

Long-range Educational Facilities Planning Policy (FAA)
Long-range Educational Facilities Planning Regulation (FAA-RA)
MD State PSCP Administrative Regulations
General Forecasting Methodologies

GUIDES

INPUT

- Current School Enrollment
- School Enrollment Trend Data
- Housing/Subdivision Plans
- Birth Trends
- Special Program Forecasts
- MD State Dept. of Planning Forecast
- M-NCPPC Forecast and Demographic Data

**Enrollment
Forecasting Process**

OUTPUT

- 6-year enrollment forecast for individual schools and countywide
- One-year spring revision

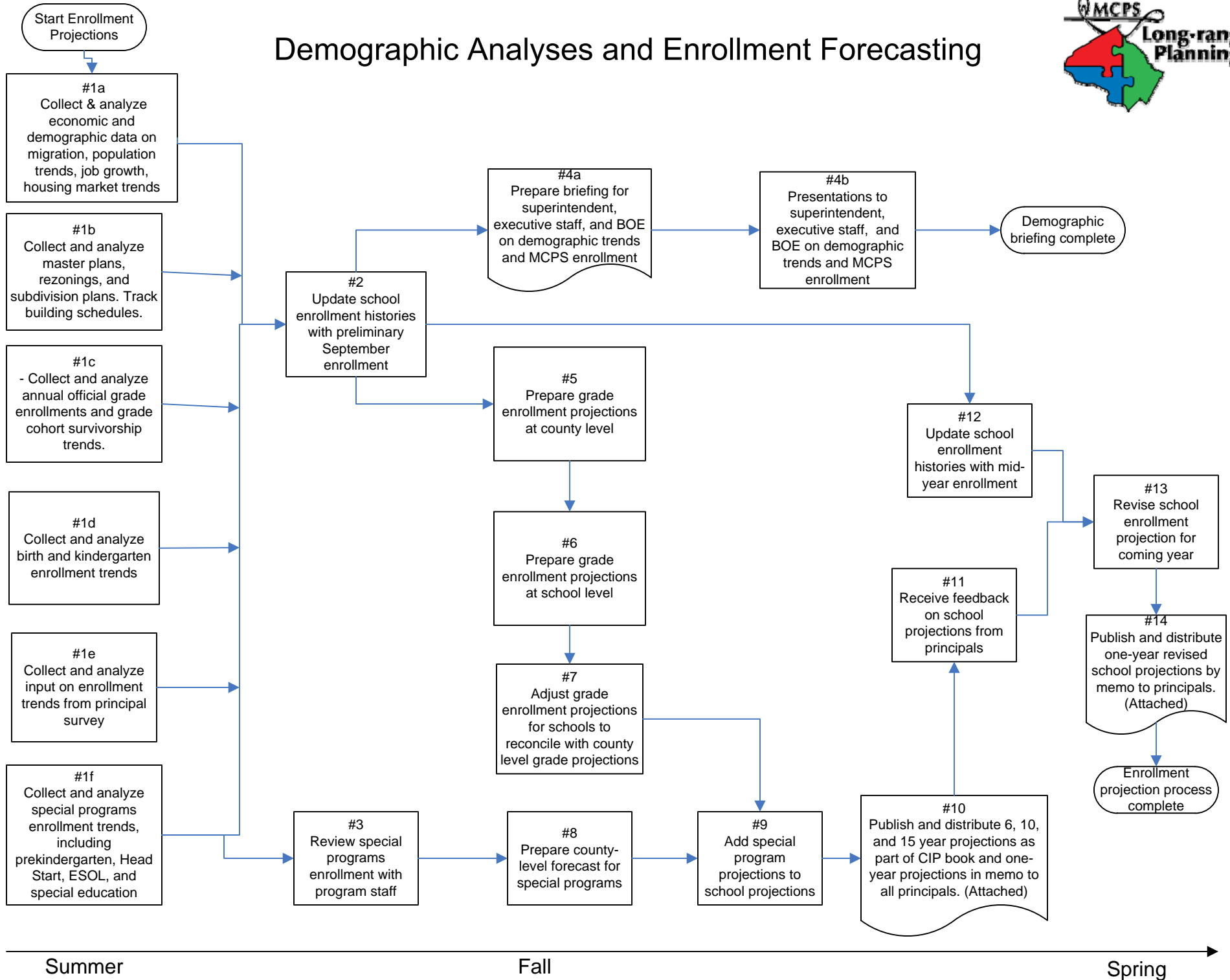
ENABLERS

Division of Long-range Planning Staff
Office of Special Education
School Principals/Staff





