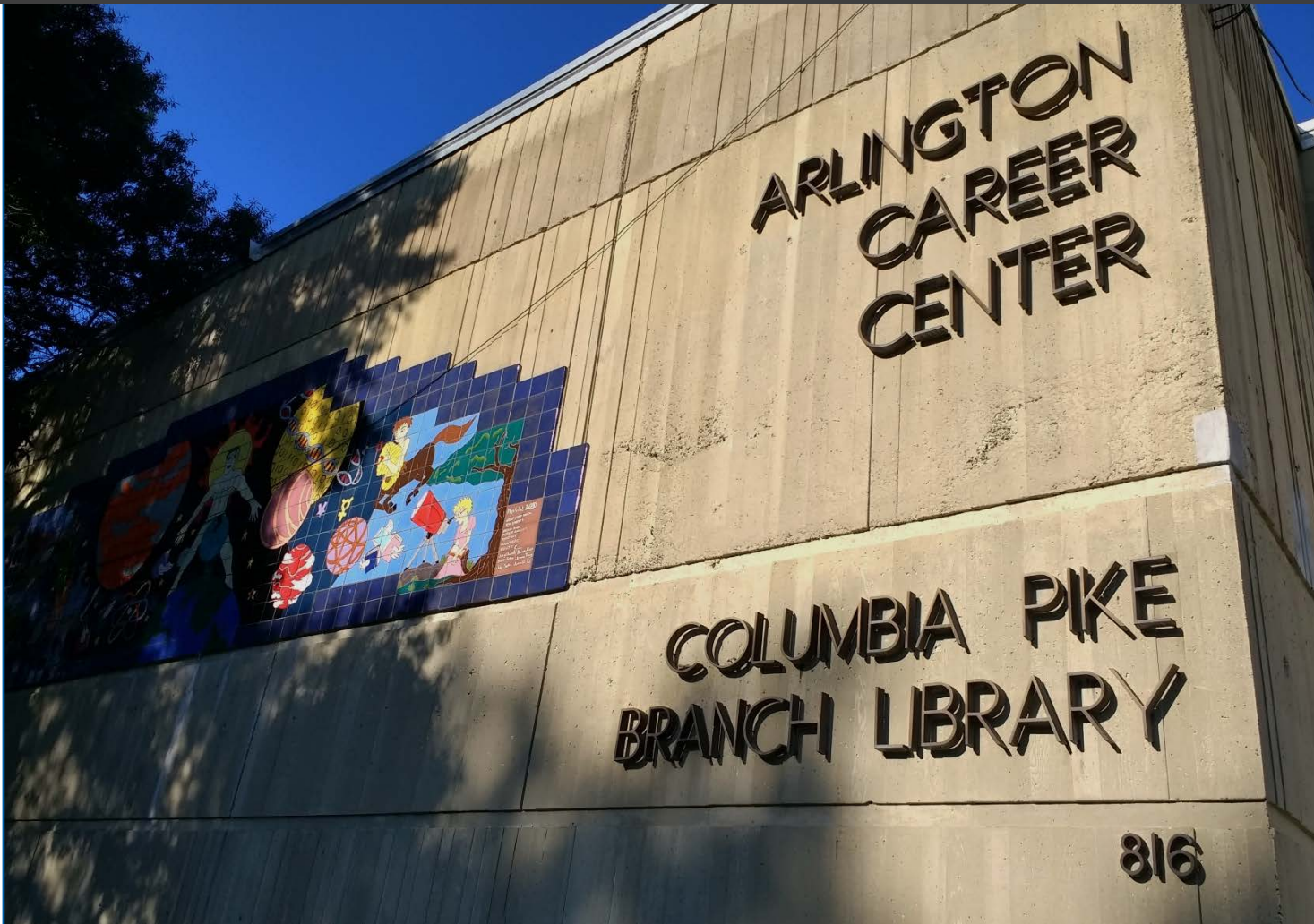


Final Report



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Assistance to the Career Center Working Group (CCWG) was provided by staff from Arlington County and Arlington Public Schools, in addition to a consultant team from Stantec. Following is a roster of the board liaisons, CCWG members, and Public Library Subcommittee:

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COUNTY BOARD
SCHOOL BOARD

Katie Cristol
Tannia Talento

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AT-LARGE MEMBER 2	Lida Anestidou
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ADVISORY COUNCIL ON INSTRUCTION (ACI)	Michael Shea
ADVISORY COUNCIL ON SCHOOL FACILITIES AND CAPITAL PROGRAMS (FAC)	Colleen Pickford
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ARLINGTON TECH PARENT GROUP	Susan Rochard
BLACK HERITAGE MUSEUM OF ARLINGTON VIRGINIA	Kim Phillip
BUDGET ADVISORY COUNCIL (BAC)	Cecilia Ciepela-Kaelin
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COLUMBIA PIKE FORM BASED CODE ADVISORY GROUP (FBC AWG)	Betty Siegel
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JOINT FACILITIES ADVISORY COMMISSION (JFAC)	Greg Greeley
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PARK AND RECREATION COMMISSION (PRC)	Cindy Krech
PENROSE CIVIC ASSOCIATION	Maria "Pete" Durgan
PIKE PRESIDENTS' GROUP (PPG)	Lander Allin
PLANNING COMMISSION (PC)	Elizabeth Gearin
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STUDENT ADVISORY BOARD	Rafael Gould
TRANSPORTATION COMMISSION (TC)	Kristin Calkins
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WASHINGTON-LEE HS PTA MEMBER/PARENT OF STUDENT ATTENDING CC	Polly Hall
YORKTOWN HS PTA MEMBER/PARENT OF STUDENT ATTENDING CC	David R. French

* Long Branch Elementary PTA representative was appointed by the School Board as a member to the CCWG in July 2018

PUBLIC LIBRARY SUBCOMMITTEE ROSTER

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VICE CHAIR

MEMBER

MEMBER

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LETTER FROM THE CHAIR

Dear Chair Cristol, Chair Goldstein, members of the Arlington County Board and members of the Arlington School Board,

I am pleased to submit this report from the Career Center Working Group. It was a privilege to chair this group and a pleasure to work with the representatives you appointed to meet the charge you laid out. Throughout eighteen meetings over eight months, the Working Group received and considered a great deal of information, weighed sometimes contradictory views, and reached consensus on a number of topics that will guide future planning efforts for this area. It was a difficult task, yet each member rose to the challenge and contributed to the findings in this report. The report also reflects the comments we received from residents of the surrounding neighborhoods. All these discussions shaped the report. I am grateful for and impressed by the engagement, patience and contributions of all involved.

