

# School news.



## *Inclusive Design for our Most Vulnerable Students*

Ensuring access and  
accommodation for  
all campus spaces and  
programs

Winter 2023-24

DESIGN  
FOR  
GOOD  
HMC  
Architects

**PreK-12 Practice Leader**

Brian Meyers LEED AP, BD+C

**PreK-12 Market Leader/  
Director, School  
Advisors**

Julie Strauss ALEP

**Communications  
Director**

Bruce Boul

**Senior Marketing  
Manager**

Justin Panson

**Senior Art Director**

Steve Potter

**Senior Graphic  
Designer/Photographer**

David Fennema

**Senior Graphic  
Designer**

Jillian Melgosa

**Contributing Writers**

Bruce Boul

Bill Kwon

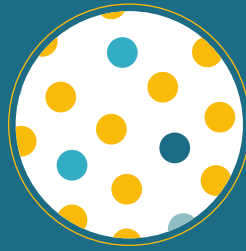
Adrienne Luce

Virginia E. Marquardt

Justin Panson

Kathleen Stanton

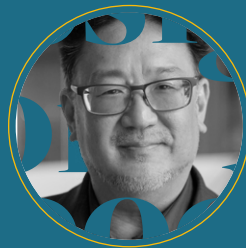
Julie Strauss



# Inclusive Design for our Most Vulnerable Students

3

By Virginia E. Marquardt



# Meet HMC's Chief Technology Officer, Bill Kwon

8

By Bruce Boul



# Designing Schools for the Digital Age

10

By Bill Kwon

# CA Universal TK Regulation Update

16

By Julie Strauss

---

<b>Women in Construction</b>	17
<b>HMC's Designing Futures Foundation</b>	18
<b>Groundbreakings and More</b>	19
<b>Awards and Rankings</b>	20

# Inclusive Design for our Most Vulnerable Students

*Ensuring access and accommodation for all campus spaces and programs*



PHOTO BY DAVID FENNELA

The special education student population in California and nationwide has grown in recent years. The reasons are complex and at least partially related to increased awareness and identification of various conditions, including learning disabilities, autism, attention-deficit/hyperactivity disorder (ADHD), and emotional/behavioral conditions. As a result, more students who may have gone undiagnosed in the past are now being recognized and provided with the care and support they need.

Compounding this increase is the fact that there is currently an epidemic of mental health issues among young people, what, in 2021, U.S. Surgeon General Vivek H. Murthy called a “mental health crisis.” The pandemic compounded the already fraught landscape of adolescence, adding to a range of existing stresses and anxieties, including academic and social pressure, isolation due to excessive screen time, social media pressures, bullying, and economic pressures.

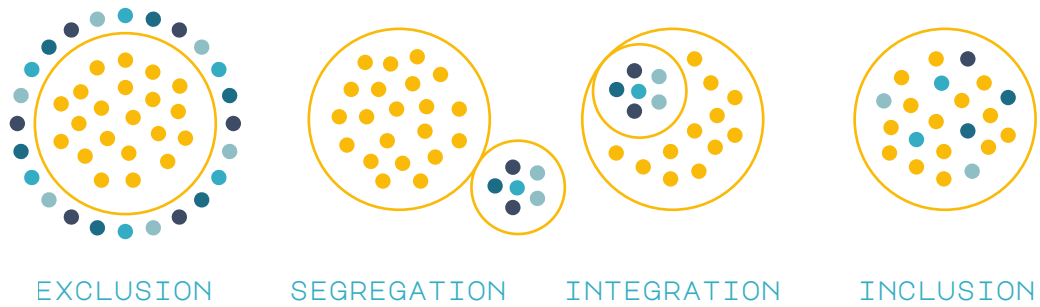
**By Virginia E. Marquardt**

AIA, NCARB, LEED AP



*Virginia has 24 years of experience leading educational projects and is devoted to creating inspiring, effective learning environments, including district-wide, multiple-facility improvements, renovations, additions, and new construction.*

**PHOTO:** *Together, students with disabilities and those experiencing mental health and behavioral conditions represent a group of the most vulnerable students in our schools.*



*Creating environments that cater to the diverse abilities, needs, and learning styles of students can significantly benefit the growth of our special needs learners.*

Together, students with disabilities and those experiencing mental health and behavioral conditions represent a group of the most vulnerable students in our schools, those most at risk for failing to connect educationally and socially. Educators and school districts are struggling to accommodate all of these nuanced and, at times, overlapping conditions. Significant State budget investments have attempted to address these issues, including Governor Newsom’s 2022 \$4.7 Billion Master Plan for Kids Mental Health and other resources delivered through MediCal, strategies to bolster community schools, and efforts to expand the healthcare workforce.

