would have to be decreased in order to use existing personnel to mow the current contracted acreage, which could lead to complaints from staff and the community.

FINDING 6

The district currently performs a fertilization and over seeding program preventing bare areas from developing on the athletic fields. The cost of this program is \$41,000 for materials only for all 85 athletic fields at the middle and high school campuses, or a cost of \$428.35 per field.

Sports associations and community groups use the 16 middle school fields extensively and pay for such usage according to a rental fee schedule established by the district. The \$47 per hour rental fee generates approximately \$22,900 annually, which is then allocated to cover the cost for field lights, provision of portacans, and grounds maintenance. However, the review team was not able to discern whether the reimbursement for grounds maintenance included the cost of the fertilization and over seeding program.

RECOMMENDATION: Increase athletic field rental fees to support the turf maintenance program.

Cost reduction impact: The district should charge user groups the full cost of providing this program. The rental charge for using the middle school athletic fields would be increased by the cost per school, or a total of **\$6,853**.

Service delivery impact: None.

OPTION: Eliminate the additional turf maintenance.

Cost reduction impact: \$41,000.

Service delivery impact: While the review team anticipates there will be no service delivery impact, the district is likely to experience the following impacts:

- All 85 athletic fields will become playgrounds with minimal grass growth.
- Complaints will be voiced by staff, parents, and community members about the appearance of the athletic fields.

FINDING 7

The Food Services Department reimburses the general fund for the electricity costs for the Food Production Center and the Freezer Storage Facility but does not for certain uses of facilities on the campuses:

Campus kitchen facilities. Currently, the electricity costs for kitchen facilities at school campuses are paid from the general fund with no reimbursement. Based on the actual costs per square foot for each campus facility for 2008-09, and the actual square footage of the kitchen spaces, the total cost is \$319,969 for providing electricity to these spaces.

Campus common areas. An additional 569,831 square feet of common space across all district schools is used as a cafeteria during the day while school is in session and for other instructional and campus activities during the remainder of the day, during the evening, and weekends, and even during the summer in some schools. Typically, this space is used by the Food Services Department to provide lunch approximately four hours per day, or approximately one-third of the full day, based on a total daily usage of the space of 12 hours. The total cost of providing electricity to these spaces is \$225,260

RECOMMENDATION: Have the Food Services Department reimburse the general fund for the actual electricity costs for campus kitchen facilities.

Cost Reduction impact: \$319,969.

Service delivery impact: None.

OPTION: Have Food Services Department reimburse the general fund for shared spaces used for providing food services at campuses such as Commons areas that are also used for instructional and general campus activities.

Cost reduction impact: \$225,260.

Service delivery impact: None.

FINDING 8

Currently, many legislative mandates affecting facilities are managed by the senior director of Special Services. This position reports to the associate superintendent for Technology and School Services. Examples of legislative mandated items are hazardous materials, asbestos, elevator contract, fire extinguisher, fire code compliance, safety, recycling center, etc.

When an item in this group of items needs to be addressed, however, typically personnel from the Maintenance Department are assigned to the issue. The director of Maintenance reports to the assistant superintendent for Facilities and Construction, who reports to a different associate superintendent (Facilities, Planning, and Community Relations).

This situation is an awkward and inefficient alignment of related functions.

RECOMMENDATION: Eliminate the position of senior director of Special Services and re-distribute the positions functions.

Cost reduction impact: Based on entry-level salary for the position and including benefits, elimination of this position would result in a cost reduction of **\$91,101**. With the elimination of this position, all maintenance related legislative items should be moved and managed by the director of Maintenance. Responsibility for the day care centers could be absorbed within the functions overseen by the associate superintendent for Human Resources and Student Services. The district could offer stipends to existing personnel to assume these additional functions, which could reduce the overall cost impact of this option.

Service delivery impact: None.

OPERATIONS

The Operations Department has a total of 685 employees: 441 night custodians, 177 day custodians, 33 support facility custodians, 26 trade group custodians (i.e., graffiti removal, indoor air quality, carpet crew, moving crew, area managers, furniture repair, aquatics, mechanics, utility crew), and eight administrative staff members.

In addition to the regular facility cleaning functions performed by day and night custodians, Operations Department personnel also handle the following responsibilities:

- Remove interior and exterior graffiti throughout the district,
- Power wash sidewalks, buildings, and bus loading areas,
- Refinish gym floors,
- Clean up areas affected by water intrusion and other emergency situations,
- Perform mold remediation,
- Repair and maintain district cafeteria tables, and
- Move instructional and administrative furniture and computers.

The Operations Department also maintains 11 district pools, which includes preventative maintenance, repair, and cleaning.

In 2008-09, four new district facilities and one major school expansion were added: two high schools, two elementary schools, and an additional grade level at Cy-Woods High School. The Operations Department added 44 positions to address this additional workload.

In 2009-10, three new facilities were added and two facilities were expanded: one middle school, one elementary school, one alternative learning center, and additional grade levels at Cy-Lakes and Cy-Ranch High Schools. Instead of adding positions to address this new workload, the department cut 22 positions, which resulted in \$506,087 in savings to the district.

Comparative Survey

Exhibit 6 shows the results of the comparative survey. Of particular interest are the following points:

- CFISD has fewer supervisory personnel than any of the comparison districts but the second highest number of daytime custodians;

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- CFISD is the only district to have highly specialized personnel for services such as water intrusion and mold remediation;
- CFISD has higher minimum standards for assignment of daytime custodians than any of the other districts; and
- The average square feet cleaned by night time custodians in CFISD is higher than any of the comparison districts.

Exhibit 6

CFISD Operations Organization and Operations vs. Comparison Districts

Question	CFISD	Austin	Ft. Bend	Ft. Worth	Katy	North East	Northside
Number of schools	81	109	70	No response	52	70	119
Number of other facilities to which custodial staff are assigned	13	15	11		10	8	
Custodial operations budget for 2009-10	\$17.6 million	\$1.134 million (*)	\$1.765 million (*)		\$16 million for M&O; custodial estimated to be 30 percent of total	\$1.4 million (*)	\$1.7 million (*)
Total custodial operations staffing by type of position (include authorized/budgeted but vacant positions)	677	35 central staff; 670 custodians on campuses that are supervised by principals			482	521	847
• Management (e.g., director, assistant director)	1	1	2		1	2	1
• Supervisor (geographic area/number of schools)	2	5	6		4	10	6
• Custodian – day	177	Total allocation determined centrally; principals then determine schedule	99		100	150	204
• Custodian – night	474	See above	280		330	350	641
• Paraprofessional staff	1	5	1		1	2	2
• Specialty staff (e.g., graffiti removal, mold remediation, pool cleaning)	22	0	0		4 carpet cleaners/utility 2 equipment repair 10 vocational custodians (former special needs students) 20 floaters	4	0
• Other (please describe)	0	2 Custodians	10 – Laundry			1 Controller	

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Question	CFISD	Austin	Ft. Bend	Ft. Worth	Katy	North East	Northside
		22 Permanent substitutes	custodians 68 – Assistant custodians 10 – Laundry managers 78 – Custodial leads			1 Trainer 1 Operations Specialist	
If you have custodial personnel who work during the day, either before or while school is in session, please indicate what time they arrive and what time they leave.	6:00 am – 2:30 pm 10:00 am – 6:30 pm	Principals determine schedule; varies by school	5:30am – 2:30pm 11:00am – 7:30pm		6:30 – 3:00 10:30 – 7:00 11:30 – 8:00	5.30 am to 2.30 or 7.00 am to 4.00 depending on campus	6:00 – 2:30 8:00 – 4:30
If you have custodial personnel who work during the day, how are these personnel assigned? For example, does each school or facility get one position allocated or do you assign these personnel using another means (e.g., square footage)?	E – 2 minimum M – 2 minimum H – 4 minimum	See above	Combination of square footage and Team cleaning formula.		Every E and JH gets one; HS gets 2 on main and one in 9 th grade center for 6:30 – 3:00 Every E gets one 10:30 to 7:00; JH gets one from 11:30 – 8:00 Every HS get 3:00 from 11:30 to 8:00 (2 main, 1 9 th)	Day custodial have lesser area approximate 21,000 sq. ft. per employee	E – 2 positions M – 2 positions with option for 1 additional H – 2 positions with option for 2 additional
For custodial personnel working during the day, what are the primary duties of these positions? Please assign a percentage of time (adding to 100 percent) to each responsibility.		Principals determine work tasks; varies by school				Day administrative areas, cafeteria duties, library	
• Cleaning in the school	20%		Night – 90%		30%	70%	30%
• Cleaning in the cafeteria	50%		Day – 80%		50%	15%	30%
• Performing tasks identified by school administrative personnel	30%		Day – 20% Night – 10%		20%	10%	20%
• Performing student monitoring duties (e.g., bus/car drop off or pick up)	0%		0%		0%	5%	10%
• Other (please elaborate)	0%		0%		0%	0%	10% faculty support
For custodial personnel assigned to work after school, what hours do these personnel work?	4:00 pm – 12:30 pm	Principals determine schedule; varies by school	1:00 – 10:00		2:30 – 11:00	2.00 – 10.30 or 2.30 – 11.00	E – 3:00 – 11:30 M – 3:30 –