Many thanks go to the County and APS staff members who provided information and made presentations, participated in planning sessions and attended the meetings of the working group. My sincere gratitude goes to Matt Mattauszek (County Planner), Sarah Johnson, Michael DePalma, Sarah Putnam, and Robin Hodges (APS staff) who ably organized, planned, wrote and edited endless agendas and drafts, and kept their good humor throughout. It was a pleasure to work with them.

It is my hope that this report informs future processes and outlines a vision for this area that aligns with existing plans, the continued and expanded excellent educational programs available at this site, and place-making opportunities for this area of Columbia Pike. I would echo the unanimous sentiment of the working group, that what we create here be regarded as the “Jewel of the Pike.”

We addressed all elements of our charge save one, and it is this one element that I wish to discuss in this letter. I want to be clear that the following discussion in no way diminishes or contradicts the findings of this report, or the fine work that was done by the members of the Career Center Working Group, each one of them thoughtful and invested in the good of our community.

In our charge, we were asked to envision a high school of the future and create a vision for what an urban high school could be. I would submit to you that this is a bigger question than the members of this working group were equipped to answer, within the time allotted and without a more specialized level of expertise and knowledge of high school. This question is about more than the number of stories in the building, or how to locate and construct adequate parking, or how many fields we may need – all of which were important parts of our charge and which we addressed in this report.

Yet the question of how we educate and support our students is an important one for our community.

I ask that you indulge me for a moment - while I take my prerogative as chair of this group, an APS mom for over 18 years, a volunteer on various committees and commissions, a former PTA president at both the Middle and High School levels and member of our County Council of PTAs - and ask that you consider the following, understanding that my comments reflect my views and not necessarily those of the Working Group.

A popular trope in education is that we are preparing students for jobs that don't yet exist. How best to do that in a 21st century school, preparing students for a knowledge-based economy? Memorizing facts is probably not the answer, and “sit-and-get” lecture-style isn't the most effective means of delivering educational content – but these are the predominant methods that most of us experienced. When we think about every aspect of education – the content, the school climate, classrooms, delivery, and facilities - we rely on our own educational experiences to fill in the gaps, and for many of us, we experienced high school 20-30 years ago. Here in Arlington, we are comfortable that we do an excellent job educating our students,

and popular rating sites list Arlington at or near the top school system in the country, further reinforcing our level of satisfaction. Our comfort in our excellence makes us hesitant to take chances and think up new ways of doing things. When we are asked to imagine educational delivery outside of the standard school models we have always known, we lack information, creativity and motivation to reach outside of our comfort zone.

In the era of tight budgets, rising student enrollment, lack of land and sites for schools, and the expected community planning pressures such as parking, transportation and green space, there is a palpable fear being expressed by families in our community. Fear that our children will miss out on opportunities that are available to others, consternation that their entire school careers will be spent learning in relocatable classrooms, and apprehension that their education, and thus the opportunities for career and college, will be lesser than previous student cohorts' due to this scarcity. Because of this fear, our conversations about everything in APS – boundaries, buildings, textbook adoption – move quickly to becoming battles, fighting to ensure our children get everything they deserve. Even in our 26 square miles, we become territorial and further divide ourselves, often based on artificial criteria. Education is viewed as a zero-sum game. We want to make sure our school gets at least as much if not more than the other school, that our children get every opportunity, and that our neighborhood's demands are met. It should not be this way, but our processes sometimes pit us against one another. In many of these conversations we lose sight of our main goal for our schools: to provide each and every Arlington student with the opportunity to attain knowledge, develop skills (including critical thinking, resilience, social and emotional acumen), achieve their potential and become curious people who are passionate about learning.

At the same time, we demand a great deal of our students, and our [surveys](#) indicate our students are under incredible pressure to perform to standards imposed from their families and community. Too many Arlington students report struggling with mental health issues, feelings of low self-esteem, attempts at self-harm, incidents of sexual harassment and for some, increased experimentation and use of alcohol and drugs at earlier ages. Too many indicate that they don't believe they are valued by or tied to the larger Arlington community. Every time school test scores are a subject of heated debate during boundary meetings or people publicly compare college acceptance rates or there are public discussions about the "bad" schools to which neighbors would never send their children, it feeds our students' belief that our community only has one definition of success and they don't measure up.

Our community is afraid of failure, and rather than learning from a misstep, we condemn it and are quick to assign blame. And our students learn from us.

You may ask, what does this have to do with the charge or this planning process? I would answer that the plans for our County realize the vision for our community. Through our planning processes, we assert our values and priorities – we define who we are and lay out our aspirations for who we want to be as a community. There are few barometers better for a community than how we educate and support our children.

Given this context, I would ask you as elected leaders, and the members of the community who read this report, to consider the following:

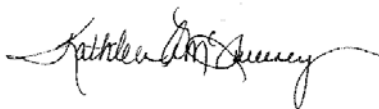
- Work to implement the vision for the north and south blocks of this study area as quickly as time and funding permit. Commit to the larger vision and place-making opportunities presented by this site;
- Act quickly on recommendation #1 from our follow-on suggestions: that APS, in conjunction with community non-profits, committees and commissions, educate and lead our community to envision the future of schools and how to deliver flexible indoor and outdoor educational spaces, in which students acquire the skills to think critically, collaborate and develop resilience;
- Understand that while students must have an equitable and rigorous education, not every school program needs to be exactly the same as the others. Each school has a culture and not every student

thrives in traditional high schools. Continue to create programs like Arlington Tech, but when you do, provide them with adequate staff and budget support, and do a better job of explaining such programs to prospective student's families. Arlington Tech is a remarkable, rigorous program that is delivering high school education for the future yet is misunderstood by the larger community because it was under-marketed from the start, not effectively promoted, and does not look like every other school;

- The Arlington Career Center provides valuable educational opportunities for all Arlington students, but many are not able to take these classes due to scheduling conflicts and diminishing room in classes as enrollment grows. Continue to expand these courses at each high school to meet demand;
- Consider how existing public buildings may contribute to educational spaces of the future and explore potential opportunities for converting office space or partnering with developers and non-profits for long-term educational uses. Take a comprehensive look at the entire County, its demographics, and identify future sites for the schools we will need over the next few decades since enrollment growth continues to outpace available seats for students;
- Recognize that increasing student enrollment means several new schools will be needed, create a template for school buildings that provides for a level of predictability in terms of cost, efficiency and design, adhere to adopted principles (build up not out to maximize green space, create internal common spaces slightly larger than initially required in order to accommodate later capacity increases, achieve a minimum LEED level for sustainability, creatively and adequately balance the parking and transportation demands and TDM measures, etc.);
- Consider elevating public schools and facilities to become an element of the County's Comprehensive Plan;
- Continue to listen and respond to the community, recognizing that though public process is messy there is a collective wisdom that emerges from the consensus of a group. Recognize when you sometimes hear fears driving demands and don't let it drown out that wisdom. Inspire and lead us;
- As part of a community process, find ways to incorporate more diverse voices around the table. For example, community processes could do more to reach out beyond the regular participants of such processes. The CCWG did benefit from the participation and perspective of our high school students. It is possible to create more opportunities to obtain input using less traditional outreach methods, and I would be willing to work with others on a toolkit for chairs to develop these; and
- Finally, both Boards and staff should continue to work closely and collaboratively on this planning.