Demographic Analyses and Enrollment Forecasting



Demographic Analyses and Enrollment Forecasting Process

Step	Activity
#1a	Collect and analyze county, state and federal sources to determine trends in the local economy, housing market, population. County sources include Montgomery County Departments of Planning, Finance and Housing and Community Affairs. State sources include Maryland Departments of Planning, Education, Labor, Licensing and Regulation, and Housing and Community Development. Federal sources include U.S. Census Bureau, and U.S. Dept. of Education, National Center for Education Statistics. In addition, other sources include Metropolitan Washington Council of Governments, Brookings Institution –Greater Washington Research Program, and Washington Metropolitan Area School Systems.
#1b	Collect and track county master plans, rezonings, subdivision approvals and building schedules to incorporate impact of new residential development on school enrollments. Sources include Montgomery County Planning Department, and area developers and builders.
#1c	Collect and analyze grade enrollment trends over time at the school and county levels. Sources include Montgomery County Public Schools (MCPS) Dept. of Policies, Records, and Reporting, and Division of Long-range Planning records.
#1d	Collect and analyze birth trends and their relationship to kindergarten enrollment. Sources include the Maryland Dept. of Health and Mental Hygiene, the MCPS Dept. of Policies, Records, and Reporting, and Division of Long-range Planning records.
#1e	Collect and analyze input from principals concerning trends they observe in their schools. Sources include the Division of Long-range Planning annual survey of room use and enrollment trends sent to principals each summer. Also, emails and phone calls to principals in cases where enrollment shifts are occurring.
#1f	Collect and analyze special program trends over time at the school and county levels. Sources include Montgomery County Public Schools Dept. of Policies, Records, and Reporting, Dept. of Special Education Services, Div. of Prekindergarten Special Programs and Related Services, Div. of Early Childhood Programs and Services and Div. of ESOL/Bilingual Programs.
#2	After the start of school each year, update enrollment history reports for schools by using an extract of the enrollment database to append the new year's enrollment to data files with historical grade-by-grade enrollments. Sources include OASIS and Division of Long-range Planning, <i>Planning Database</i> .
#3	Review special program enrollments with staff in units named in Step #1f, and determine the schools where these programs will be housed in the future so that enrollment forecasts for schools can include special programs.

#4a	Prepare briefings in August and September for superintendent, executive staff, and Board of Education on demographic trends in county and school system. Sources include all those listed in Step #1.
#4b	Present PowerPoint briefings in September to superintendent and executive staff, and in October and November to Board of Education, on demographic trends and how these relate to facility plans and the Capital Improvements Program (CIP.)
#5	In September and October prepare six year grade enrollment projections at county level. Develop these based on analysis of factors identified in Step #1.
#6	In September and October prepare six year grade enrollment projections for all schools. Develop these based on analysis of individual grade enrollment histories and factors identified in Step #1.
#7	Adjust grade enrollment projections for schools to reconcile with county grade level projections. Utilize a “smoothing” process (paring down schools by small amounts) to make grade totals add up to target levels established in county level forecast. DLRP <i>Planning Database</i> program provides this smoothing process.
#8	Prepare county level forecast for special programs, including Head Start, Prekindergarten, pre-K Special Education, Alternative Programs, and Gateway to College.
#9	Incorporate special program forecasts in school level projections.
#10	Publish new 6 year, 10 year, and 15 year enrollment projections for all schools in Chapter 4 of the CIP at the end of October. Provide online access to the CIP document on the DLRP web site. Publish one year grade-by-grade school projections and distribute to principals in hard copy, and place on DLRP web site, at the end of October.
#11	Collect feedback from principals after they receive the one year grade-by-grade forecast. Most comments come by email and a few through phone calls and letters. Analyze these comments for consideration when the one year forecast is reviewed in February.
#12	Update school enrollment histories with mid-year enrollment at schools.
#13	In February review enrollment changes that may have occurred during the school year at schools, program location changes, and feedback from principals on the end of October forecast. Based on these sources revise one year forecast of school projections where appropriate.
#14	Publish revised one year grade-by-grade projections and distribute to principals in hard copy, and place on DLRP web site, on March 1 st .

Division of Long-range Planning Accuracy of Enrollment Forecast

January 16, 2015