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Question	CFISD	Austin	Ft. Bend	Ft. Worth	Katy	North East	Northside
							12:00 H - 4:00 – 12:30
For custodial personnel assigned to work after school, do you currently use team cleaning or are these personnel assigned an area?	Assigned an area	Determined by principal; varies by school	Team Cleaning		Zone/area cleaning only	Assigned area	Assigned an area
For custodial personnel assigned to work after school is over for the day, if you assign these positions an area, is that area based upon a specific square footage of space to be cleaned? If yes, does that amount vary by grade level (i.e., elementary, middle/junior high, and high school)?	Average square footage per custodian is 26,250; actual amount varies by grade level	E – 3 minimum/ additional allocated based on average of 17,500 square feet M – 6 minimum/additional on 23,517 square feet H – 10 minimum/additional on 23,700 square feet	Area based on combination of square footage and team cleaning formula		Loosely based on square footage, but more on type of use and composition of area (e.g., mostly gym vs. classroom), type of flooring, etc. Start with 25,000 sq ft and then go up/down from there	21,000 sq. ft. by area	Based on 22,000 square feet in an area

Source: Survey conducted by WCL ENTERPRISES.

() Custodial personnel costs allocated to school personnel budgets.*

FINDING 9

The district provides custodial personnel to all district facilities. Schools and some administrative and support facilities have custodians present during both the day and the evening, while the remaining facilities have only evening custodial personnel.

Day and mid-day custodians arrive at either 6:00 am and stay until 2:30 pm (day) or arrive at 10:00 am and stay until 6:30 pm (mid-day). Elementary and middle schools typically have two daytime custodians, and the high schools have three to four day custodians.

Day custodians are responsible for the following:

- Disarm alarm system upon entering the building.
- Ensure all doors are unlocked throughout the school.
- Turn lights on.
- Complete work orders assigned by faculty/staff.

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- Set up for breakfast.
- Clean-up vomit, blood, urine as needed.
- Check all restrooms hourly, restock if needed.
- Place carpet/mats at all entrances.
- Clean interior and exterior windows.
- Spot clean carpet and walls.
- Clean water fountains.
- Remove trash throughout the building.
- Clean and disinfect carpet and hard surfaces.
- Walk playground to remove trash, broken glass; report broken playground equipment.
- Report and start clean-up of water intrusions.
- Disinfect tabletops periodically during the day.
- Disinfect restrooms, sinks, and water fountains.
- Set-up/remove cafeteria tables.
- Sweep front and back entrances to building.
- Check for mold throughout building daily.
- Clean up cafeteria.

Mid-day custodians are responsible for the following:

- Pick-up trash as needed throughout building and cafeteria.
- Disinfect cafeteria tabletops and seats.
- Clean spills in cafeteria during lunch times.
- Clean cafeteria walls.
- Scrub cafeteria floor, remove trash from cafeteria.
- Clean interior and exterior windows in cafeteria.
- Clean and disinfect trashcans throughout building.
- Disinfect restrooms, sinks and water fountains.
- Dust mop hallways.
- Set-up/remove cafeteria.
- Clean scrubber out after use in cafeteria.
- Change ceiling tiles.
- Assist with set-up for outside groups.
- Clean around outside dumpsters.
- Restock restrooms.

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- Clean out lounge refrigerators.
- Clean up cafeteria.

While the functions of these positions do involve some limited cleaning duties, their primary responsibilities are to support the staff and functions of the school during the day.

One of these functions is to monitor students in the cafeteria and provide cleaning services during and after breakfast and lunch. On the average, two daytime custodians per school spend four hours performing these functions.

The Operations Department also provides one custodian to clean the food production center on a daily basis. While these services support the Food Service Department, the general fund is not reimbursed for the cost of this service.

According to the director of Operations, the Operations Department currently pays for all cleaning products and supplies (such as trash bags) for cleaning the cafeterias and food production center.

RECOMMENDATION: Charge the Food Service Department for the cost of providing cleaning services.

Cost reduction impact: The district would charge the Food Service Department budget, which is not a part of the district general fund budget, for eight hours of cleaning at each school and at the food production center. The cost reduction to the general fund would be **\$1,321,489** for personnel salaries and benefits and **\$55,899** for supplies for a total cost reduction of **\$1,377,388**.

Service delivery impact: None.

OPTION: Eliminate one mid-day custodian at each school and charge the Food Service Department for the cost of providing cleaning services by remaining day custodial staff.

Cost reduction impact: In addition to charging for the cleaning services of one-day custodian, the district could eliminate one daytime custodian at each school. The total cost reduction would be **\$2,382,174** for salaries and benefits and an additional **\$55,899** for supplies, for a total of **\$2,438,073**.

Service delivery impact: The functions of the mid-day custodian(s) would have to be assumed by the day custodian at the elementary and middle schools or eliminated. At the high schools, these functions would have to be completed by fewer mid-day personnel, increasing the workload of those positions.

FINDING 10

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The US Department of Education, National Center for Education Statistics, in association with the Association of School Business Officials, publishes an annual *Planning Guide for School Maintenance*. It provides a discussion of five levels of cleaning from “spotless” at Level 1 to “unhealthy” at Level 5. The levels of cleaning provide estimates on the square footage that an individual custodian could handle, but the actual number of square feet a custodian can clean depends on many variables, including the type of flooring, number of fixtures, non-cleaning duties, set-ups, building usage, etc.

A brief summary of each level and estimated cleaning follows:

- **Level 1** might normally be found in a hospital environment. At this level a custodian with proper supplies and tools can clean approximately 10,000 to 18,000 square feet in an eight-hour shift. Level 1 cleaning is not applicable to a school district because it is not necessary to meet cleanliness criteria, and it will add unnecessary cost to the district.
- **Level 2** is the uppermost standard for most school cleaning and is generally reserved for restrooms, special education areas, kindergarten areas, or food service areas. A custodian can clean approximately 18,000 to 28,000 square feet.
- **Level 3** is at or above the norm for most school facilities. A custodian would clean approximately 28,000 to 40,000 square feet.
- **Level 4** is not usually acceptable in a school environment. Classrooms would be cleaned every other day, carpets would be vacuumed every third day, and dusting would occur once a month. At this level, a custodian can clean 40,000 to 60,000 square feet.
- **Level 5** may very rapidly lead to an unhealthy situation. One custodian may clean 60,000 square feet. Trashcans may be emptied daily while carpets vacuumed on a weekly basis. Classrooms are somewhat cleaned once a week with spot mopping and vacuuming. Health issues will be present.

For custodial operations, most US school districts are in the Level 3 category. A custodian at this level of service provision would clean approximately 28,000 to 40,000 square feet in an eight-hour shift. Based on the review team’s observation of facilities, CFISD cleans at close to Level 1, which is a high degree of cleanliness but requires additional personnel.

Based upon square footage information by facility provided by the district, CFISD night cleaning staff cleans 26,245 square feet per position. According to the *Planning Guide for School Maintenance*, the norm is 28,000-30,000 square feet. According to data collected for American School & University's 38th annual *Maintenance & Operations Cost Study*, the median square footage maintained by a custodian in public schools throughout the United States is 32,100.

RECOMMENDATION: Increase the square footage clean per custodian to 30,000 square feet.

Cost reduction impact: Based on entry-level hourly rate (\$9.59) and including benefits, implementation of this option would eliminate 42 positions at a cost reduction of **\$887,115**.

Service delivery impact: Implementation of the recommendation would have an impact in relation to the district’s current cleaning standards but not in comparison with the norm in school districts.

OPTION 1: Increase the square footage clean per custodian to 35,000 square feet.

Cost reduction impact: Based on entry-level salary and including benefits, implementation of this option would eliminate 98 positions at a cost reduction of **\$2,069,935**.

OPTION 2: Increase the square footage clean per custodian to 40,000 square feet.

Cost reduction impact: Based on entry-level salary and including benefits, implementation of this option would eliminate 149 positions at a cost reduction of **\$3,147,146**.

Service delivery impact: Implementation of Option 1 would stretch the personnel resources of the Operations Department and might result in a lower level of cleanliness but still not outside an acceptable level.