Thank you for the opportunity to tackle these issues and help shape the future of this important school and community resource.

Sincerely –



Kathleen McSweeney, Chair
Career Center Working Group

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ACRONYMS USED IN THE REPORT

ACHS:	Arlington Community High School
ACG:	Arlington County Government
APS:	Arlington Public Schools
BHMA:	Black Heritage Museum of Arlington
BLPC:	Building Level Planning Committee
CIP:	Capital Improvement Plan
CCWG:	Career Center Working Group
ECDC:	Ethiopian Community Development Council
FBC:	Columbia Pike Form Based Code
GLUP:	General Land Use Plan
HILT:	High-Intensity Language Training
JFAC:	Joint Facilities Advisory Commission
MTP:	Master Transportation Plan
PFRC:	Public Facilities Review Committee
POPS:	Planning for Our Public Spaces
TDM:	Transportation Demand Management
VHSL:	Virginia High School League

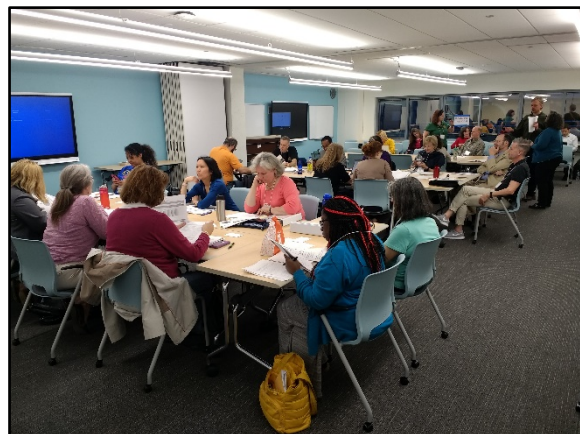
1. EXECUTIVE SUMMARY

Purpose of the Working Group

To address continuing enrollment growth, specifically the need for an additional 1,300 high school seats, APS and County staff initiated a review of potential options to accommodate additional seats across several APS properties, including the possibility of creating a new high school. This analysis concluded in June 2017 with a School Board decision to distribute additional high school seats among two APS sites, the Education Center (receiving 500-600 seats) and the Career Center (receiving the remaining 700-800 seats). As part of that decision, the School Board also directed the Superintendent to provide a “vision and plan for the Career Center site that accommodates further additions and renovations, supports a potential phased development of a comprehensive high school, and is conducted through a community engagement process in concert with the County.”

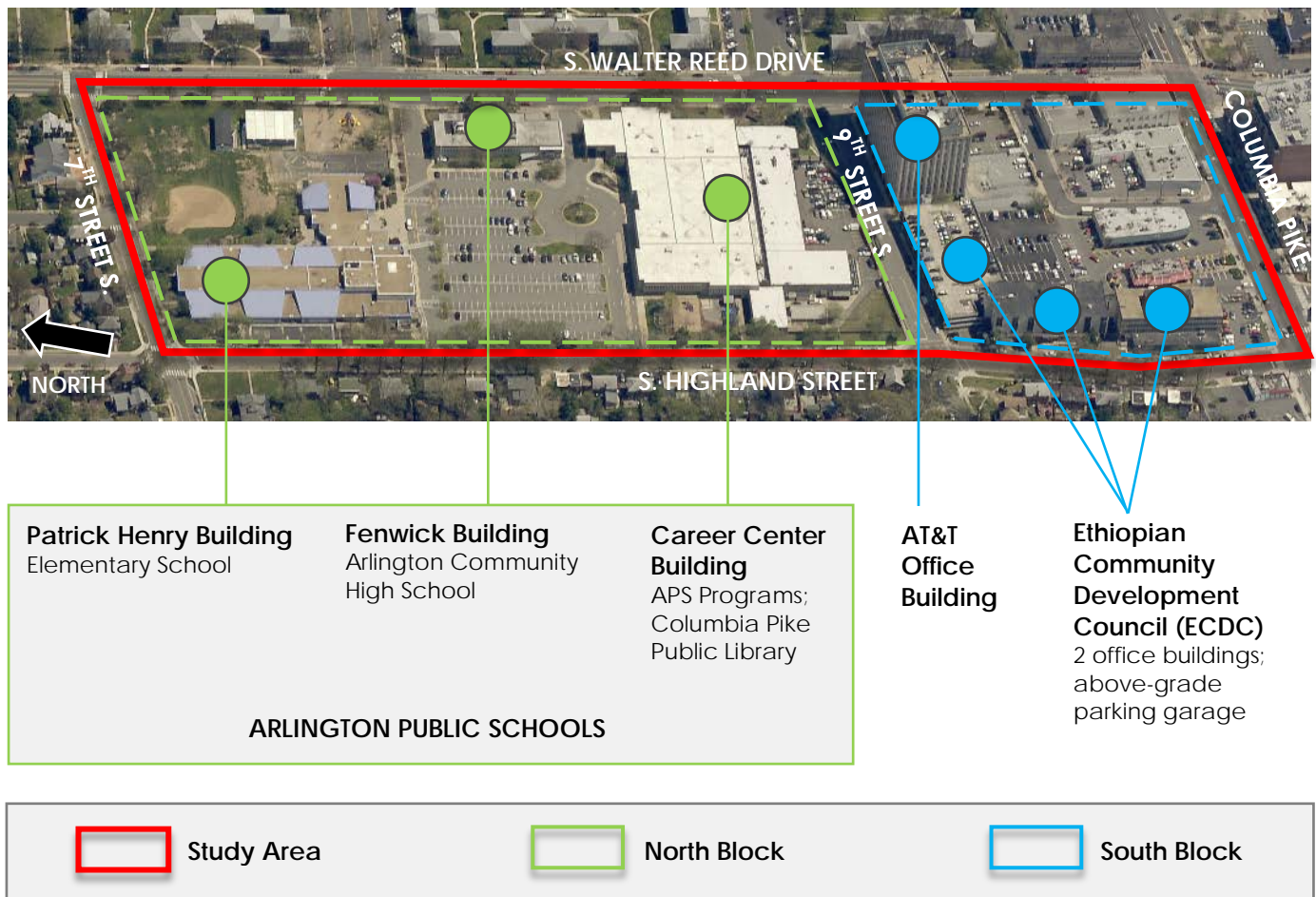
In November 2017, the Career Center Working Group (CCWG) was established, consisting of over 30 stakeholders representing schools, civic associations, county commissions, and the community at large. The adopted CCWG [charge](#) called for a thorough assessment of how to accommodate 800 new high school seats on the Career Center site without precluding future growth or disrupting existing educational programs found on-site. The multi-faceted scope of this study included near-term goals (originally defined to occur by 2022), long-term goals (originally defined as post-2022), and additional elements regarding site facilities, transportation, parking, the Columbia Pike library, and a phased development plan that would achieve the agreed-upon ultimate vision for the site.