#### **INCLUSION AND EVOLVING SPECIAL EDUCATION STANDARDS**

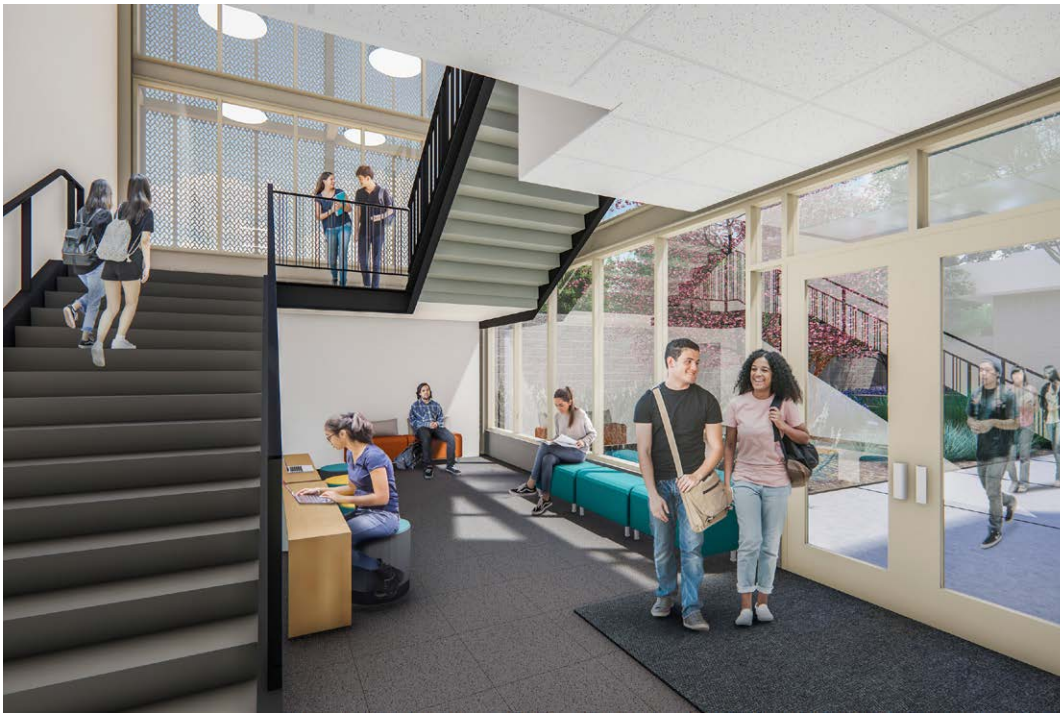
While it is important to understand the more significant macro situation, special education and instruction for vulnerable students are day-to-day challenges addressed at an individual and campus level. To understand the planning and design challenges, you have to know a bit about the evolving history of special education. Before the Education for All Handicapped Children Act (EHA) passed in 1975, many students with disabilities were denied access to education and opportunities to learn.

There was an “institutional” thinking and approach which carried with it stigma and worse. Since the passage of the EHA, the distinct field of Special Education emerged, including a legal framework that guaranteed access and accommodation for all students.

With the law’s name change to Individuals with Disabilities Education Act (IDEA), students with disabilities are receiving special education and related services today designed to meet their individual needs alongside their peers to the maximum extent appropriate and possible—a practice known as “Inclusion.” Extensive research over decades has shown that an inclusive approach creates a more diverse and accepting learning environment, minimizes stigma, and delivers significant social and academic benefits for special education students and their general population peers. Inclusion allows for more complete educational opportunities that have been shown to translate into greater chances of success after high school for students with disabilities.

Creating environments that cater to the diverse abilities, needs, and learning styles of students can significantly benefit the growth of our special needs learners. An inclusive approach to design provides equal access to education and creates a sense of belonging, empowerment, and respect among a community of learners.

For students with severe disabilities, inclusion means balancing their needs and providing individualized accommodation, care, and instruction. The development of Individualized Education Plans (IEP)<sup>1</sup> has become a key component of special education. These plans outline the specific accommodations and support each student needs to succeed in general education settings while also addressing unique disabilities and needs. IEPs are completed for every student who needs additional learning assistance.



*Small student lounge areas throughout campus support wellness by offering refuge space for students to take a moment to reset during the school day.*

There are specific instructional and care strategies that educators use to ensure the best outcomes for students with disabilities and to balance the goal of inclusion with the need for individualized instruction. Collaborative Planning between special education instructors and general educators is essential. Master Scheduling and Clustering are techniques used to build daily schedules and group students based on students' IEPs, considering specific logistical factors of the school day.

**KENNEDY HIGH SCHOOL  
MODERNIZATION—EXPANDING EQUITY  
AND ACCESS**

HMC Architects is currently in the middle of a comprehensive modernization project at John F. Kennedy High School in the Granada Hills section of the San Fernando Valley, just north of Los Angeles. This multi-phased \$130 million project will update a significant part of the 2,400-student campus, including constructing a new two-story classroom building—a state-of-the-art learning environment designed within the context of the campus' midcentury New Federalist style.

Kennedy High School is nationally known for its acclaimed magnet and CTE programs in technical disciplines and the arts. This renovation will provide much-needed next-generation facilities to support those pathways, including revamping a performing arts theater. One of the key drivers of this project is to bring the special education facilities campus-wide up to modern standards. Approximately 14 percent of the student body has some type of special need or disability. (Ten percent of the special education population is typical for a school. At Kennedy, special education students can attend up to 20 years of age, accounting for this higher percentage).