Implementation of Option 2 would require limiting the frequency of providing certain services but would not threaten the health or overall cleanliness of any school. Also, the night cleaning staff would no longer be able to provide any service functions, such as moving furniture or setting up rooms/cafeterias after usage by outside organizations.

In reviewing cost reduction options, particularly from a staffing standpoint, the review team also considered outsourcing custodial responsibilities. The review team received an estimate from a reputable firm that provides such services for school districts in Texas and other states. The cost estimate from the private company was slightly higher than the current budget of the Operations Department.

FINDING 11

In addition to cleaning staff in the schools, the district has 36 cleaning staff, three daytime and 33 evening, assigned to administrative and support facilities:

- Three positions are assigned to clean the Transportation Department facilities at Falcon, Barker, and Eldridge, one position at each facility in the evening.
- Two evening positions for each of the day care facilities.
- One position in the evening at both the Cy-Fair and Falcon annexes.
- One daytime and seven evening positions at the Instructional Support Center (ISC) and Instructional Support Center-West (ISC-West) combined.

The Transportation Department has a position called “serviceman”, which, according to the director of Transportation, handles a variety of low-level functions including picking up trash, cleaning areas, washing vehicles, etc. There are five of these positions at Falcon, three at Telge, and two

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each at Barker and Eldridge. These positions could assume the cleaning functions now performed by Operations Department personnel.

The day care facilities are both less than 10,000 square feet, for an average of less than 5,000 square feet per custodian.

The ISC and ISC-West have a combined 161,531 square feet, which is cleaned by seven evening custodians. That is an average of 23,075 per custodian, less than the district average of 26,245 for other facilities. Applying the district's current square footage allocation for custodians to the ISC and ISC-West would result in a reduction in one evening position.

RECOMMENDATION: Reduce custodial staffing at the Transportation Department facilities, the day care centers, and the Instructional Service Center.

Cost reduction impact: Eliminating one custodial position at each of the six facilities would result in salary and benefits reduction of **\$178,968**.

Service delivery impact: Negligible, if any at all.

FINDING 12

CFISD operates swimming pools at 11 district high and middle schools. Unlike the athletic fields, these facilities are not used for physical education classes at the high school level, but are used at the middle school level for physical education classes, and must be maintained by Operations Department personnel.

From 2006-07 through 2008-09, the average cost of maintaining one of the pools was \$38,973. This cost consists of the following:

- Operations Department personnel, supplies, and other costs (average yearly cost - \$205,795)
- Water, gas, and electricity costs (\$139,941)
- Maintenance Department work order costs (\$82,865)

The total average annual cost of operating and maintaining the 11 pools for the three-year period was \$428,701. Based on the experience of the review team, it is likely that future maintenance and cleaning associated with the pools will increase an average of 10 percent per year.

OPTION 1: Reduce the number of pools that are used and maintained.

Cost reduction impact: The district could reduce the number of pools it supports to a number sufficient to geographically cover the district's schools. If the district chose to maintain five pools in operation, the annual cost reduction would be **\$233,838** (six pools eliminated from service at a per pool cost of \$38,973).

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Service delivery impact: Access by students to pools would be reduced and would require more administrative effort to schedule use of each pool. Additionally, there would be more travel time associated with getting to pools for schools that currently have one that would no longer be kept in operation.

OPTION 2: Eliminate all pool usage and maintenance.

Cost reduction impact: \$428,701.

Service delivery impact: The district's swimming program would be eliminated.

DISTRIBUTION CENTER

The assistant superintendent for Support Services oversees the purchasing, warehousing, and distribution functions, which include the following positions:

- The DC staff consists of a manager, two lead positions, 12 material handlers, and four delivery drivers.
- The Mail Services staff consists of a supervisor and three mail carriers,
- There are two parts room specialists at each Transportation Department location.

The Distribution Center (DC) is located at the Windfern Administrative Annex. Personnel located in the DC receive and distribute products for use by district schools and departments. The 45,000 square foot facility can accommodate 5,684 pallets of product, which can be stacked up to seven pallets high in the addition that was added in 2005.

The warehouse catalog includes nearly 11,000 line items. Audio-visual, art, athletic, custodial, first aid, graphics, office, maintenance, and transportation supplies are stocked here along with furniture and textbooks.

Personnel at the DC also provide the following services:

- Deliver materials produced by the Printing and Production Center,
- Receive, sort, and deliver testing materials,
- Move furniture to and from schools,
- Pick up and deliver records for the records center,
- Barcode capital equipment received by the Distribution Center, and
- Pick up, deliver, and store summer school materials.

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Mail Services, which is located at the Instructional Services Center on Jones Road, is responsible for daily pick-up and delivery of internal mail, US mail, and packages from commercial delivery services. The staff in this unit processes more than two million pieces of mail each year.

Since 2005, CFISD has added 18 new schools. To accommodate this growth, the Support Services Division has:

- Constructed a 15,000 square foot addition to the DC in 2005.
- Acquired three narrow aisle forklifts to take advantage of the additional storage space in the 50-foot high addition added in 2005.
- Added a campus delivery route in 2005 to bring the total number of routes to four.
- Added three employees to staff a night shift in 2007

The Distribution Center provides delivery to every school and operating department location two times per week, and Mail Services provides daily delivery to each school. The DC and Mail Services have attempted to satisfy requests from schools and operating departments for additional services and for stocking of an increasing number of items. The dollar value of the CFISD Distribution Center inventory at the end of the 2009 fiscal year was \$4,561,368, which is considerably more than twice the average dollar value of the non-food inventory of the six peer districts surveyed.

The Distribution Center staff conducts cycle counts every week. They count 1/52nd of their inventory so that they will have counted all items within a year. This laudable practice allows them to provide year round service to their customers, since a lengthy annual inventory process is not necessary.

There is a set of well-written and comprehensive guidelines and procedures for Distribution Center and Mail Services personnel to follow.

The personnel in these areas welcome innovation and have recently implemented the outsourcing of presort mail services, which resulted in the savings of approximately \$32,000 during the last fiscal year. This amounted to more than 10 percent of their annual postage expenses.

Comparison Survey

Among the comparison districts, there is a tremendous disparity between districts in what types of items are stocked, how many line items are stocked, warehouse responsibilities, warehouse size, number of warehouse employees, etc.

The review team noted the following from the comparative survey:

- CFISD and Ft Worth are the only districts that provide twice weekly delivery from their distribution centers.
- Only CFISD operates a night shift in its distribution center.
- CFISD, Ft Bend, Katy, North East, and Northside are not responsible for their food service warehouses. In contrast, the distribution centers of Austin and Ft Worth receive, store, and deliver dry, cold, and frozen foods.

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- Ft Bend and North East provide daily deliveries; CFISD provides deliveries two times per week; and Katy, Northside, and Austin provide weekly deliveries.

Exhibit 7 summarizes the comparison of these operations with CFISD. This comparison is complicated by the disparity in responsibilities among the peer districts.

Exhibit 7
Comparison of CFISD and Other District Warehouse and Distribution Functions

Functions	CFISD	Austin	Ft Bend	Ft Worth	Katy	North East	Northside
Delivery							
Non-food delivery							
• Routes	4	5 including non-perishable food	6	3	4	5	4
• Frequency	Twice weekly	Weekly	Daily	Twice weekly	Weekly	Daily	Weekly
Food delivery							
• Routes	0	4	0	6	0	0	0
• Frequency	NA	Weekly	NA	Weekly	NA	NA	NA
Storage							
Warehouse square footage	45,000	94,000 (includes 18,000 cold and frozen)	80,000	40,000 regular, 30,000 dry food	52,000	Unknown	70,000
Number of pallet positions	5,684	5,500 (includes cold and frozen)	850	Unknown	4,706	Not available	Unknown
Number of items stocked	8,692	650 (includes cold and frozen)	500	Unknown	700	5,375	309
Inventory value	\$4,561,368	\$1,709,000 dry and \$3,217,000 cold and frozen	\$1,000,000	\$4,500,000	\$1,500,000	\$3,350,000	\$675,000
Staffing							
Total warehouse employees	19	35 (includes three office clerical)	16	42	15	19	18
• Warehouse employees for non-food functions	16	20	14	21	12	15	14
• Warehouse employees assigned to food-related distribution and storage	0	11	0	18	0	0	0
• Supervisory personnel	3	4	2	3	3	4	4

Source: Survey conducted by WCL ENTERPRISES.