Members of the CCWG were initially informed by a walking tour of the Career Center site and discussions with APS staff who maintain and operate the existing educational programs and on-site facilities. Throughout the 8-month process and [18 public meetings](#), the group benefited from numerous [presentations](#) on a variety of topics and relevant policies, including the [Master Transportation Plan \(MTP\)](#) , [General Land Use Plan \(GLUP\)](#) , [Columbia Pike Form-Based Code \(FBC\)](#) , [Public Spaces Master Plan \(PSMP\)](#), and the [Virginia Profile of a Graduate](#) . CCWG meetings were open to the public and frequently attended by residents from surrounding Civic Associations, particularly Arlington Heights and Penrose. The working group worked collectively to meet the challenges outlined in the charge, consider options, recognize disagreements, and reach consensus on several recommendations to guide future development of the Career Center site.



In order to explore opportunities to expand the educational and cultural footprint and potentially move the public library, the study area for this effort included the 12.5-acre Career Center site (referred to as the **north block**) and the 5.3-acre area bounded by 9th Street S., S. Walter Reed Drive, S. Highland Street, and Columbia Pike (referred to as the **south block**). The north block consists of three primary buildings: The Career Center, the Fenwick Building (Arlington Community High School) and the Patrick Henry building (Elementary school); all of which surround a central surface parking lot. The south block houses several parking facilities supporting a wide range of commercial uses (see Figure 1-1). One owner of the south block has previously expressed a desire to sell property containing three structures (two office buildings along S. Highland Street and an above-grade parking structure along 9th Street S. in which APS has leased parking spaces during the construction of Fleet Elementary School). Because of the expressed interest and the proximity of the owner to the Career Center site, the not-for profit organization which the owner represents (Ethiopian Community Development Council) participated as a stakeholder in the CCWG process.

Figure 1-1: CCWG Study Area



The body of this report, specifically the [Site Description, History and Analysis](#) section beginning on page 23, provides a complete discussion of the study area including the site history, building descriptions, planning context and analysis, transportation and open space facts, and the broader revitalization efforts along Columbia Pike.

Overall Vision for the Career Center Site

In all its deliberations, the CCWG expressed that the Career Center site should be considered the “Jewel of the Pike,” a site that will improve upon available community amenities, contribute prominently to place-making on the Pike, and whose exterior architecture will equal the unique and excellent education offered within its buildings.

In the near-term, defined as the current 10-year Capital Improvement Plan (CIP) for FY 2019–2028, most of the CCWG agrees the site can accommodate 800 new high school seats while retaining all existing Career Center programs; the planned expansion of Arlington Tech; the Arlington Community High School; the Montessori program (which will be relocated to the Patrick Henry facility in 2019); and the Columbia Pike Public Library.

For the long-term, defined as beyond the current 10-year CIP horizon, this 12.5-acre site should become a campus serving high school students only and should include those students served by existing programs and those attending the Arlington Community High School. As part of this vision, the CCWG recommends a new location be identified where the Montessori program could be relocated. Similarly, while the consensus is to move the Columbia Pike Public Library off-site as described in the [subcommittee report](#), the Career Center site could still be considered a high school campus while the Public Library remains on its premises. The majority of working group members agreed that until most facilities found on other high school campuses are delivered on the Career Center site, the additional high school seats should be designated as option seats.

While located within the Arlington Heights neighborhood, the CCWG study area is also immediately adjacent to the Penrose, Columbia Heights, and Douglas Park neighborhoods and located near Alcovia Heights (see figure 4-2). It is notable that the immediate neighborhoods, prior to and throughout this process, have remained open to discussions focusing on accommodating additional students on this site and have encouraged APS to consider maximizing the available space and funding for future expansions. The surrounding community has consistently expressed conditional support for additional density on the Career Center site subject to the availability of appropriate on-site facilities and parking to support this growth.

Areas of Consensus

The following represents elements where broad consensus was reached and are described in greater detail as part of the consensus areas identified throughout the [Findings and Recommendations](#) section.

- Site facilities (amenities)
- Open space
- Massing and density
- Building design
- Sustainability
- Site phasing,
- Need for a comprehensive parking and transportation study
- Public Library and the South block

Site Facilities (Amenities)

All school construction must be executed in a way that supports potential growth and maintains maximum adaptability while minimizing disruption to school operations and the surrounding neighborhoods. Any necessary underground parking constructed with a field on top must be designed in a way that allows for re-orientation of that field (parallel to S. Highland Street) once the Patrick Henry building is demolished. This would allow for the possibility of delivering an outdoor track in the long-term.

Open Space

Existing agreements and uses of all sports facilities throughout the County must be revisited as a matter of transparency and fairness and renegotiated to ensure students of the Career Center site have equitable opportunities to play sports that cannot be accommodated on-site. Creative use of informal and passive open spaces should also be included in the near- and long-term expansion to further emphasize the pedestrian experience on this campus.

Massing and Density

New buildings and expansions of existing structures should generally be limited to the south portion of the site, generally between the existing surface parking lot and 9th Street S. Building heights should be limited as follows:

- 2 stories along the northern half of S. Highland Street, transitioning to 3 stories along the southern end, with a setback reflecting the adjacent residential building setbacks to achieve a cohesive street character;
- 3-4 stories along S. Walter Reed Drive, transitioning to 6-7 stories along the southern end of said street; and
- 2-3 stories along the western end of 9th street, transitioning up to 6-7 stories along the eastern end of said street.

Building Design

All new buildings and expansions of existing structures must meet the high standards of school construction projects in Arlington and specifically:

- Be sensitive to costs;
- Emphasize glass and natural light;
- Utilize elements of universal design which considers the diverse needs and abilities of everyone who may wish to use this site in the future;
- Consider the need for expansion and flexibility in future phases;
- Be compatible with the surrounding community;
- Create a more welcoming pedestrian experience;
- Take advantage of the site's topography; and
- Maximize the roof for school and/or environmental uses, such as gardens, green roofs and solar panels.