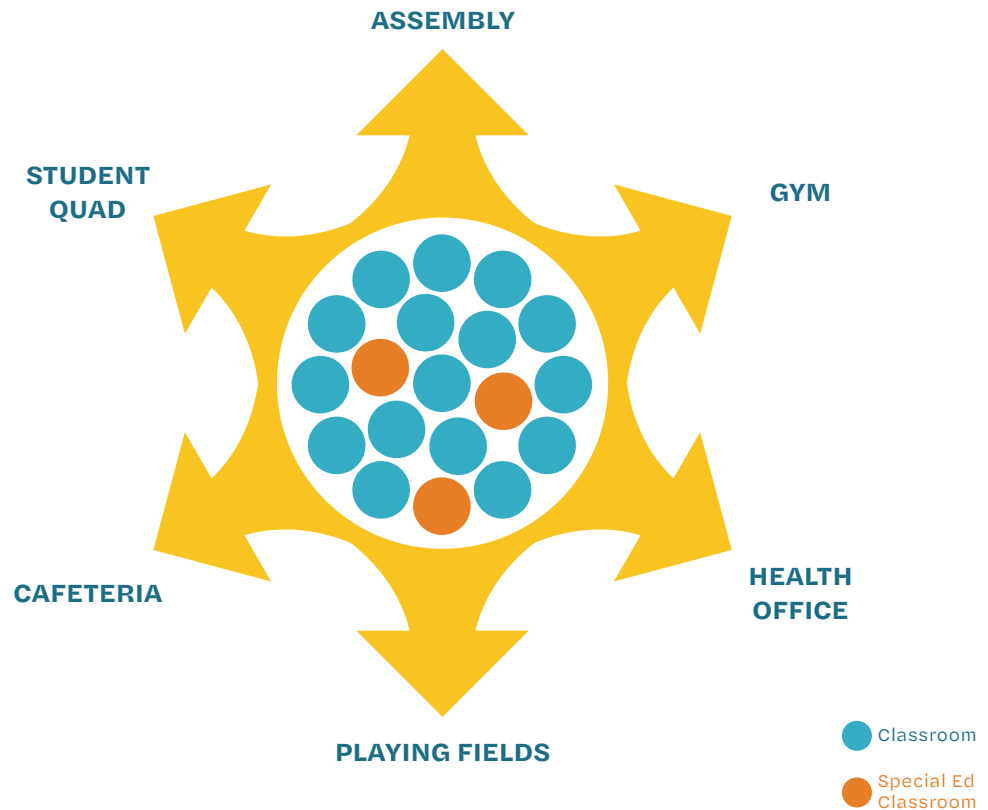
The current classroom configurations are the product of an earlier generational approach, and they need to catch up to current standards and requirements. For instance, without adjacent facilities, in some cases, students with more significant physical disabilities need to call a nurse every time they need to use the restroom—the stigma is obvious.

**Benefits of  
inclusive  
practices for  
students with  
disabilities**

- Higher rate of academic performance
- More satisfying and diverse friendships
- Higher student engagement
- Improved communication
- Less disruptive behaviors
- Peer role models for academic, social, and behavior skills
- Greater access to the general education curriculum
- Increased inclusion in postsecondary life
- More successful postsecondary outcomes

**Benefits of  
inclusive  
practices  
for students  
without  
disabilities  
include:**

- Greater gains in math and reading
- It reduces the fear of differences and increases social cognition
- Students gain better ethical principles and improved self-concept



*In Los Angeles and across the country, significant progress has been made in removing barriers and developing better, more inclusive ways to care for and educate our most vulnerable students.*

**Locating Special Ed classrooms** in proximity to regular ed classrooms to encourage age-appropriate interaction among all students

There are three types of special education classroom configurations across the Los Angeles Unified School District (LAUSD) each with progressively more square footage and additional support spaces that correspond to more significant disabilities. The strategy is to provide direct access to enhanced support spaces, including calming spaces, environments to learn different life skills, specialized apparatus, lifts, or other equipment. The planning process was especially challenging as we were designing for current needs and attempting to look at feeder elementary and middle schools to anticipate future special education needs.

Another key strategy has been integrating special education classrooms among general education classrooms to support inclusion. We removed portables that had previously housed special education classrooms to reach this goal. There had been a complete rework of floor plans in existing buildings. The design process has to address the student needs, operational needs, and regulatory requirements.

#### **SUPPORTING STUDENT WELLNESS**

Part of the Kennedy High School project includes relocating the health clinic strategically near the front of campus to serve students. There are separate entrances for each group for security and to provide privacy for both groups. Throughout campus, other wellness spaces have been included in the design.

38

TYPES OF  
SERVICES PROVIDED

339,951

TOTAL YEARLY  
SERVICES PROVIDED

65,521

STUDENTS WITH  
DISABILITIES (SWDs)

81,062

STUDENTS SERVED

**LAUSD** *Special Education at a Glance*

We have created outdoor spaces where students can cool off when things become overwhelming. Sometimes, a person needs time to gather their thoughts. We have emphasized nature, natural light, plants, and greenery in these spaces. Research clearly shows the benefits of fresh air and open space for mental health. It sounds overly simplistic, but we are trying to create cheerful and not institutional environments.