Exhibit 8 describes the types of items received, stocked, and delivered in the DC in CFISD and similar locations in the comparison districts. The review team noted the following about the distribution centers in each of the districts:

- CFISD, Austin, Katy, and North East districts receive stock and deliver textbooks; those at Ft Bend, Ft Worth and Northside do not.
- All seven district distribution centers receive, stock and deliver instructional supplies and custodial supplies.
- CFISD and North East receive, stock, and deliver vehicle parts. Katy receives stocks and delivers tires only. The remainder do not receive stock and deliver vehicle parts.
- CFISD, Ft Worth, Katy, and North East districts receive stock, and deliver maintenance supplies; while Austin, Ft Bend and Northside do not.
- Austin and Ft Worth are the only districts surveyed which receive, stock, and deliver food items.
- With the exception of Northside, the other districts receive, stock, and deliver physical education equipment and supplies.
- With the exception of North East, the other districts receive stock, and deliver classroom furniture.
- Austin, Ft Worth, Katy, North East, and Northside receive, stock, and deliver surplus furniture; while the distribution centers for CFISD and Ft Bend do not.

Exhibit 8
Comparison of CFISD and Other District Items Received, Stocked, and Delivered

Items	CFISD	Austin	Ft Bend	Ft Worth	Katy	North East	Northside
Textbooks	Yes	Yes	No	No	Yes	Yes	No
Instructional (including art and office) supplies	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Custodial supplies	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Vehicle parts	Yes	No	No	No	Tires only	Yes	No
Maintenance supplies	Yes	No	No	Yes	Yes	Yes	No
Dry food	No	Yes	No	Yes	No	No	No
Cold food	No	Yes	No	Yes	No	No	No
Frozen food	No	Yes	No	Yes	No	No	No
First aid	Yes	Yes	No	Yes	Very few	Yes	Yes
Physical education equipment and supplies	Yes	Yes	Very few	Yes	Yes	Yes	No
Athletics equipment	Very few	No	No	None	No	No	No
New furniture	Yes	Yes	Yes	File cabinets only	Yes	No	Yes
Surplus furniture	No	Yes	No; handled by operations	Yes	Yes	Yes	Yes

Source: Survey conducted by WCL ENTERPRISES.

Exhibit 9 identifies additional responsibilities of warehouse and distribution personnel. The review team noted the following about the distribution centers:

- With the exception of Ft Bend, the other district distribution personnel move furniture and equipment from school to school.

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- CFISD, Austin, Ft Bend, and Northside pick-up and deliver printed and copied materials; while the remainder does not.
- CFISD, Ft Bend, Ft Worth, Katy, and Northside districts pick-up and deliver mail; Austin and North East do not.
- With the exception of North East, all the other districts pick-up and deliver testing materials.
- With the exception of Ft Worth, the other districts store and move summer school materials.
- CFISD, Austin, Ft Bend, and North East districts are responsible for storage and or movement of inactive records; Ft Worth, Katy, and Northside districts are not.

Exhibit 9

Comparison of Additional Duties of CFISD and Other District Warehouse and Distribution Personnel

	CFISD	Austin	Ft Bend	Ft Worth	Katy	North East	Northside
Movement of furniture and equipment from school to school	Yes	Yes	No; handled by operations	Yes	Yes	Yes	Yes
Pick-up and delivery of printed/copied materials	Yes	Yes	Yes	No	No	No	Yes, via mail service
Pick-up and delivery of mail (inter-campus and US)	Yes	No	Yes	Yes	US mail only	No	Yes
Pick-up and delivery of testing materials	Yes	Yes	Yes	Yes	Yes	No	Yes
Storage and movement of summer school materials	Yes	Yes	Yes	No	Yes	Yes	Yes
Storage and movement of inactive records	Movement only	Yes	Pick-up for shredding only	No	No	Pick-up for shredding only	No
Items centrally received	Most items	Most items with value of \$300 or more, except for computers which are delivered and installed by vendor	All but office supplies	None	Most items	None	Most items

Source: Survey conducted by WCL ENTERPRISES.

FINDING 13

Presently, four Distribution Center delivery drivers (one per truck and one truck per route) load their trucks and deliver supplies to every district facility twice each week. One day (Wednesday) of each week is reserved for “special deliveries”, movement of furniture, testing materials, etc.

As noted above, a night shift with three employees, working from 2:30 pm to 11:00 pm was added to accommodate district growth. One of these employees is responsible for stocking, and two are responsible for filling requisitions.

Changing from twice weekly to once weekly delivery will work only if the quantity of goods being delivered by Distribution Center trucks is significantly reduced, as the trucks are nearly full now. It would not be possible to deliver the same quantity (eight truckloads) now being delivered over four days in four truckloads over two days. Further, reducing the number of items stocked will not, in and of itself, offer quantifiable savings in personnel costs.

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At the time of the review, 2,234 items of the 10,926 line items in the warehouse catalog show to have no items in stock. These line items should be removed from the catalog.

By contrast, in Northside there are only 309 line items in the warehouse catalog. According to interviews with Northside personnel and a review of the catalog, the district:

- Stocks very few office supply items (mostly copier paper).
- Does not stock any supplies for custodial machines such as vacuum cleaners, floor scrubbers or buffers,
- Stocks a couple of facsimile machine supply items, but not computer, copier or typewriter supplies.
- Does not stock any telephone repair parts.
- Does not stock any maintenance supplies, food service equipment repair parts or vehicle parts.
- Stocks a very limited number of art supplies.

Items "on hand" but not issued in the last two years should not be stocked. Warehouse supply items generally become obsolete when the equipment for which they are being bought is replaced with more current functional equipment. Examples of this are diskettes for computers, toner for copiers or facsimile machines, oil filters, air filters, batteries and belts for vehicles and bags for vacuum cleaners. Sometimes, warehouse supply items become obsolete because they simply lose favor with customers. Liquid paper (correction fluid) is an example of this phenomenon. In the maintenance area alone, there are approximately 500 line items with quantities on hand, which have not been issued in the last five years.

Many items which are active should be discontinued and ordered "as needed" directly from supply agreement vendors. Generally, unless warehousing an item will result in saving more than 25 percent on the purchase price, the item should be discontinued and ordered "as needed" directly from supply agreement vendors.

Categories of items in the district's catalog that appear to be appropriate for "direct orders" are as follows:

- Most office supplies.
- Floor scrubber and buffer machine parts.
- Vacuum cleaner parts.
- Computer, facsimile machine, typewriter, and copier supplies.
- Telephone repair parts.
- Certain athletic equipment and supplies, such as track and field supplies.
- Maintenance equipment such as torches, fans, a/c compressors, trash blowers, carpet extractors, chain saws, circuit testers, combustion analyzers, hammer drills, edgers, hedge trimmers, floor care machines, gas detectors, generators, impact wrenches, most ladders, metal working equipment, Freon recovery equipment, tool chests, public address systems and pressure washers.
- Maintenance supplies such as air filters, breakers, capacitors, contactors, copper fittings, faucet parts, drinking fountain parts, plumbing fittings, icemaker parts, irrigation parts.

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- Food service equipment repair parts.
- Vehicle parts.

This substantial reduction in number of warehouse items stocked will allow CFISD to reduce its investment in inventory and accommodate significant additional district growth without additional distribution center facilities.

Removing many of the maintenance parts from Distribution Center stock will leave maintenance parts on approximately 130 vans and at 11 district maintenance shops.

CFISD might consider allowing maintenance personnel to use procurement cards to augment truck stock. Procurement cards can be controlled and will reduce the need to stock many items on the maintenance vans. Procurement cards allow an organization to reduce inventory, reduce the number of vendors being paid, reduce the cost of paperwork for small dollar purchases, and provide an efficient procurement process with a good paper trail. Further, rebates on the total value of purchases made are available via the use of procurement cards.

OPTION: Transition to once weekly delivery and discontinue the night shift.

Cost reduction impact: Transition to once weekly delivery would enable the district to eliminate the three night material handler positions. Based on entry-level salaries and benefits, the cost reduction would be **\$92,613**.

Service delivery impact: Implementation of this option would have minimal impact on service levels, simply requiring a little more advance planning on the part of Distribution Center customers.

FINDING 14

Transportation parts rooms (mini warehouses) are located at each of the four Transportation sites. There are presently two parts room specialists at each center. These positions and the operations of the parts rooms are the responsibility of the Support Services Division, which includes the distribution center and purchasing as well.

One parts specialist position comes in at 5:30 am and stays until 2:00 pm and the other position comes in at 9:30 am and stays until 6:00 pm. These two positions control access to the storage areas.

In addition to the parts specialist, each Transportation Department center has an assistant director, shop foreman, and assistant shop foreman who could access and distribute parts.

RECOMMENDATION: Reduce the number of parts specialists by three positions.

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Cost reduction impact: Reducing the number of parts specialists from eight to five would result in a cost reduction of **\$101,881** in salary and benefits. Having five positions would allow the district to cover all locations when one of the five employees is on vacation or calls in sick.