Sustainability

Any further expansion and renovation of this site should emphasize energy conservation and environmental sustainability through architectural design, materials, and construction methods. Subsequent processes led by Building Level Planning Committee (BLPC) and Public Facilities Review Commission (PFRC) need to ensure that renewable energy and environmental sustainability are strategically considered for both near and long-term phases as the vision for this site is incrementally achieved.

Site Phasing

In the near-term (defined as the current CIP horizon), phasing could occur as follows:

- Depending on the outcome of the comprehensive traffic/parking study, an underground parking garage could be constructed at the site of the current surface parking lot;
- A multi-purpose field would be constructed on top of the new garage (generally located at grade);
- The CTE class/shop spaces would be relocated to a new building along S. Highland Street. Their current spaces, once demolished, will create space for a new building near 9th and Walter Reed;
- A 3rd story would be added on top of the existing Career Center building for classrooms, ideally connecting to new CTE structure constructed on S Highland Street; and
- A multi-level education space would be built at the rear of the current building, near the 9th and Walter Reed corner, to include common spaces such as a theater, cafeteria, and gymnasium – all sized for a total of 2,200-2,800 students (although current planning does not anticipate as many in the near-term).

In the long-term (beyond the current 10-year CIP period) phasing should:

- Complete roughed out areas for educational spaces (originally constructed as part of the near-term improvements);
- Build a pool for educational and community use; and
- Relocate Montessori to another site and raze the Patrick Henry facility to expand sports facilities, (unprogrammed) green space, and instructional uses.

Parking, Transportation, and Transportation Demand Management (TDM)

Prior to the commencement of the BLPC/PFRC process, conduct a comprehensive parking and transportation analysis based on the design capacity of all on-site facilities as well as any near- and long-term improvements. The analysis must:

- Provide an assessment of parking needs for a neighborhood and an option school;
- Study how a robust TDM program could reduce overall parking needs;
- Inform a parking program that includes a balanced mix of on-site and off-site parking and considers costs, site constraints and neighborhood consideration; and
- Determine availability of off-site parking that could reduce the number of spaces needed on the Career Center site.

Public Library and the South Block

Columbia Pike Library needs to remain on the campus until it can be relocated to Columbia Pike, preferably within the south block, or on properties fronting Columbia Pike between S. Glebe Road and S. Adams Street. Advantages to this move include:

- Increased visibility;
- Independent operation from APS facilities; and
- Ability to accommodate expanded community programs and amenities through a larger overall footprint and auditorium with a minimum capacity of 250 occupants.

The acquisition of properties on the south block presents a rare planning opportunity, and the CCWG urges the County to acquire available properties (chiefly the two ECDC buildings and associated parking structure since they have signaled an interest in selling to the County) to support placemaking initiatives in this area and allow the north block to better realize its full potential as a high school campus. Specifically, the following uses should be considered to maximize the synergy from any future south block redevelopment:

- Public Library with increased visibility fronting Columbia Pike;
- Cultural uses such as museums and performance spaces;
- Student services offered to the greater community (hairstyling and spa services, physical therapy, auto services, pop-up restaurant, and computer repair services) as an extension of classes at the Career Center;
- Partnerships with local colleges and universities, to further enhance the current dual-enrollment classes; and
- Arlington Community High School, if the space is superior to the one currently used.

Challenges to Meeting the Charge

High School Seat Designation

Working group members expressed frustration that APS had not determined whether the 800 seats planned for this site would be designated as neighborhood or option seats before this process was initiated. The distinction in seats would have a direct impact on whether the Career Center site could become a *de facto* fourth neighborhood high school. This led to frequent discussions about the equity of creating neighborhood boundaries and providing similar facilities and amenities as currently available on the three neighborhood high schools. Members discussed the potential of having a neighborhood high school with boundaries yet allowing students that wish to participate in after-school sports that cannot be accommodated on-site (such as football, track, swimming and diving) to have open transfers to Wakefield, Washington-Lee or Yorktown. The lack of an on-site pool in the near-term was also a sticking point for some on the working group because swimming is included in the high school program of studies and the students who would be zoned to attend this school would have to be bused to another site to fulfill the requirement. The resulting time spent on a bus would cut into the instructional time. In the end, the majority of working group members determined that until facilities equaling those at other neighborhood high schools are delivered on the Career Center site, the seats must remain designated as option seats.

Maximum (Long-Term) Capacity for High School Seats at the Career Center Site

Beyond the current plans for adding 800 seats in the near-term, APS has not provided any indication of how many seats may ultimately be needed on-site, especially if the Career Center site were to become a neighborhood high school. While a few working group members did not believe any additional students should be added, many in the CCWG expressed that once this becomes a campus only serving high school students (and provides the requisite facilities), the total number of students could potentially reach between 2,200 – 2,800 over time. Using the other neighborhood high schools as a guide, the CCWG did not believe this site should accommodate more high school students than any of the three neighborhood high schools. Additionally, working group members recognized that with an increasing student population, the demand for CTE classes at the Career Center will likely continue to grow. In response to this trend, the Department of Teaching and Learning stated that CTE offerings are available at each of the three neighborhood high schools, in addition to those found at the Career Center. APS also plans to continue to expand those offerings to ensure students' requests can be accommodated, especially given the requirements of the new Profile of a Graduate.

Available Funding and Timing for the Phased Development Plan

The CCWG expressed considerable frustration by the lack of a clear budget at the beginning of this process. The lack of solid cost information for a gymnasium, cafeteria, auditorium, multi-use sports field, underground parking, and pool made early visioning conversations difficult. APS was able to develop these cost estimates as part of the CIP deliberations between April and June 2018 and shared them with the working group. In the case of a pool and outdoor track, early conceptual drawings were shown but costs were not provided. The CCWG also asked for a cost comparison between razing and renovating the Career Center building, however, these costs were not provided as part of the CIP process. The CCWG recommends that these costs be obtained through future processes.

Following updates to APS projections midway through the CCWG process, it became clear that the near-term conditions could be extended by several years. This timeline was further adjusted by the development of the CIP in the same period which re-defined the near-term as a 10-year horizon. As a result, and given that the charge indicated an original date of 2022, significant concern was expressed by the working group about a lengthy timeline for achieving the vision that a phased approach would entail. The working group recognizes budget challenges but urges APS and the County to view the Career Center development as a joint effort and commit to achieving the ultimate vision for the site that meets the high standards expected of school construction in the shortest period possible.