**LAUSD DISTRICT-WIDE  
COMMITMENT TO EQUITY**

The modernization at Kennedy is part of LAUSD's commitment to ensure every student across the district's 1,300 schools has full opportunities to be included in educational and social experiences. The district's position paper, *Equity and Access for Students with Disabilities*, outlines this focus, stating that the district's goal is to bring "more students into inclusive settings commensurate with national standards" and that they are now "pushing for a systemic shift in mindset to be better aligned with those laws." The paper says that through these efforts, the district "expects to see academic gains for all students, a positive impact on school culture, and a greater acceptance of diversity as a strength." As the second largest school district in the nation, LAUSD has the unique size and reach to impact this issue broadly.

**A HIGH SCHOOL EXPERIENCE  
LIKE EVERYONE ELSE'S**

In Los Angeles and across the country, significant progress has been made in removing barriers and developing better, more inclusive ways to care for and educate our most vulnerable students. There are a lot of people and organizations working hard on these problems.

If you spend time around students with disabilities, you start to see these questions in more human terms. Kids with disabilities and mental health challenges want a positive school experience, a campus experience like their peers—making friends and being part of activities—all the little things that make school years a formative time in a young person's life. The idea of just trying to be a normal kid is a good thing for all of us to remember. ●

**Author's Note:** *Mental health and disability are highly complex issues. Due to the format limitations of this publication, this article is merely a high-level summary focusing on educational design and planning. There are many related clinical and behavioral topics that we have not explored here. For this reason, we include this list of further readings:*

***Design for How People Learn, Second Edition*** by Julie Dirksen, December 2015

***Interior Design for Autism from Childhood to Adolescence*** by A. J. Paron-Wildes, October 2013

*LAUSD is committed to creating learning environments that promote inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes.*

**Part 2 of this article** will feature a deep dive into how the LA Unified School District ensures access and inclusion for all students.

1. U.S. Department of Education, A Guide to the Individualized Education Program: <https://www2.ed.gov/parents/needs/speced/iepguide/index.html>



design  
for good.  
HMC  
ARCHITECTS



## Q+A

## Meet HMC Architects' Chief Technology Officer Bill Kwon

---

Bill Kwon, MBA, joined HMC Architects in the summer of 2023 and leads the strategic implementation of cutting-edge technologies to enhance HMC's design solutions and shape the industry's future. Bill believes that every decision we make towards a technology-driven future will be informed and accompanied by how it will further our Design for Good ethos rather than simply focusing on the technology itself.

**Q** What attracted you to the position of Chief Technology Officer at HMC Architects?

**A** The culture, the people, HMC's Design for Good ethos, and the forward positioning of HMC by its leadership for HMC's future.

**Q** Can you share your vision for the role of technology in the architecture industry and how you plan to implement it at HMC Architects?

**A** Technology is not just an enabler for core business practices but a driver for enriched value for our PreK-12 clients. As the world's business landscape shifts, so must our profession. An organization whose authored work thrives in a digital, data-centric landscape will flourish in this new world. Our ambition is to bring HMC to the forefront of our profession through design and technology.

**Q** What are the key considerations when designing a school for next-gen learning and integrating technology?

**A** Technology itself is rapidly changing. How we access the internet, what kind of digital experiences enhance learning, and how it can make equitable the ability to maximize their education and potential. Much of the cost end concerns traditional IT infrastructure, but increasingly, the more potent considerations are around software. Being future-prepared for performance demands, including high-speed wireless connectivity, hybrid teaching platform technology, and physical learning methods, is a consideration that must be thoughtfully incorporated into any design solution.

**Q** Can you describe the process of specifying technology for schools to ensure they are up-to-date and adaptable to future changes?

**A** One of the key aspects of building a future-prepared technology strategy is to think of technology as something other than an afterthought in the design process. Advising PreK-12 clients at the beginning of the design process provides the best opportunities to consider cost, short-term goals, and long-term campus-level decision-making. Not only do we consider what is commonly adopted for schools, but we also consider how other sectors that are also human experience focused are advantageously using new technologies to enrich experiences. Specifying solutions that are fit for purpose while allowing for technology's rapid evolution and expansion is not always easy. Still, it is always made more difficult without thoughtful planning. ●

*Our ambition is to bring HMC to the forefront of our profession through design and technology.*

# Designing Schools for the Digital Age

## *Paving the Way for Future-Ready PreK-12 Education*

By Bill Kwon

MBA



*Bill Kwon is committed to leveraging cutting-edge advancements to shape the future of educational environments. He firmly believes that every technological decision should be rooted in advancing our commitment to Design for Good in education, ensuring that the focus extends beyond technology to positively impact the learning experiences of PreK-12 students.*

In a world where technology's rapid pace has reshaped how we live, work, and communicate, it should be no surprise that it's also changing the PreK-12 education landscape. This digital transformation in education has brought about a new era of learning that extends beyond the traditional classroom setting. Technology integration in schools has revolutionized teaching and learning and opened doors to various challenges and possibilities. For school districts and architects, this means reimagining school design to be future-ready, capable of accommodating ever-changing technological advancements, and ensuring that students are equipped for the digital age.

### **THE FABRIC OF THE FUTURE: INTEGRATING TECHNOLOGY INTO EDUCATIONAL DESIGN**

In educational design, technology transcends the status of an add-on; it constitutes the very fabric of our future. This vision extends beyond conventional information technology (IT) infrastructure, encompassing the ever-evolving landscape of software and emerging technologies. Forwardthinking designs must grapple with the demands of high-speed wireless connectivity, the intricacies of hybrid teaching and learning platforms, and the seamless integration of physical and digital learning modalities. Achieving a delicate equilibrium between performance requirements and adaptability is the linchpin in formulating a comprehensive design solution.