Service delivery impact: Negligible. In nearly all cases, parts not currently on-hand, would be ordered “as needed” and received promptly from existing supply agreements. In rare cases where it becomes necessary to wait for parts, spare buses could be placed in to service. According to the director of Transportation, there are available spare buses in the Transportation Department.

OPTION: Reduce the number of transportation parts rooms four to one with a reduction of transportation parts room personnel from eight to two.

Cost reduction impact: The review team estimates that **\$203,762** in annual salary and benefits cost reduction could be attained based upon the elimination of the three parts locations and six parts specialist positions.

Reducing the number of parts locations from four to one would leave one mini warehouse at Falcon Road, staffed by the lead parts specialist and one parts room specialist. These two employees would coordinate parts purchases for all four Transportation sites and work thru existing inventory at the Distribution Center and at all four transportation sites. They would also be responsible for working with the buyer from the purchasing office in development of specifications and quantities for the various transportation parts supply agreements.

Service delivery impact: Implementation of this option would have minimal impact on service levels. This change could be effected by greater reliance on purchases from supply agreements (e.g., annual contracts with pre-determined prices) with parts vendors and greater use of spare buses when it becomes necessary to wait for parts. These spare buses could be put in to service when a bus is “down”, while waiting for parts for an extended period.

TRANSPORTATION

The Transportation Department has four centers in the district from which it dispatches, stores, and maintains buses: Barker, Eldridge, Falcon, and Telge. For 2009-10, the department had 1,025 employees, used 951 buses for regular and special needs student transportation as well as activity trips, and transported an estimated 68,000 students on a daily basis.

The 1,025 employees are divided into three categories:

- Professional, which includes management and supervisory personnel as well as key technical positions (e.g., routing coordinator).
- Paraprofessional, and
- Technical/hourly, which includes shop personnel, attendants, and drivers.

Beginning in 2006-07, the Transportation Department has taken steps to reduce its operating costs in concert with the district's overall efforts in this regard. That year, the department eliminated district-funded bus service to elementary after-school tutorials, which resulted in a total savings of approximately \$200,000 in fuel and driver salaries.

In 2008-09, the department increased the walk-to-stop distances of secondary students, which resulted in a total savings of approximately \$750,000 in fuel and driver salaries.

In 2009-10, the department eliminated bus service to students living in ineligible areas, i.e., within two miles of the school to which they were zoned. The department also eliminated secondary "late run" service and shuttle bus runs that are not reimbursed by a third party. Combined the department anticipates that these changes will result in a \$2.75 million savings in fuel and driver salaries.

Comparative Survey

Exhibit 10 summarizes the results of the comparison survey with the six districts. Of particular note are the following:

- CFISD transports more students on a daily basis than any of the other districts;
- CFISD has the largest fleet of buses and the most transportation centers;
- Only Northside has more employees;
- CFISD is the only district with a body shop;
- Five of the seven districts, including CFISD, have either a night shift of mechanics or personnel that work late; and
- CFISD is one of four districts (also, Austin, Ft Bend, and Northside) that have a three-tier schedule for transporting students to and from school every day; Katy has a two-bell schedule, and Ft Worth and North East have four- and five-bell schedules, respectively.

Exhibit 10
CFISD Transportation Services vs. Comparison Districts

Question	CFISD	Austin	Ft. Bend	Ft. Worth	Katy	North East	Northside
General				Partial response only			
To how many schools do you transport students?	81	98	70		53	74	103
• Elementary	50	78	44		32	44	68
• Middle/Junior High	16	19	13		12	14	19
• High and other	15	12	10 High School and 3special school		9	7	10
How many students, on average, do you transport daily?	68,000	17,000	30,000		29,000	21,000	54,000
How many buses do you have – total?	951	501	516		469	399	735
How many buses do you have – special needs routes?	239	136	86		82	73	231
Organization							
What is the title of the position in charge of transportation?	Director	Director	Director		Director	Executive director	Director
What is the title of the next level of management in the department?	Assistant director	Assistant director	Assistant director		Assistant director	Director	Assistant director
• What are the primary functions of this position? (e.g., supervise a location)	Oversee operation of one center/location	Oversees the whole school bus operations	Supervise a Transportation location		Supervise a primary transportation location	Supervise the Transportation locations	Personal staff at four locations, 735 buses maintenance, 600 routes,

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Question	CFISD	Austin	Ft. Bend	Ft. Worth	Katy	North East	Northside
							payroll and daily operational issues
• How many such positions do you have?	4	1	1		2	1	1
How many total authorized positions in your department?	1,025	627	575		612	510	1,035
What is the position title of the level of management/supervision responsible for directly supervising bus drivers?	Supervisor	School Bus Operation supervisor	Area Supervisor		Driver manager	Transportation supervisors are responsible for direct supervision of drivers with the Operation Manager overseeing the supervisors and drivers	Station manager
• How many such positions do you have?	14 for regular routes; 6 for special needs routes	2	2 for regular routes; 2 for special needs routes		2	4 supervisors and 3 assistant supervisors	4
• How is the number of supervisors determined? (e.g., by geographic area, by number of runs, etc.)	Number of runs and geographic area	By geographic area (2)	By geographic area (3); 3 regular areas and 2 special needs areas		1 per transportation location	Determination based on number of routes and geographic area	Yes, each geographic area has a station/terminal
• If the number of supervisors is determined by number of runs, how many runs on average does a supervisor oversee?	100 for regular route; 64 for special needs route	N/A	N/A		N/A	75	No
What position (s) is responsible for route determination?	Supervisor and routing coordinator	Route schedulers	Area supervisor		Routing specialist	Routing supervisor and staff of routing specialists	Route manager
What position conducts training?	Training coordinator, assisted by 5 trainers	Safety supervisor	Safety supervisors (2) and Trainers (15)		Driver trainer	Training supervisor; assisted by 6 trainer/evaluators	Safety and Training coordinator; assisted by 4 training technicians
• How many such positions do you have?	6	1	3.5		2	7	5
Are human resource functions, such as recruitment, conducted by a transportation department employee or by the district's HR	By both parties but mainly	By both parties but mainly Transportation	By both parties HR and		Both, HR accepts application,	Our department has an administrative	Done by Transportation Staffing

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Question	CFISD	Austin	Ft. Bend	Ft. Worth	Katy	North East	Northside
department?	Transportation		Transportation but mainly Transportation		Transportation interviews and recommends and HR makes the offer	specialist that handles the HR functions.	specialist
Operations							
How many transportation facilities do you have?	4	2 but in the process of building a third base	2		2	2 currently and a third location in progress.	4
How many bell tiers do you service?	3	3	3	4	2	5	3
Do you have an aide/attendant on every special needs bus?	Yes	Yes	No. Must be required by ARD.	No. Must be required by ARD.	Yes (verified)	Yes	Yes, with ARD approval in most cases
Do you have a parts area at each location?	Yes	Yes	Yes		Yes	No	Yes
<ul style="list-style-type: none"> If so, how is it staffed? 	2 positions at each location	1 part room clerk per location	A Part manager and assistant manager is located at each terminal		2 Inventory technicians at 1 location 1 Inventory technician at the other location		1 Part Specialist, but with Shop Foreman support at each station
<ul style="list-style-type: none"> What are the hours that the parts area is open each day? 	6 am to 6 pm	8:00-5:00; after/before these hours it is up to the Shop foreman and Assistant Shop foreman provide parts	5:30 - 5:30		6:00 – 5:00	6:30 - 11:00 pm.	
Do you have a body shop?	Yes	No	No	No	No	No	No
Do you have a night shift of mechanics?	Yes	No, but have a technicians that they work until 8:00 pm	No	Yes	No	Yes	Yes

Source: Survey conducted by WCL ENTERPRISES.

FINDING 15

As noted above, in 2009-10, busing for students living within two miles of their zoned school was eliminated. With this reduction in service, the Transportation Department reduced its staffing by 60 positions: four charter bus drivers, 46 regular route bus drivers, four special needs bus drivers, four special needs bus attendants, one mechanic, and one mechanic helper.

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With this reduction in service, the department was able to reduce the number of regular route runs that it makes by 7.0 percent from 2008-09 and the special needs runs by 1.3 percent. Fourteen supervisors of regular route drivers oversee an average of 100 runs per day, and special needs route supervisors oversee an average of 64 runs per day. In addition to this oversight, the supervisors are responsible for getting employee timesheets turned in, route design, personnel evaluation, and contact with parents and school personnel.

The number of runs per supervisor is at its lowest since 2004-05 when each regular route supervisor oversaw 97 runs per day and each special needs supervisor had 26.

OPTION 1: Reduce the number of regular route supervisors by two positions.

