

Attendees:

Andrew Greenwood  
Bridget Obikoya  
Chuck Rush  
Jennifer Wheelock  
Jenn Wagener  
Julie Zelman Davis  
Katherine Christensen  
Zach Levin  
Melanie Bowen  
Robert Ruiz  
Reginald Goeke  
Sal Tajuddin  
Erik Sullivan  
Nellie Carr  
Michael Lyons

Leslie Petersen (APS)  
Cristina Diaz-Torres (board rep)  
Dave Rosenblatt (guest speaker)  
Josh Folb (public comment)

Agenda:

1. Call to order and public comment 7:00
2. ASEAC Presentation – David Rosenblatt 7:05
3. Enrollment Projection – Robert Ruiz 7:20
4. Approval of January minutes 8:30
5. BAC Liaison Comments 8:35
6. School Board Liaison – Christina Diaz-Torres 8:40
7. Navigating the Budget – Leslie Peterson 8:45
8. Adjourn 9:00

Recorded Meeting available @ <https://youtu.be/SgmX4M7qbPQ>

**Public Comment:**

- Joshua Folb:
  - Looking forward to seeing budget. Open to talking with anyone about budget

**Special Education (David Rosenblatt – Special Education Advisory Committee - ASEAC)**

- Inclusive education: student success goal --- at least 80% of students with disabilities will spend 80% or more of their day in a general ed setting.
- We are ranging 65-66% from 2017 thru 2020-21 (estimated)

- While a lot of going on, it's not moving the needle. ASEAC looked at budgeting / planning factors to evaluate
- Findings for middle school and high school:
  - For every 25.15 gen ed students the planning factors = 1.4 teachers. Multiply that by avg teach cost of \$133k and you get a per student funding of \$5,288 per student.
  - For Special Ed students, certain types of special ed students only count for 1/7 of a student. For every 25.15 special ed students the planning factors = .2 teachers. Equates to \$755 per student funding.
  - For Special Education part of funding... There are 4 categories Resource; Cat I, Cat II, Countywide programs (see slides for criteria)
  - Inclusion differs by category (e.g., Resource = >80% while Cat I & II is between 40-80 and County wide <40%.
  - Amt of funding differs dramatically by category e.g. Resource = \$3958 vs. County wide = \$35.8k (see slides). Student in Cat 1 may have the same needs as a Country wide program student
- Funding recommendation made:
  - Fund all MS/HS students equally in terms of General Ed staffing
  - Fund all Cat I & II students in parity with countywide programs
- Open questions
  - Has the total cost impact been estimated? No, missing information that APS has that isn't fully public. Hopeful that Superintendent will propose some in his budget. Sense is that it would be north of \$10M
  - Did consider Resource student funding changes? Given they are meeting the goal of 80%+, didn't propose anything for this group.
  - Did look at elementary school? No. In elementary school all students are treated the same for gen ed funding.
  - The total \$ for our special ed kids is higher, but if not staffing general ed classrooms enough that when the spec ed teachers do float back to the classrooms you have the crowding issue plus the fact that the spec ed kids need more help when we mainstream them.
  - Statement made that administrators may trade in spec ed assistants to get slot back for general education. Leslie corrected this.... It is NOT permissible to do that... Special ed \$\$ must be used for special ed.

### **Context for Fall 2021 10 year Enrollment Projections --- Robert Ruiz (APS – Planning & Evaluation)**

- Enrollment Projections report available @ <https://www.apsva.us/statitstics/enrollment-projections/>
- 2007-2019 – enrollment increased 9000 students = 50%
- The 2007 upward trend was not clear until 2011
- 2019-2021 decline/drop associated with COVID – not clear if these represent short-term or long-term trends
- Accuracy of projections had been in 99% range. That dropped in 2020-22 projections down to low 90% due to extraordinary conditions associated with COVID and associated declines.
- Factors:

- K-12 enrollment dropped 917 in Fall 2021 – contributes to lower projections. Lower births rates expected to continue as per county projections. See presentation for details on how this impacts projected students/cohorts over time.
- Actual and forecasted births dropped in Fall 2021 – contributes to lower projections. As per UVA study “the recent decline in births in northern virginia is so significant that it’s impact on school enrollment will occur as soon as this decade”
- Student generation rates dropped in Fall 2021 – contributes to lower projections. This is essentially a student-per residence factor that is estimated by different housing types (e.g., single vs. townhome, etc.)
- Residential unit forecasts increased – slightly offsets previous decreases
- Current projections estimate K-12 enrollment between 26.3k and 26.6k in 2022 thru 2024 and then declining enrollment thru 2031. (Noting that the further out the projection the larger margin of error)
- For annual budget... Projections are used to provide staffing allocations and materials and supplies to schools --- If too low then results in needing to hire additional teachers over the summer when good candidates are more scarce. If too high then have surplus of teachers and cost.
- For CIP... Projections are used to determine number of seats needed at each level. If too low may not include projects to add seats, may result in requiring relocatables. If too high may build out seats not needed and lose opportunity to use the \$\$ for other purposes.
- Open questions
  - Enrollment declines anecdotally associated with moves to private school/ home schooling. Challenges on collecting associated data. How do we balance? Data collection is extremely challenging because don’t have a collection mechanism that would allow us to collect understand who may come to APS. Planning and Enrollment starting to look at data to see if can estimate better.
  - Utilize cohort transition rates down to the school level to look at past trends to predict aging trends.
  - Analysis looks at student generation rates by school – doesn’t look at specific location of housing (e.g. a building off Columbia Pike)... just within school boundary.
  - If enrollment declines then will get slower % of state revenue. Since it’s only 12% of budget it’s not as impactful as if 80%, but it does make a difference. On county side it doesn’t matter because revenue is based on % of county revenue. But county board could decide to decrease % if fewer children to educate.

### **Approval of last months minutes**

- No comments. Motion to include approved.

### **Liaison updates**

- No updates

### **School board update (Cristina)**

- Everyone encouraged to watch work sessions. Focus of budget is on school board priorities

### **Navigating the budget (Leslie)**

- In advance of the proposed budget being released, Leslie providing a short overview of the structure and key things to focus on to help review the expansive amount of information included in the budget. (adopted budget is a much larger doc)
- Broken down in sections with Table of Contents to help navigate as well as navigation tools
- Recommend reviewing Executive Summary if don't have a ton of time – main points to be aware of are in here including budget direction from the school board.
- 'Building the budget' section is the bulk of the Exec Summary and walks thru how the budget is built – Revenue and Expenditures. Should really focus on reading and taking time going thru this part of the budget.
- School section provides detailed info by school.

### **Closing**

- Won't know what work to generate BAC report will be required of the team until see the budget.
- Currently planned BAC meetings on March 2, 9, 16. May adjust depending on budget