Topics Identified for Further Study

Throughout this process, the CCWG raised a number of topics in their discussions that went beyond the available time or purview. The following represents a list of topics considered critical by the CCWG to any future planning for this site or for future school planning processes throughout the County:

1. Visioning Process to Identify APS Schools and Buildings of the Future

The CCWG recommends a follow-on study and series of public conversations, led by APS' Department of Teaching and Learning, to envision the schools and buildings of the future for all APS sites. These conversations could include a collaboration with the Partnership for Children, Youth and Families, the CCPTA, the Arlington Chamber of Commerce, the Civic Federation, and other relevant organizations to examine the following:

- how the Virginia Profile of a Graduate, along with a project-based focus and hands-on learning work together to prepare students for the future using new educational models;
- how thinking on building and delivering the indoor and outdoor educational spaces may evolve and what those spaces can look like over time throughout the entire County;
- how existing community centers, libraries and other public buildings could contribute to the educational spaces of the future (in partnership with the JFAC);
- how the County could explore potential opportunities for converting commercial office space or elements of private redevelopment for long term educational uses (in partnership with the JFAC); and
- how necessary components and sites of our next generation of educational and public facilities could be identified.

2. Field Spaces and Athletic Uses

APS and the Department of Parks and Recreation must continue to collaborate to identify field spaces across the County that can be used for student athletics. This issue clearly requires a more comprehensive assessment extending beyond an individual school site and should involve a broader representation of stakeholders who can dedicate additional time and resources to this effort. This may mean revisiting existing agreements with the goals of ensuring:

- consistency across all such agreements;
- maximized field use across all available sites/facilities (especially those facilities currently used by the three neighborhood high schools);
- thorough and consistent methodologies for implementation at each site;
- fairness to all involved/impacted parties; and
- the needs of the neighboring communities and those of the overall County are balanced with the needs of our growing student population.

3. South Block Development

Arlington Economic Development should take the lead in identifying potential development partners to achieve the CCWG's expressed vision for the south block. This should include public/private partnerships, such as private developers, institutions of higher education (NOVA Community College and other local universities), arts groups, and cultural institutions, all of which could provide financial support necessary to acquire and develop available south block properties. The collaboration has the potential to attract business associated with the technical learning currently provided at the Career Center (i.e., cyber security). For additional details, please see the [report prepared by the Public Library Subcommittee](#).

4. Parking, Transportation Demand Management (TDM), and Transportation Study

The working group underscores the importance of a comprehensive parking, TDM and Transportation study and recommends it be done prior to the BLPC and PFRC groups commencing their work in late 2019. The working group recommends the study captures the following;

- an assessment of parking and transportation needs for both a neighborhood and an option school;
- an assessment of how a mix of on-site and off-site parking solutions may be achieved; and
- a study of a robust TDM strategy to verify if it could reduce overall parking needs.

The group would also like to see APS encourage use of transit among our students, study the available routes to and from school, and the opportunities to improve circulation among all the high schools by enhancing or tweaking transit routes. Lastly, APS should also assess or curtail the policy for selling student parking permits and explore the potential for APS students to ride mass transit at no cost.

5. Integration of Site History

As our understanding of the history of this site is still evolving, some historians contend that a Civil War-era Union Army camp called Camp Casey may have been located in the vicinity of the Career Center site. Given that a focus of the County's Historic Preservation Program is to expand the study of cultural heritage throughout the County, this site presents an opportunity to complete an archaeological assessment of the site prior to construction and possibly conduct archaeological monitoring during ground disturbance activities. In the event that any historical artifacts are uncovered, this would allow further opportunity to educate the community about the history and evolution of the site.

The working group hopes that these recommended studies will follow current trends and be overseen jointly by the County and School Boards. Cooperative, coordinated, long-range planning processes are Arlington's best opportunity to continue delivering the excellent education provided by APS while finding comprehensive solutions that make efficient use of our limited land and dollars.

2. INTRODUCTION AND PURPOSE OF THE WORKING GROUP

Introduction

By 2019, Arlington will have twenty-four Elementary Schools, six Middle Schools, three High Schools (Wakefield, Washington-Lee and Yorktown), one alternative High School (Arlington Community High School), and three Secondary Option Programs (H.B. Woodlawn, Arlington Tech and Langston High School Continuation Program). In addition, the Arlington Career Center will continue to house several alternative programs and courses for all APS students (Alternatives for Parenting Teens, a HILT Institute, the Academic Academy, Program for Employment Preparedness (PEP), and unique Career and Technical Education (CTE) courses). Enrollment in Arlington Public Schools (APS) has been steadily increasing and is projected to reach almost 32,000 students by 2025. APS addresses its increasing enrollment and capacity challenges by providing relocatable classrooms, strategic internal modifications, and/or expanding current structures when possible. However, adequate funds, available land and sufficient time pose significant challenges to the timely construction of additional school buildings.

The projections included in the previous [FY 2017-2026](#) APS Capital Improvement Plan (CIP) indicated that 1,300 new high school seats were needed by the beginning of the 2022-2023 school year. To address this enrollment growth, APS and County staff reviewed options for accommodating those seats across several properties owned by APS, including the possibility of building a new high school. (For more information about that process and analysis please visit the [1,300 new high school seats website](#)). In June 2017, the School Board [decided](#) to distribute the new high school seats among two APS sites, the Education Center (receiving 500-600 seats) and the Career Center (receiving the remaining 700-800 seats).

The Education Center site, located on N. Quincy Street and adjacent to the Washington-Lee High School, was the location of APS administrative offices until early 2018. A 2017 [feasibility study](#) determined that this 4-story facility could be transformed into an educational space capable of serving 500-600 secondary students. As of the issuance of this report, the process of designing the Education Center by the BLPC/PFRC is scheduled to begin in Fall 2018, with the school's anticipated opening in the Fall 2021.

The Career Center site, a 12.5-acre APS property located on S. Walter Reed Drive, houses multiple educational and technical programs, the Patrick Henry elementary school, a County-wide high school (Arlington Community High School), and the Columbia Pike Public Library. Prior to this effort, a number of feasibility studies regarding optimal use of the Career Center site to address anticipated enrollment growth have been conducted by APS. These efforts, most recently in 2014, confirmed that the Career Center was an adaptable building that could be expanded to accommodate additional students with minimal disruption to current educational programs on-site.

Purpose and Charge of the Working Group

As part of the plan for 1,300 high school seats (noted above) the School Board also directed the Superintendent to provide "a vision and plan for the Career Center site that could include further additions and renovations that might develop in phases into a comprehensive school, and that includes Arlington Tech and existing programs. This work would be developed through a community engagement process in concert with the County." In response to this motion, the School and County Boards appointed the Career Center Working Group (CCWG) in late 2017 with members representing public schools, civic associations, local stakeholders, county commissioners and the community at-large.

The group was offered the unique opportunity to engage in a long-range planning exercise to optimize the Career Center site.