Cost reduction impact: Based on minimum salary for the position, the salary and benefits cost reduction would be **\$73,465**.

Service delivery impact: Reducing the number of supervisors by two positions would increase the workload of remaining supervisors: overseeing 117 runs per supervisor (approximately the workload that each position incumbent had in 2007-08) versus the current 100. According to the director of Transportation, this reduction would “deteriorate customer service” and “compromise the efficiency of routing”.

OPTION 2: Reduce the number of regular route supervisors by two positions and special needs supervisors by one position.

Cost reduction impact: Based on minimum salary for the position, the salary and benefits cost reduction would be **\$110,197**.

Service delivery impact: Reducing the number of regular route supervisors by two positions and one special needs supervisors by one position would increase the workload of remaining supervisors. For regular route supervisors, it would be the same impact as noted in Option 1. For special needs supervisors, the number of routes that they would oversee would increase from 25 to 30 (the approximate workload that the position had in 2005-06). According to the director of Transportation, this reduction would “deteriorate customer service” and “compromise the efficiency of routing”.

FINDING 16

CFISD’s Transportation Department has repair facilities, or shops, at all four centers. A lead shop foreman, located at Falcon, oversees shop operations for all four facilities and handles certain administrative responsibilities, such as preparing specifications for parts, tools, and other items on which the district receives bids from vendors. The position incumbent retired at the end of 2009.

Each center also has a shop foreman and an assistant shop foreman. The foreman comes in at 6:00 am and opens the shop and stays until 2:00 pm. The assistant foreman, who also serves as a lead mechanic, comes in at 10:00 am and stays until the shop closes at 6:00 pm.

OPTION: Don’t fill the lead shop foreman position.

Cost reduction impact: Based on the minimum salary for the position, and including benefits, the cost reduction impact would be **\$60,153**.

Service reduction impact: Given the number of additional supervisory personnel at each location, the review team believes the operational impact would be minimal. Administrative duties could be shifted to the director or the assistant director of Transportation Operations. According to the director of Transportation, elimination of this position would create larger workloads for other positions that may not have the skill set required for this position and hinder the ability of the department to foster a safe, efficient, and effective maintenance and repair program.

RECOMMENDATION: *Reduce the assistant shop foreman at each of the four centers to a Mechanic I and only pay supervisory pay for four hours each day.*

Cost reduction impact: Based on the minimum salary for the position, and including benefits, the cost reduction impact would be **\$15,059**.

Service reduction impact: The review team believes there will be no impact on service and questions whether two supervisors are needed at each site for four hours each day to supervise less than 10 employees each. According to the director of Transportation, reducing the assistant foremen to lead mechanics for four hours would “diminish the level of supervision”.

FINDING 17

CFISD has a body shop located at the Falcon Center facility that is staffed by a foreman, assistant foreman, three mechanics, one mechanic helper, and two upholstery technicians. This group is responsible for all repairs to a bus chassis, with the exception repairs paid for by third-party insurance or repairs to the bus frame, and replacing torn or worn upholstery in the bus.

The location of the body shop is in close proximity to the repair shop, which has a foreman and assistant foreman, and to the office of the lead shop foreman.

Of the districts included in the comparison analysis, CFISD is the only district with a body shop.

OPTION 1: *Consolidate supervisory responsibilities for the body shop and the repair shop under one foreman.*

Cost reduction impact: Implementation of this option would result in the elimination of one foreman position. Based on minimum salary, including benefits, the cost reduction impact would be **\$54,675**.

Service delivery impact: Given the additional supervisory options available at Falcon Center, the review team believes the impact would be negligible. According to the director of Transportation, consolidating the foreman positions would “deteriorate the ability of the repair shop foreman” to manage his operation.

OPTION 2: Eliminate the body shop entirely and contract for services as needed.

Cost reduction impact: Based on minimum salary, including benefits, for all positions, the cost reduction impact would be **\$309,028**. Some cost reduction may be offset by the district's need to obtain the services from external providers.

Service delivery impact: There would like be some nominal delays in service, but the district has available spare buses that can be applied for short periods of time while a bus is being repaired.

FINDING 18

Beyond the district's bus fleet, there are 303 other vehicles that are maintained by the Transportation Department. To facilitate this maintenance, the department implemented a night shift of the repair shop at Falcon Center to handle the work on the vast majority of the so-called "white fleet".

An assistant foreman, one mechanic, one mechanic helper, and one serviceman staff the night shift.

According to the director of Transportation, he implemented this shift soon after becoming director because maintenance of the white fleet was being performed after that on the buses, which often meant lengthy delays in return of white fleet vehicles to service.

OPTION: Eliminate the night shift at Falcon Center.

Cost reduction impact: Based on minimum salary, including benefits, for all positions, the cost reduction impact would be **\$143,410**.

Service delivery impact: There would be limited or no impact on the Transportation Department. The impact would be in longer repair times for vehicles used in other departments.

FINDING 19

In addition to regular route and special needs bus drivers, the Transportation Department also employs 68 charter bus drivers. These are substitute drivers who are guaranteed an eight-hour day. Regular and special needs route bus drivers are only guaranteed four-hour days, though according to the director of Transportation the average is six hours per day.

According to the director of Transportation, this position was created to ensure that there were a sufficient number of substitute drivers on a daily basis to meet the typical absenteeism level of the other drivers, which is approximately 10 percent per day.

In addition to their driving duties, charter drivers are assigned to various duties at each center. According to the job description provided by the

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district, these duties include “clerical, custodial, bus maintenance, and other assigned duties on a daily basis”. According to the director, some of these duties overlap the duties of the serviceman positions at each center.

In addition to the charter drivers, the district included an additional 44 unpaid drivers who are considered substitute drivers. None of the comparison districts had a comparable position.

OPTION: Reduce the guaranteed hours for charter drivers to four hours per day.

Cost reduction impact: Based on minimum salary, the cost reduction impact would be \$722,160 in salaries and \$20,200 in benefits for a total of **\$742,360**. If the charter drivers actually worked six hours on average, similar to other drivers, the cost reduction would be **\$361,080** in salaries only.

Service delivery impact: Given the current economic conditions in general, the review team believes the impact would be negligible. According to the director of Transportation, reducing the guaranteed hours would eliminate the incentive to become a driver.

FINDING 20

CFISD uses an attendant on each of the 146 buses that serve special needs students. The district is required to provide such service in addition to the driver if it is noted in an individual education plan for a student.

According to the director of Transportation, “our practice has included a special needs attendant on all of our special needs buses” even though it is “conceivable that not all students necessarily require the additional monitoring”. The director indicated that it would be time consuming to track results of ARD meetings to ensure compliance, so it is easier to just assign an attendant to each bus.

OPTION: Assign attendants to special needs buses only as needed to comply with individual education plans of qualified students.

Cost reduction impact: Based on minimum salary, including benefits, the cost reduction impact would be **\$360,884**. This amount is based on data from other districts used in the comparison study and assumes that approximately one-fourth of the buses would not require an attendant.

Service delivery impact: The review team anticipates that the district would receive comments and complaints from parents and staff about the elimination of the attendant position; however, the review team also believes that the impact on service level of the special needs drivers and attendants would be minimal because service of the attendant is not required in many situations.

FINDING 21

Certain routes in CFISD are designated as hazardous. Student going to school along such routes are eligible to receive transportation to their zoned

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school even if they live within the two-mile limit that does not require the district to transport them. In CFISD, approximately 37,000 students who live on designated hazardous routes receive transportation each day.

Each district must determine its own definition of what is considered a hazardous route for students to get to school. Such designation could include routes that require crossing railroad tracks or busy thoroughfares, for example.

The district submits its definition of hazardous routes to the commissioner of Education. Once submitted, the district is entitled to be reimbursed for up to 10 percent of its regular transportation allotment. In 2008-09, CFISD received \$340,271 in such reimbursement.

CFISD's declaration supporting the designation of hazardous routes is conservative and does not provide many restrictions to hazardous ridership. For example, the district identifies "major traffic artery" or "heavily traveled thoroughfare" as hazardous conditions. However, the district could use controlled crossings, such as traffic signals or four-way stops, as justification for a change from hazardous to non-hazardous.

The district also identifies the lack of a "safe walk path" along one of these types of routes as a condition making the route hazardous. However, a "safe walk path" does not have to be limited to a paved sidewalk. A walkway can be the shoulder of a road, a grass or dirt strip adjacent to the roadway, or a lawn adjacent to a neighborhood street.

OPTION 1: Revise the district definition of hazardous routes and reduce the number of hazardous transportation routes.

