

#	Question/Comment	Response Status	Response
1	How is the data on wage stagnation reconciled with the forecasted increase in population?	Addressed during Meeting #3 Q & A (March 11)	Employment in the region is continuing to grow. Northern Virginia is expected to add 44,000 jobs in next 20 years. Those jobs may have lower wages than jobs in the past, but people will still be coming to the region.
2	Is student data longitudinal or a snapshot in time? Does APS track individual students as they progress through each grade as part of its projection methodology? Does the methodology capture segments of the community that are moving in and out, e.g. military families, foreign service employees, political appointees?	Addressed during Meeting #3 Q & A (March 11)	The data used for projections is a three year snapshot. It does not track individual students or in and out migration.
3	Does the birth data come only from Arlington hospitals? Does it capture births that happen in other jurisdictions?	Addressed during Meeting #3 Q & A (March 11)	The birth data comes from the commonwealth and covers all babies born in Virginia with an Arlington address. It does not capture out of state births. Even without the complete data, this year's Kindergarten projections were 99.8% accurate.
4	APS used to send out a school census survey that asked questions that could be helpful for projections. Should some version of that be reinstated?	Addressed during Meeting #3 Q & A (March 11)	The school census was required by the commonwealth and administered by the commonwealth. It is no longer a requirement. This will be included in the list of ideas for the consultant to review.
5	Provide gross numbers for student generation rates from different housing types over time.	To be addressed at Meeting #4 (March 25)	See slides 21 and 22 of the March 25 presentation .
6	Even though the student generation factor is low for multi-family housing, that is where most of the housing growth is happening.	To be addressed at Meeting #4 (March 25)	The student generation factors are applied only to pipeline housing development (i.e., new development that is either under recently completed, under construction, or approved). For existing housing, the grade progression ratio method that is applied to the count of current students is used. See slides 23-25 of the March 25 presentation .

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7	Can APS ask where new students are coming from when they enroll (e.g. another county, private school, home school)?	To be addressed at Meeting #4 (March 25)	APS is planning to create and distribute an enrollment questionnaire. The Study Committee's work, with input from the consultant, could inform the questions to be asked.
8	Have there been any changes in the number of children per family? APS enrollment peaked in the late 1960s when the County's total population was much smaller than today.	To be addressed at Meeting #4 (March 25)	Between 2010 and 2013, the number of family households in Arlington increased at a slightly higher rate (10.7%) than the growth in total households (9.4%). Over this same time period, the number of two-person families increased by 13.5%, the number of three-person families increased by 12.5%, and the number of four-person families increased by 23.1%. The number of families with five or more people decreased by 17.4%. See slides 27-28 of the March 25 presentation .
9	Has private school enrollment changed over the same time period that APS enrollment has increased?	To be addressed at Meeting #4 (March 25)	Slide 29 of the March 25 presentation shows the percentage of the County's total school-age population that has been enrolled in APS over time. Specific data for private school enrollment is not readily available.
10	Can you provide household income data for the County and by census tract?	To be addressed at Meeting #4 (March 25)	See slides 30-31 of the March 25 presentation .
11	Can you provide a map of where housing growth has occurred?	To be addressed at Meeting #4 (March 25)	See slide 32 of the March 25 presentation .
12	The County and APS seem to have different ways of defining different housing types. There is a 4,000 unit difference between the housing data in the County and APS presentations.	County and/or APS staff are currently researching	The County and APS are currently working together to reconcile housing types by parcel. The housing numbers in the presentations have different base years (2013 for APS and 2015 for the County). The consultant will also be reviewing any discrepancies in the data.
13	Provide gross numbers for student generation rates from affordable housing.	County and/or APS staff are currently researching	

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14	The Pre-K enrollment numbers are artificially suppressed based on the availability of seats. Expanding Pre-K could cause some families to consider staying in the County rather than moving elsewhere.	County and/or APS staff are currently researching	The APS Office of Planning and Evaluation is currently working with the Pre-K program and stakeholders to establish a plan for data collection in 2014-15. This study will include a report on retention among participants. This will most likely be done within the planned longitudinal analysis of outcomes for Pre-K students.
15	In the 1980s when school enrollment was much lower, APS was not offering Pre-K or full day Kindergarten. Those programs may be increasing student retention.	County and/or APS staff are currently researching	See response to number 14 above.
16	Slide 19 of the APS presentation shows that the increase in enrollment has been higher in the lower grades than higher grades. Are students leaving the school system (either to regional magnet schools or private schools) in the later grades?	County and/or APS staff are currently researching	
17	A missing piece of information is housing unit size (i.e. square footage or number of bedrooms). This could indicate whether people will need to move as their families grow.	County and/or APS staff are currently researching	
18	We need to pay close attention to projected enrollment beyond five years to better understand how many new schools we will need to accommodate projected growth.	Future Study Committee Meeting	Study Committee meetings in April and May will address how projected enrollment affects facility needs.
19	When addressing school capacity issues, there is a tendency to assume that all students have the same needs. The percentage of low income students in a school can have an impact student performance. The APS data presented is at the County level, but the drivers of enrollment increases are different in different neighborhoods.	Outside of County Board/School Board Charge	The impacts of students' socioeconomic status on school needs are outside of the Community Facilities Study Charge.

Data requests or ideas that are being tracked for possible future analysis:

How can we mirror our population forecasts with student forecasts, i.e. what will our student population be in 30 years?
Would it be possible to see a heat map of birth rates within the County as a smaller geography, such as ZIP code?
Consider looking at other indicators of school enrollment that are more qualitative. We can't assume that historical averages from a period of recession will be predictive of future experience as we come out of a recession.
Consider reaching out to health care providers and insurers to find more information on Arlington residents giving birth in Maryland or D.C.
The data shows an increase in capture rates between 8 th and 9 th grades. Many families choose private school for K-8 and then switch to an APS high school. Projections that new jobs will have lower wages may mean that more residents will choose public school for elementary and middle school.
Is there a trend of Arlington natives moving to the suburbs when they are in their 20s but coming back when they are more established in their careers and are more able to afford to live in Arlington?
Growth in average household size for single family houses is something that should be looked at more closely.
Understanding the difference in purposes for the forecasts, maybe there could be benefits from a single forecasting model for the County and APS.
Many neighbors are building additions onto their homes rather than moving out of the County for a larger house to accommodate children or parents moving in. Can the County and APS look at additions to predict students?
Housing sales data could be an indicator of school enrollment. Is there a correlation between the neighborhoods with the highest student generation rates and real estate transactions? Is there a correlation with the age of the home being sold?
What housing types are the new students coming from? Is it coming from new construction (which is primarily multi-family) or new families moving into existing single-family neighborhoods?
What is the maximum number of students we could expect in the school system? What would happen if Arlington's student generation rates become more like those in Fairfax County?
Can we identify vacant and oversized parcels zoned for single family housing? What is the maximum number of single family houses that could be built in Arlington under current zoning?
How does the housing trend data presented by Dr. Sturtevant impact school enrollment trends?
Housing unit size (i.e. square footage or number of bedrooms)
Should some version of the triennial school census be reinstated?
Identify single-family lots that have not had renovations or demolitions.