The CCWG [charge](#) included a number of issues pertaining to the Career Center site:

- Study area;
- Massing and density needed to optimize the site and accommodate at least 800 new high school seats in the near-term;
- Future expansion (the possibility of creating an urban high school and the facilities needed to support it in the long-term);
- Additional amenities that could be used by the community;
- Information that could inform the FY 2019-2028 APS CIP process;
- Facility-specific items (including minimizing construction disruption to existing educational programs; identifying facilities that would not fit on-site);
- A library subcommittee to discuss potential relocation of the Columbia Pike Library;
- Transportation and parking (including parking options consistent with County policy and a robust Transportation Demand and Management program);
- Recommendation on how this growth can be accomplished as part of phased development; and
- Additional items for further study.

This report is the culmination of work by the CCWG that took place between January and August 2018. Its findings and recommendations are intended to inform future processes regarding the needs of the Career Center and guide subsequent design work by the BLPC/PFRC to finalize the near-term improvements.

3. CAREER CENTER WORKING GROUP PROCESS

The CCWG [charge](#), adopted by the County and School Boards in [November 2017](#), called for a thorough assessment of the accommodation of 800 new high school seats on the Career Center site in a way that would not preclude future growth or disrupt existing educational programs. The multifaceted scope of this analysis included near-term goals (originally anticipated to occur by the year 2022), long-term goals (originally anticipated to occur beyond 2022), and additional elements regarding site facilities, transportation, and the Columbia Pike Public Library.

One of the key elements of the charge was the use of a phased development plan as the mechanism by which near- and long-term goals would be addressed. As a result, the working group first established the long-term vision for the Career Center site before focusing on interim steps necessary to accommodate near-term growth that would also ensure the realization of the ultimate [vision](#). Many of the CCWG's recommendations are, therefore, formulated to address either the near-term or the long-term conditions. This approach proved successful in responding to most of the elements of the charge. Issues not fully examined are identified as items for further consideration within the [Findings and Recommendations](#) section of this report.

To meet the adopted charge, the CCWG's discussion and analysis were informed by other relevant policies including the [Master Transportation Plan \(MTP\)](#), [General Land Use Plan \(GLUP\)](#), [Columbia Pike Form Based Code \(FBC\)](#), [Public Spaces Master Plan \(PSMP\)](#), and the [Virginia Profile of a Graduate](#).

CCWG Meeting Approach and Schedule

1. Starting on January 20, 2018, the CCWG process kicked off with a walking tour of the entire APS site, including the Career Center, Patrick Henry and Fenwick buildings.
2. The CCWG held 18 public meetings between early January and August of 2018, during which APS and County staff supported the Chair in developing the agenda, organizing meeting content, and reviewing feedback from the Working Group members.
3. Most of the CCWG meetings took place in the atrium of the Career Center building. When internal modifications began at the Career Center site the CCWG met at the Syphax Ed Center.
4. Staff, CCWG chair, and the liaisons from the County and School Boards met monthly for regular updates and discussion of any critical issues.
5. A Joint Work Session with the County and School Boards took place on April 17, 2018 ([click here for presentation](#) or [video](#)).
6. [Presentations](#) to the CCWG provided information regarding APS capacity needs; site facilities; enrollment projections; the Virginia Profile of a Graduate; comparison of high school amenities; potential walk zones; open space, transportation, planning, phasing, and the public library.
7. The agendas and meeting formats are provided in the [CCWG Meeting Topic Matrix](#). The meeting format combined informational presentations with opportunities for dialogue and feedback.

Methods of Obtaining Feedback

1. All CCWG meetings were open to the public and were frequently attended by several members of adjacent communities, especially those residing in the Arlington Heights and Penrose neighborhoods. Every effort was made to ensure members of the public had an opportunity to speak toward the end of each meeting.
2. Comment cards were distributed during each meeting to provide attendees with the opportunity to share their thoughts.
3. The chair's and staff's contact information was provided on the [project website](#) where additional opportunities to [submit comments](#) were made available.
4. CCWG meetings adhered to the Commonwealth of Virginia public notice requirements.
5. On multiple occasions, staff collected feedback from the group using online feedback forms, or conducting group exercises based on key questions
6. Questions received during this process (whether in person, via email, or as part of submitted comment forms) were collated into a large [matrix](#) together with responses by staff.