Cost reduction impact: A limited review of current routes indicates that the district could make limited modifications, such as those noted above, and achieve a reduction in the current cost of providing hazardous route transportation. Based on the estimated current cost of such transportation, the cost reduction impact would be **\$2,400,000**. It includes salaries, benefits, and reduced maintenance on buses no longer required to be in service on a daily basis. Changing the number of routes and bus runs would impact the overall cost of regular education transportation, which would reduce the district's reimbursement from the state for hazardous route transportation.

Service delivery impact: The review team anticipates that the district would receive comments and complaints from parents and staff about the change in policy.

OPTION 2: Revise the district definition of hazardous routes and eliminate provision of hazardous transportation.

Cost reduction impact: The cost reduction impact of eliminating all bus runs serving hazardous only students would result in the significant reduction of department staff at all levels. Based on salary, benefit, and bus maintenance cost, the review team estimates the district would reduce its costs by approximately \$5.4 million by implementing this option.

Service delivery impact: According to the director of Transportation, approximately 30,000 to 34,000 students would be affected.

OPTION 3: Revise the district definition of hazardous routes, eliminate provision of hazardous transportation, and consolidate transportation centers.

Cost reduction impact: With the additional closing of one of the four transportation centers, the total cost reduction would reach \$6.1 million.

Service delivery impact: Same as Option 2.

FINDING 22

CFISD conducts its regular and special needs bus runs on a three-tier basis, i.e., the start and finish times of the runs are designed so that each bus can complete three runs in the morning and in the afternoon. Multiple tiers reduce the number of drivers required, which is the largest transportation cost to a district.

Northside ISD, one of the comparison districts, has a five-tier process, with the earliest pickup time in the morning at 7:35 am and latest pickup time in the afternoon at 4:00 pm.

RECOMMENDATION: Add a fourth tier of student transportation.

Cost reduction impact: The cost reduction impact would be **\$907,761**, which includes salaries, benefits, and reduced maintenance on buses no longer required to be in service on a daily basis.

Service delivery impact: There would be no change in service, but there would be a need to adjust when schools start and end.

FEDERAL PROGRAMS

Federal grant management activities in CFISD are performed in several functional areas in three major divisions. The Curriculum and Instruction and School Administration division and the Human Resources and Student Services division handle programmatic management and the Business Services division is also routinely involved in budget management and financial compliance for these grants.

Within the Curriculum and Instruction division, three different assistant superintendents have responsibility for part or all of the various federal grant programs: assistant superintendent for Curriculum and Instruction (Elementary), assistant superintendent for Curriculum and Instruction (Secondary), and assistant superintendent for Educational Support Services. Within the Human Resources and Student Services division, the assistant superintendent for Student Services has responsibility for Title IV Safe and Drug Free Schools and Communities funds.

CFISD has 39 schools designated as appropriate for school-wide assistance, which means that all students in the school can receive services funded by federal grants, or Title programs. Title I has the largest restriction, i.e., these federal funds must be used to supplement not supplant the use of local funds. In other words, CFISD must use Title I funds only to supplement the amount of local funds that would, in the absence of the Title I funds, be made available for all Title I campuses.

Comparative Survey

Key areas of federal programs management and funding characteristics surveyed were as follows:

- How the federal funds function is organized and whether there is a district wide manager for all federal programs.
- The number of Title I school-wide campuses and the percentage of Title I school-wide campuses to total educational campuses for the most recent year available.
- Whether or not the district uses any other method other than students eligible for free and reduced meals to identify Title I school-wide campuses, such as student feeder patterns or any other acceptable method.
- Whether the district uses any locally adopted at risk student criteria in addition to the state required criteria.
- The number of free and reduced price lunch students at the district based on NSLP required elements and the percentage of free and reduced price lunch students to total enrollment for the most recent year available.
- Whether the district uses any level of funds consolidation at school-wide campuses.
- How SCE funds are generally allocated and the major uses of these funds.
- Whether the district was actually using any SCE funds for direct support of Title I programs at school-wide campuses.
- The extent of oversight of federal programs funds by central personnel and approximate percentages of federal allocations for campuses versus central fiscal and programmatic administration of the programs.

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- Whether districts have ever carried over funds from federal grants from one year to the next and why.
- When campus planning is initiated for the next fiscal year, when the school board approves campus plans, and if these plans are used in developing the succeeding year’s school district budget.
- How federal funds are allocated centrally in the district for use in providing supplemental educational programs at campuses.

Exhibit 11 summarizes the results of the survey.

**Exhibit 11
CFISD Federal Programs Management vs. Comparison Districts**

Question	CFISD	Austin	Ft Bend	Ft Worth	Katy	North East	Northside
Does the federal funds management function include a district wide manager for all federal programs?	No	Yes - Director of State and Federal Accountability	No	No	No - there is one director per Title grant - but director of compensatory and federal programs coordinates application evaluation activities, and other compliance areas.	Two managers - One Federal Programs director and one Curriculum Compliance director	No - directors by Title grant
What were the number of Title I school-wide campuses and what was the percentage of Title I school-wide campuses to total educational campuses for the most recent year available?							
Campuses	39	68	21	117	16	32	46
Percentage to total campuses	49%	58%	31%	81%	30%	48%	46%
Did your district use any method other than students eligible for free and reduced meals to identify Title I school-wide campuses (Feeder pattern or any other acceptable method)?	No	No Response	No	No	No	No	No Response
Did your district use any locally adopted at risk student criteria in addition to the state required criteria that	No	No	No	No Response	No	No	No

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Question	CFISD	Austin	Ft Bend	Ft Worth	Katy	North East	Northside
the board officially adopted in advance of the year used?							
What was the number of free and reduced price lunch students at the district based on NSLP required elements and what was the percentage of free and reduced price lunch students to total enrollment for your district for the most recent year available?							
Students	41,724	57,195	21,209	58,347	16,936	27,950	42,019
Percentage to total students	41%	72%	31%	79%	29%	43%	46%
Is your district using any level of funds consolidation at school-wide campuses?	No	No	No	No	No	No	No
How are SCE funds allocated generally for your district and what are the major uses of these funds?	At risk students and supplemental programs district wide	Funds are allocated to campuses of 70% or more; Parent support specialists are placed on identified campuses; Stipends are provided at high risk schools	At risk students and supplemental programs district wide - including Reading Recovery; Alternative School; and social workers	No Response	Allocated by at-risk percentage by grade span and funding availability	Centrally coded; used to support supplemental positions that work with at-risk students.	There are district wide programs for different levels; Reading and math specialists for middle schools; High school credit retrieval teachers and reading specialist for at risk students; Elementary campuses have at risk assistant on every campus
Is your district actually using any SCE funds to directly support Title I programs at school-wide campuses?	No	Tutoring and summer school	Tutoring and extended learning time	No Response	SCE staff works with Title I staff for campus programs	Pre-K assistants	No
What is the normal percentage of funding allocated between central fiscal and programmatic administration of the programs and actual	Title I - 30/70	Title I - 51/49	Title I - 15/85	No Response	Title I - 20/80; all other Title grants centrally administered	Title I - 30/70; all other Title grants centrally administered	Title I Regular - 30/70; Title I Stimulus - 25/75

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Question	CFISD	Austin	Ft Bend	Ft Worth	Katy	North East	Northside
campus programs?							
Have you ever carried over funds from federal grants from one year to the next and why?	Yes, percentage allowed or less	Yes, percentage allowed or less - Schools may not fill positions that they have identified as a need; SES funds get rolled over due to under expenditure; summer school excess funds	Yes, percentage allowed or less - New budget management system that delayed purchase payments; weather circumstances that caused campus to be relocated and adjust programs; individuals leaning that the money is for this year and is to be spent on this year's students	Yes, Title I - \$5,147,558; Title II - \$1,545,110; Title III - \$310,563; Title IV - \$98,847; All programs are fully budgeted but positions are not completely filled; late start of activities; costs less than expected.	Yes, percentage allowed or less; Usually due to final entitlement received late in the school year	Yes, percentage allowed or less; Title I - \$895,164; Title II - \$720,590; Title III - \$32,770; Title IV - \$24,956	Yes, percentage allowed or less; to enable continuation of program
When is campus planning initiated for the next fiscal year, when the campus plans approved by the school board, and are these plans used in developing the succeeding year's school district budget?	Needs Assessment from departments and campuses due in June; Board Goal Setting Workshop in August; CIP submission from campuses and review by Campus Improvement and Research Department in September and October; Board approval in November. Review of process and implementation each month, end of year evaluation in June.	January for campus planning; February for board with prelim budget; May budget adjustments; used in final budgets adopted in August	January for campus planning; late May for board review; used when final budgets adopted in August	Usually around April and they are used in the school district budget	April for campus CIP's; August for board review; used in final budgeting	April for campus CIP's; July for board review; used in final budgeting	January for campus CIP's; June for board review; used in final budgeting
How are federal funds allocated centrally in your district for use in providing supplemental educational programs at campuses?	Free and reduced price lunch students - Serving Title I School-wide elementary campuses only	High Risk Title I AU Schools; Curriculum support; Parent programs	Ft Bend is currently implementing the AVID program for High School Students and Middle School Students. These funds are allocated centrally.	Rank order of poverty with higher poverty schools getting more \$\$	Free and reduced price lunch students for Title I; Other Title grants based on needed support for campuses or activities	Homeless set aside; hire family specialists for Title campuses	Funds are set aside centrally to ensure reading and math specialists prior to getting budgets to campuses.