The upheaval caused by the COVID-19 pandemic thrust education into the digital frontier, demanding an unprecedented leap in the accessibility of learning across schools. While challenges persist, spanning behavioral adjustments to ensuring ample bandwidth, the widespread adoption of supportive technology has surged. The current focus pivots towards creating digital solutions tailored to meet learning objectives and pioneer novel experiences, capitalizing on the potential of mixed reality and interactive technologies.

### **EMBRACING THE INTERNET OF THINGS AND EXPERIENCE DESIGN TECHNOLOGIES**

The embrace of the Internet of Things (IoT) has become pivotal in the ever-evolving educational technology landscape. It elevates operational efficiency and ensures essential security measures and comfort for those within the school premises. A centralized digital management system, complemented by machine intelligence, fine-tunes performance, validates space utilization, and anticipates emerging needs. Leading the charge are Experience Design technologies, including augmented or mixed reality, virtual reality, and interactive touch and display, all tailored to harness the inherent capabilities of digital-native students. To guarantee that technology remains current and adaptable to future shifts, embedding technological considerations right from the inception of the design process is imperative.



**PHOTO:** Students collaborate and engage with the innovative digital whiteboard, fostering interaction and transforming the learning experience.

PHOTO BY DAVID FENNELMA

Early client engagement enables meticulous planning, factoring in costs, short-term objectives, and long-term campus-level decision-making. The resulting solutions must serve their intended purpose and accommodate technology's swift evolution and expansion.

### **NAVIGATING THE COST OF INTEGRATION**

Nationwide, schools grapple with integrating technology due to its associated costs. The value of technologically advanced buildings often gets lost in translation, leading to short-sighted cost management decisions that set the stage for rapid technology turnover. The crux lies in recognizing technology as an indispensable facet of the overall design experience, attending to not just the walls and windows but also the digital needs of the students.

Navigating the delicate balance between pursuing cutting-edge technology and budget constraints is a nuanced dance. While clients frequently aspire to adopt current or forward-thinking solutions, the alignment becomes smoother when collaboration occurs early in the design process. The encompassing "cost of technology" spans acquisition and premature replacement expenses, underscoring the significance of meticulous and forward-looking technology planning.

### **TECHNOLOGY AS A TRANSFORMATIVE TOOL IN EDUCATION**

The pandemic underscored the crucial role of technology in education, facilitating the shift to remote and hybrid learning. Beyond merely addressing logistical challenges, it has provided opportunities for a complete reimagining of the teaching process.

*Adaptable designs, strategic budget allocations, and the recognition of technology as an integral component of the educational experience guarantee schools' flexibility and responsiveness amidst the ever-evolving technological landscape.*

Technology is not a substitute for teaching; it is a dynamic tool that amplifies and enhances the interaction between educators and students, providing flexibility and access to diverse materials and fostering expansive collaboration. A standout illustration of this transformative power is found in digital whiteboarding—an innovative tool designed for collaboration. It transcends the limitations of traditional learning hours, evolving into a dynamic platform that sustains continuous student interaction and engagement.

**Other transformative tech examples include:**

- Mixed reality brings real-world objects to students at an accurate scale in a tangible, interactive way that a screen cannot provide.
- Artificial Intelligence (AI) is heralded as the most transformative technology in education. Its ability to predict and assess learning allows for tailored, measured learning paths.
- Virtual Reality (VR) expands the learning experience beyond traditional audio and video, providing interactive and immersive encounters.
- Robotics not only aids those with physical and cognitive impairments but also offers learning opportunities in a world increasingly shaped by automation.
- Career Technical Education (CTE) programs become crucial for preparing students for the workforce as technology reshapes industries. Integrating technology into these programs offers early career paths and hands-on learning experiences relevant to emerging industries like electric vehicles and clean energy.

**DIGITAL DILEMMA: ADDRESSING SCREEN TIME OVERLOAD**

The pervasive presence of technology in contemporary life has given rise to apprehensions regarding excessive screen time, particularly among digital-native students. As schools grapple with the delicate task of harmonizing technology integration with fostering healthy engagement, granting access to technology and offering guidance on its responsible utilization is imperative. Unraveling the enigma of screen time is a formidable challenge in a world where digital interfaces reign supreme. Augmented or mixed reality emerges as a compelling alternative, seamlessly melding digital tools with physical objects and experiences, anchoring students in the tangible realm. The importance of curbing screen time is accentuated, particularly for younger children. The crux lies in perceiving digital gateways as instruments that augment learning rather than supplant it. Encouraging children to prioritize screen time for educational pursuits ensures a wholesome and constructive relationship with technology.

**FUTURE-READY SCHOOLS: STRATEGIES FOR SUCCESS**

The foundation for future-ready schools is laid in the thoughtful considerations during the initial design phase. Adaptable designs, strategic budget allocations, and the recognition of technology as an integral component of the educational experience guarantee schools' flexibility and responsiveness amidst the ever-evolving technological landscape. Proactive planning emerges as the linchpin for retaining flexibility while securing a meaningful return on investment. By integrating technology considerations at the outset, schools can make informed decisions that align short-term goals with long-term adaptability. This approach ensures that today's investments in educational technology withstand the tests of time and technological evolution.



**PHOTO:** Young minds integrate technology into their learning journey, blending the best of digital tools with timeless classroom engagement.

PHOTO BY DAVID FENNEMA



### Key Considerations

- 1. Adaptable Design:** To address the challenge of rapid technological evolution, architects are incorporating adaptable design principles. These principles involve creating flexible learning environments that can easily accommodate new technologies as they emerge without the need for extensive reconstruction. This approach allows schools to adapt to the changing needs of both students and educators.
- 2. Strategic Budget Allocation:** Carefully allocating budget resources enables schools to invest strategically in technology that offers significant educational benefits. Long-term planning and partnerships with technology providers are essential in making informed decisions about where to invest resources for the most significant impact.
- 3. Tech as a Tool, not a Replacement:** Recognizing that technology should be a tool for teachers rather than a replacement is a fundamental solution. Effective technology integration enhances the teaching and learning experience while empowering educators. It's about using technology to complement traditional teaching methods, balancing face-to-face interaction and digital tools.
- 4. Engagement Strategies:** Schools are devising engagement strategies and implementing technologies that cater to the needs and preferences of digital natives. These strategies include gamification, interactive platforms, and experiential learning. Schools can mitigate screen time concerns by making learning more interactive and engaging and ensuring that technology enhances the educational experience.

---

**5. Cutting-Edge Tech Integration:** AI, VR, robotics, and CTE programs are finding their place in school designs. These technologies offer numerous educational benefits, from personalized learning experiences to practical skill development. Integrating these advanced technologies can prepare students for the digital workforce and foster innovation.

**6. Future-ready Frameworks:** Architects and schools should adopt future-ready frameworks that emphasize flexibility and adaptability. Schools ensure their investments remain valuable over time by creating a foundation accommodating emerging tech. This approach involves building infrastructure and spaces that can be easily modified to incorporate new technologies and educational approaches.

In forging the path forward, one thing remains certain—the destiny of education is inextricably linked to the march of technological progress. By wholeheartedly embracing technology from the genesis of school design, we can craft learning environments that transcend mere readiness for the future; they become realms of enrichment and transformation for tomorrow’s students. Our collaborative efforts with PreK-12 school districts are yielding a blueprint for the schools of the next generation, painting a vivid picture of an educational journey infused with technology that promises to leave a positive impact on future generations. ●

PHOTO BY CHRIS GRANT



## Overcoming Food Insecurity with the Sacramento City Unified School District and the Food Literacy Center

HMC’s Jennifer Wehling and Brian Meyers, with Chamberlain Segrest from the Sacramento City Unified School District and Amber Stott from the Food Literacy Center, took the stage at the prestigious Greenbuild International Conference and Expo in Washington, D.C. Their presentation, titled “Farm to Fork: Overcoming Food Insecurity in One of California’s Largest School Districts,” showcased a remarkable endeavor that had been a shared dream of the Food Literacy Program and Sacramento City USD for more than a decade.

Floyd Farms at Leataata Floyd Elementary School is home to The Food Literacy Center’s headquarters, a cooking classroom, and a farm where students and community members can actively practice the “Farm to Fork” philosophy. As an organization built around the tenets of health, wellness, and the environment, it was paramount that the headquarters reflected these same values. Fruits and veggies will be grown on-site and washed and prepared in the shade of the outdoor learning classroom. Meals are later prepared in the Net Zero Energy kitchen for healthy bodies and the environment. The learning kitchen is anchored by a large demonstration counter and is surrounded by domestic cooking stations for kids to gain hands-on kitchen experience. The building is also a learning tool where users actively observe on-site energy-conscious features. Solar panels, rainwater collection, operable windows and ceiling fans, and a holistic heating and cooling system are employed to reduce energy waste. As Sacramento City USD’s first project to pursue ZNE, the building will produce as much energy as it uses, is free from all fossil fuels, and allows the nonprofit to keep its operating costs low.

HMC takes immense pride in contributing to designing the Food Literacy Center’s innovative new facility and supporting its endeavors beyond construction. During Food Literacy Month in September, HMC lent its support to the organization’s Veggie of the Year competition. This engaging event featured Michelin star chefs competing against school lunch chefs in crafting vegetable-centered dishes, which students then judged. After savoring creations from Teams Mushrooms, Potatoes, Poblano Peppers, and Brussels Sprouts, the children voted, ultimately awarding the coveted title of “Veggie of the Year” to Team Mushroom for their delectable mushroom puff pastry, prepared by Chef Yolanda of SCUSD’s Central Kitchen. ●

# CA Universal TK Mandate Funding Regulation Update:

## *Grant Program for Preschool, Transitional Kindergarten, Full-Day Kindergarten Facilities (PTKFDKFGP)*

By Julie  
Strauss

ALEP



**Julie** is the director of HMC's School Advisors and has 15 years of experience assisting PreK-12 districts throughout California to maximize and secure state funding. She is active in the CASH organization, having served on the Legislative Advisory Committee, completed the CASH Leadership Academy, and most recently received her ALEP designation with A4LE.