Source: Survey conducted by WCL ENTERPRISES.

FINDING 23

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The fragmented method of managing the various sources of federal funds has not been effective. For the last three years, CFISD has not fully spent their allotment of funds, leaving, on average, \$2.3 million dollars unspent. These funds were rolled over to the next years. By year, the exact totals were:

- 2007-08 (from 2006-07) - \$1,972,925
- 2008-09 (from 2007-08) - \$1,995,316
- 2009-10 (from 2008-09) - \$2,708,311

Typically, there are changes to original grant applications that affect the ability of a district to use all the funds. However, the review team noted that from the current year, CFISD staff plan to carry over \$1.4 million in Title I and III funds that has not been allocated to any use.

As a result, the district has been using local funds to pay the salaries and benefits for positions that could be supported by these federal funds. Among the positions the review team noted to be eligible for federal funding are the following:

- Bilingual/ESL Helping Teacher
- Coordinator, Middle School Language Arts
- Coordinator, Bilingual/ESL
- Coordinator, Elementary Reading/Language Arts
- Coordinator, Secondary ESL
- Coordinator, Secondary Mathematics
- Coordinator, Secondary Science
- Coordinator, Senior High English
- Director, Instructional Technology
- Elementary, Science Coach
- ESL Helping Teacher
- Instructional Technology Specialist
- New Arrival Center Helping Teacher
- Secondary ESL Helping Teacher

Based on the review team's analysis of CFISD's NCLB Consolidated Application, CFISD can use the federal funds to make the recommended funding source changes for these positions and continue to meet the supplement-not-supplant rule.

We recommend the following to ensure maximum use of all Title program annual entitlements:

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- Any locally funded position that meets the same criteria (same function/same job description) as a position funded by Title I and/or Stimulus Title I should be recoded to federal funding at least up to the amounts already approved for supplemental costs at the district.
- School wide positions should not be listed in the BS6101 Program Payroll Costs of the NCLB application.
- As the application process allows school wide campuses the flexibility of changing school wide positions without reporting FTEs to TEA, if additional funding is needed to support added positions, up to 25 percent of the grant may be transferred without an application amendment.
- If an application amendment is ultimately necessary, it must be submitted prior to need, and not after May 1st, 2010.
- Job descriptions should be used to determine whether the function of the employee is supplemental to a locally funded position. (Example: Title I Literacy Coach may have differentiated responsibilities in order to address the needs of identified students' success in a Title I program.) This process should be repeated for all locally funded personnel involved in programs at Title I school-wide campuses.
- A consolidated monthly review, monitoring, and reporting of federal applications for all Title programs should be established to ensure that positions funded match those listed in applications and that compliance with program requirements is maintained. One position should be designated to oversee this process.

Amendments may be needed to correct all district wide changes made to support any position being paid from any of the Title programs to ensure that the district aggregate number of positions agrees with the number listed under each Title category in the BS6101 Program Payroll Costs of the NCLB application.

Any supplemental position that requires reclassification due to a change/clarification of job functions may be submitted to TEA through the amendment process and may be funded from the time of the amendment pending approval from TEA.

RECOMMENDATION: Revise the current process of allocating federal funds, apply all federal funds to eligible positions annually, and develop a process to monitor the expenditure of such funds on a periodic basis.

Cost reduction impact: The cost reduction impact would be **\$1,391,341** for 2010-11. The district could also re-allocate some of those funds within 2009-10 to reduce the use of local funds where appropriate.

Service delivery impact: There would be no change in service.

SCHOOL CONSTRUCTION COSTS

According to School Planning and Management’s *2009 Annual School Construction Report*, among school construction projects completed in 2008 (i.e., new facilities and renovations and additions to existing facilities), 42.7 percent into high schools, 37.3 percent of the total dollars went into elementary schools, 17.6 percent into middle schools and a little less than two percent was for projects at the school system level (e.g., alternative education centers, special education facilities). For 2009, the projected percentages for completed projects are: 44.3 percent for high schools, 33.5 percent for elementary schools, 21.1 percent for middle schools, and approximately one percent for other projects.

Exhibit 11 provides a profile of new schools currently being built and expected to be completed during 2009 or 2010 nationally. The figures shown in **Exhibit 11** are medians. That means, for example, that of the elementary schools being constructed in the nation today, half of them will cost \$178.77 per square foot or more, and half will cost \$178.77 or less. Using median cost, rather than average cost, minimizes the influence of special case schools that may be extremely expensive or inexpensive.

Exhibit __
Profile of New Schools Nationally
(School Construction Ending in 2009)

School Type	Median Cost per Square Foot	Median Square Feet per Student	Median Number of Students	Median Total Building Cost
Elementary	\$178.77	115.4	700	\$14.6 million
Middle	178.29	136.0	900	22.0 million
High	187.27	155.0	1,500	43.0 million

Source: School Planning and Management, 2009 Annual School Construction Report.

Within the region that includes Texas (Texas, Louisiana, Oklahoma, and Arkansas), school districts spent \$2.78 billion on school construction in 2008, the second highest total in the nation. For 2009, the projected total for the region is \$2.57 billion, with two-thirds on new construction vs. renovation of, or additions to, existing facilities. For projects slated to begin in 2010, the estimate of new construction is \$2.54 billion within the region.

Among school construction projects completed in 2008, 45.8 percent into high schools, 31.1 percent of the total dollars went into elementary schools, 19.3 percent into middle schools and a little less than four percent was for projects at the school system level (e.g., alternative education centers, special education facilities). For projects that were projected to have been complete in 2009, the projected allocation of construction costs

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by school type is: 45.3 percent for high schools, 35.3 percent for elementary schools, 18.0 percent for middle schools, and less than two percent for other projects.

Exhibit 12 presents a profile for new school construction within states in the same geographic region as Texas.

School systems in these states spend less than the national median in terms of cost per square foot. According to School Planning and Management, “construction costs in [the region] are below the national median. Schools in the region tend to be quite large.”

**Exhibit 12
Profile of New Schools Regionally vs. CFISD
(School Construction Ending in 2009)**

School Type	Cost per Square Foot	Square Feet per Student	Number of Students	Total Building Cost
Region (*)				
Elementary	\$147.50	116.8	750	\$12.7 million
Middle	151.78	160.6	950	24.0 million
High	160.00	170.8	1,800	52.0 million
CFISD (**)				
Elementary	120.65	110.2	1,040	13.8 million
Middle	125.52	166.3	1,450	29.0 million
High	130.09	172.3	2,950	66.1 million

Source: School Planning and Management, 2009 Annual School Construction Report, and CFISD assistant superintendent for Facilities and Construction.

() Median.*

*(**) Actual.*

Exhibit 13 presents information on the construction cost of most-recently-completed schools in each of the comparative school systems. Unless otherwise noted, all schools were completed in 2009.

At all three grade levels, CFISD construction cost per square foot was less than the regional and national medians. With one exception (middle school construction cost in Ft Bend), CFISD construction cost per square foot was less at all three grade levels than that in any of the comparison districts.

**Exhibit 13
School Construction Costs for CFISD vs. Comparison Districts, US Median, and Regional Median**

School System	Per Square Foot Construction Cost		
	Elementary	Middle	High
CFISD	\$120.65	\$125.52 (1)	\$130.09
Austin	158.72 (3)	181.22	N/A
Ft Bend	146.15	112.29	193.05 (2)

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Ft Worth	153.00 (3)	137.50 (4)	N/A
Katy	123.33	129.29 (2)	N/A
North East	168.23 (3)	N/A	N/A
Northside	184.00	216.00 (4)	224.38
Regional median	147.50	151.78	160.00
US median	178.77	178.29	187.77

Source: School Planning and Management, 2009 Annual School Construction Report, CFISD assistant superintendent for Facilities and Construction, and survey conducted by WCL ENTERPRISES.

(1) Completed in 2007.

(2) Completed in 2008.

(3) To be completed in 2010.

(4) To be completed in 2011.

N/A means that no new school in this category has been completed recently or is under construction.