In 2021 California took a big step toward the goal of ensuring broader access to early education with groundbreaking legislation to provide free, universal TK for all four-year-old children in the state by 2025. The plan will bring TK education to every district in the state, giving approximately 400,000 students—no matter their income or zip code—the opportunity to succeed and thrive in school. The transition from preschool into elementary school is critical in developing students' social and cognitive skills. The hope is this expansion will go a long way toward closing an achievement gap that persists in California.

This mandate has set in motion the expansion of facilities in school districts across the state—a major undertaking, essentially adding a whole new instructional level on many school campuses.

At the September 27th State Allocation Board (SAB) meeting the Office of Public School Construction (OPSC) presented proposed regulation changes to the PTKFDKFGP as well as the 4th funding round of project apportionments. The SAB approved \$346 million in new construction and retrofit applications. The state is expected to provide one more round of apportionments at the November 29th SAB meeting. It is anticipated that the November apportionments will exhaust the \$490 million that was allocated under Assembly Bill 130 and the Education Omnibus Trailer Bill in 2021.

California has adopted and endorsed a Universal Prekindergarten (UPK) model that includes transitional kindergarten and the California Preschool Program. California school districts are eligible to apply for funding through the PTKFDKFGP for facility projects that will serve transitional kindergarten and/or full-day kindergarten programs. County Offices of Education and School Districts are eligible to apply for funding to construct, modernize and/or retrofit existing school facilities for the purposes of providing California Preschool program instruction. Due to the increased scope of the program, projects have become more complex (growing from one & two classroom additions or modernizations to new early education centers that may serve a whole district).

OPSC suggested that regulation changes for the program were needed and warranted as the program has grown in size and scale since the inception of Assembly Bill 1808 in 2018. School districts also continue to face delays in construction timelines and access to equipment as a result of the COVID-19 pandemic. The regulation changes would allow more time for districts to meet fund release and project completion deadlines. The regulation changes would apply to projects funded in the third and fourth filing rounds as well as future filing rounds. Districts will now have 18 months from time of apportionment to submit a fund release and three years from first apportionment for project completion.



*The SAB approved \$346 million in new construction and retrofit applications. The state is expected to provide one more round of apportionments at the November 29 SAB meeting.*

**AVAILABLE FUNDING AND RELEASE DEADLINES:**

	Funding Available	Eligible Project Types	Current Fund Release Deadlines	Current Project Completion Deadlines	Proposed Fund Release Deadline	Proposed Project Completion Deadline
<b>Round 1</b> <i>Occurred 1/2/19-1/31/19</i>	\$37.5 million	Only full-day Kindergarten Projects	12 months from first Apportionment for Applications <i>with</i> Advance Release of funds	One year from final fund release	N/A	N/A
<b>Round 2</b> <i>Occurred 5/1/19-5/30/19</i>	\$60 million	Only full-day Kindergarten Projects	180 days from first Apportionment for Applications <i>without</i> Advance Release of funds		N/A	N/A
<b>Round 3</b> <i>Occurred 4/1/22-4/30/22</i>	\$225 million	Full-day Kindergarten, Transitional Kindergarten, and Preschool Projects			Funding Available	Funding Available
<b>Round 4</b> <i>Occurred 2/1/23-3/2/23</i>	Aproximately \$365.3 million				18 months from first Apportionment	3 years from first Apportionment

We anticipate future filing rounds for this program to pick up in 2024-25, as the 2023-24 budget delayed the proposed \$550 million funding for the program to the 2024-25 fiscal year. It is also expected that the future statewide school facilities bond may include funding for this program as well. We will continue to include program and bond updates as we approach the 2025 mandate deadline. ●

*If your district has questions about program funding, please contact Julie Strauss at HMC School Advisors.*



**Women in Construction**

HMC Architects' Jennifer Wehling, Julie Strauss, and Adrienne Luce spoke at the 2023 Women in Construction Conference hosted by the Construction Industry Education Foundation (CIEF) in Sacramento on October 5. In their session "Design for Good: Architecture Beyond Architects," the team shared practical strategies for building more sustainable, equitable, and inclusive communities. Understanding that architecture must reach beyond the traditional definition of design services to serve the greater good of the communities we work and live in; they gave the audience a look into the processes and tools HMC uses to integrate JEDI, sustainability, and community engagement to help define who we are and what we do. ●

# HMC's DFF and NOMA: A Winning Partnership

*Cultivating the next generation of architects, ensuring equitable access to education, and diversifying the industry*

**By Adrienne Luce**



*Adrienne is a social impact leader who has spent more than 20 years transforming lives and strengthening communities through the power of philanthropy. As the executive director of HMC's Designing Futures Foundation (DFF), she is committed to building a better world by investing in disadvantaged people and communities of color.*

HMC values our partnership with the National Organization of Minority Architects (NOMA) and spent the summer and early fall participating in events throughout the region.

In July, as part of our firm's commitment to cultivating the next generation of architecture professionals, ensuring equitable access to architecture education, and diversifying the field of architecture, the DFF provided sponsorship and a team of dedicated volunteers to support the SoCal NOMA Project Pipeline Architecture Summer Camp. The program, which took place on the campus of East LA College, is designed to teach students architecture and design fundamentals and inspire them to pursue careers in architecture.

In October, a team from HMC attended NOMA's "Building Bridges: Towards Just and Joyful Futures" conference in Portland. We attended inspiring panels, enjoyed adventurous tours, and networked with colleagues nationwide. Brian Staton gave a presentation to students and emerging professionals on the business of architecture and leadership, Carla Flagg was inducted into the NOMA Leadership Council, and Amy Karn participated in a panel featuring an accompanying publication on "Out in Architecture." As a conference sponsor, HMC had a booth at the student expo where we spent an entire day talking with students and emerging professionals about their aspirations in architecture and design.



As part of HMC's commitment to diversity, equity, and inclusion, we participate in NOMA's annual Historically Black Colleges and Universities (HBCU) Professional Development Program to mentor aspiring architects and advance diversity in the profession. In November, we provided a platinum sponsorship and volunteers for the kickoff, a virtual speed networking and portfolio review event where students had a chance to speak with HMC leaders, ask questions about the industry, and share their career goals. Over the next few months, the team will meet with and mentor these students as they complete their studies and look for their first jobs in architecture. ●



## Perris ES Groundbreaking

In October, Perris Elementary School District broke ground on Perris Elementary School’s new administration building. The building is getting a magnificent facelift with the addition of a front building. We’re also expanding the school’s multi-purpose room (MPR) and giving a fresh look to five classroom buildings.



## CASH Fall Conference

HMC Architects’ Senior Project Manager Bridget Flecky spoke at the CASH Fall Conference Pre-Conference Workshop in Newport Beach, California. Bridget joined a panel of CASH and industry professionals for the session “Polling as a Planning Tool in Preparation for a Local Bond.” ●

## Alder Creek Topping Off

Folsom Cordova Unified School District and Roebbelen Contracting held a “topping off” ceremony to mark the final beam placement on the new, HMC-designed Alder Creek Elementary School in Folsom, California. The HMC Architects design team, Roebbelen Contracting, trade partners, district representatives, and faculty attended the event to celebrate this construction milestone.

The 9.9-acre, 80,000 SF Alder Creek design follows that of the HMC-designed district prototype school, Mangini Ranch Elementary School, which opened in August of 2021 and incorporates learnings from its construction and occupancy. The single-building, two-story school will accommodate 661 TK through fifth-grade students with 27 classrooms — 20 conventional, six TK/ kindergarten, one special education, and one flex room with a stage and media center.

Alder Creek broke ground in April, and the prototype process is a significant advantage in expediting construction. Following this prototype, the district plans three additional elementary schools to serve the Folsom Ranch community, a new housing development in Folsom, CA. Construction on Alder Creek Elementary School will be completed in August 2024, in time for the 2024/25 school year. ●



## HMC’s ALEP Professionals

In California, 40 professionals are designated as Accredited Learning Environment Planners (ALEP) with the Association for Learning Environments (ALE). HMC is proud that three of our employee-owners have achieved this prestigious recognition. Among them are Principals in Charge Hal Hart and Sherry Sajadpour, and PreK-12 Market Leader Julie Strauss, all of whom have successfully earned their ALEP credentials.

The ALEP credential is a program that develops the core competencies needed to be an educational planner. The year-long program provides course instruction from industry experts in educational visioning, community engagement, pre-design planning, learning environment design, implementation, project management/ project delivery, assessment of the school facility, and ethics/professionalism. Consensus building and engagement are essential to the ALEP designation, and these skills are critical to designing and building successful projects. ALEP professionals bring a holistic approach and understanding to the planning and implementation of a project. ●

**Los Angeles**

633 W. 5th Street, Third Floor  
Los Angeles, CA 90071  
213.542.8300

**San Diego**

201 Lomas Santa Fe Drive  
Studio 200  
Solana Beach, CA 92075  
619.744.4077

**San Jose**

333 W. San Carlos Street  
Studio 750  
San Jose, CA 95110  
408.977.9160

**Ontario**

3546 Concourse Street  
Ontario, CA 91764  
909.989.9979

**Sacramento**

2101 Capitol Avenue, Suite 100  
Sacramento, CA 95816  
916.368.7990

**San Francisco**

388 Market Street, Studio 800  
San Francisco, CA 94111  
415.915.0759

**HMC School Advisors**

3546 Concourse Street  
Ontario, CA 91764  
909.989.9979

# design for good.

HMC  
ARCHITECTS

Founded with the purpose of anticipating community needs, HMC aims to create designs that have a positive impact, now and into the future.

As a 100 percent employee-owned firm, we focus primarily on opportunities to have the most direct contribution to communities — through healthcare, education, and civic spaces.

Learn more at [hmcarchitects.com](http://hmcarchitects.com)



## AWARDS + RANKINGS



PHOTO BY CHRIS GRANT

**Merit Award:** *Floyd Farms*

**Jury Feedback:** *"This project really pushes the boundaries on building performance."*



PHOTO BY LAWRENCE ANDERSON

**Best Interiors:** *Del Oro High School*

**Jury Feedback:** *"I'm blown away by what this team has achieved on such a small budget."*

**Building Design + Construction's  
Giants 400 Top 175 Architecture Firms  
for 2023, ranked 11**



**Building Design + Construction's  
Giants 400 Top 170 K-12 School  
Architecture Firms for 2023, ranked  
number 6**