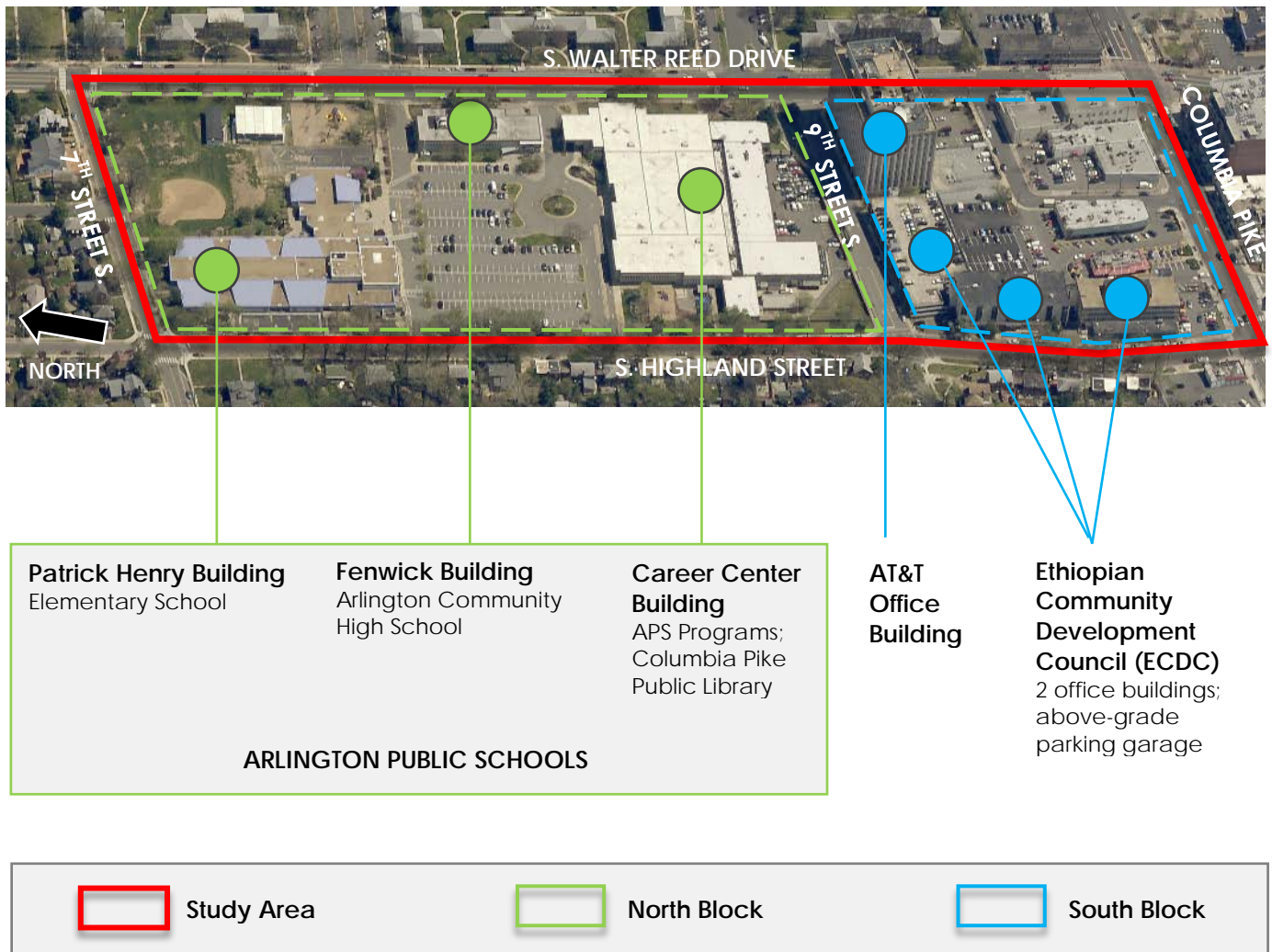


4. SITE DESCRIPTION, HISTORY, AND ANALYSIS

CCWG Study Area

The CCWG study area is comprised of two blocks, separated by 9th Street S. and bounded by Columbia Pike to the south, S. Walter Reed Drive to the east, 7th Street S. to the north, and S. Highland Street to the west. APS owns the northern block, which is 12.5-acres in size and includes a 245-space surface parking lot surrounded by multiple buildings, including the Patrick Henry Elementary School building, the Fenwick building, and the Career Center building, which is also home to the Columbia Pike Public Library. The southern block, 5.3-acres in size, is comprised of multiple commercial properties and a mix of surface and structured parking facilities serving a wide range of uses. The study area is located within the Arlington Heights neighborhood and is adjacent to the Penrose, Columbia Heights, and Douglas Park neighborhoods located to the east and south. Figure 4-1 illustrates the study area.

Figure 4-1: CCWG Study Area



The study area is surrounded by low-density residential neighborhoods to the north and west, largely comprised of up to 2-story single family homes and duplexes. The historic Fillmore Gardens, a medium-density apartment complex with 3-story garden-style apartment buildings, is located to the east across S. Walter Reed Drive. To the south, various commercial properties along Columbia Pike, consist of older building stock typically with surface parking. Most buildings are 1-2 stories high while some, e.g., the AT&T office building and the Ethiopian Community Development Council (ECDC) facilities, are 8 and 4 stories high, respectively. Beyond the study area, a number of commercial sites have recently been redeveloped with mixed-use 6-8 story buildings with underground parking. Figure 4-2 illustrates the location of these buildings in relation to the Career Center site.

Figure 4-2: Career Center Site Context



Source: Arlington County GIS Mapping Center



APS Site History

General History

On February 21, 2018, a [presentation](#) from the CCWG representative of the Black Heritage Museum of Arlington (BHMA) provided the history of this site, including the possibility that the site may have housed Camp Casey, a Union camp that served as the training ground for formerly enslaved people enlisting to fight in the Union Army. Research suggests the camp was located along Columbia Pike, possibly near the Career Center site.

Over time, Arlington Public Schools increased its use of the study area's North Block, originally housing the Thomas Jefferson Junior High School along S. Walter Reed Drive before its move to the present 2nd Street S. location in 1972. Likewise, Patrick Henry Elementary School once occupied the corner of the site near the intersection of 7th Street S. and S. Walter Reed Drive, before it was reconfigured to its current location on the site.

Career Center

The Arlington Career Center opened in September 1974 to complement and enrich the quality of technical programs in Arlington County high schools by providing students with training opportunities for specific trades, apprenticeship programs, and other focus areas typically offered in post-high school technical schools. The initial enrollment class of almost 800 students was the first to take advantage of a wide range of courses focusing on 19 instructional areas, such as basic medical skills, food service, television production, ornamental horticulture, cosmetology, fashion design, hotel/motel management, and several construction-related fields. In its first year of operation, the Career Center also added the Secondary Center for English Speakers of Other Languages, the Nursing Assistant Program, and a number of adult employment services. One year later, the Career Center was fully operational, expanding its programs and adding to its growing list of training services and family assistance programs.

Various programs were added and removed as the curriculum evolved to continue to address the needs of students and the broader community. Annual enrollment remained steady for the first two decades, generally ranging between 600-800 part-time and full-time students. The Career Center began to experience additional growth in the early 1990s when annual enrollment surpassed 1,000 part-time and full-time students for the first time.

Today, while serving over 1,100 students, the Career Center offers unique full-time programs such as the Alternatives for Parenting Teens, HILT Institute, Academic Academy and Program for Employment Preparedness. The facility also provides a range of academic coursework and certification opportunities (referred to as Career and Technical Education courses), in such fields as auto collision repair, pharmacy, networking/electricity, computer graphics/animation, and Emergency Medical Training. In addition to an on-site television production facility and print shop, the Career Center also hosts an open-to-the-public beauty salon and a seasonal pop-up restaurant, operated by its cosmetology class and the culinary arts program. The Career Center programs include over twenty courses in career preparation and dual-enrollment academic courses for college credits with national and state-approved industry accreditation. These specialized Career Center classes are open to all secondary students and transportation to and from the site is provided in three shifts for approximately 900 students daily.

For the past two years, the Career Center has housed the Arlington Tech program which provides a unique hands-on opportunity for students to apply interdisciplinary knowledge and skills through a project-based approach to learning. These students enhance their skills by taking a mix of traditional high school and CTE courses, and have an opportunity to choose from a number of dual-enrollment courses taught on-site and for which they earn college credits. As is the case with all option programs,

Arlington Tech students educated at the Career Center receive an enhanced APS high school curriculum and may earn either a standard or advanced diploma from their neighborhood school, as well as college credits by the time they graduate.

Arlington Community High School (Fenwick Building)

The Arlington Community High School was created in 1929 as the Arlington Mill High School Continuation Program to offer students an alternative way to earn a high school diploma. Originally located at the Arlington Mill Community Center (AMCC), the program was relocated to an office building in Ballston following the redevelopment of the AMCC in the early 2000s, and once again years later to Columbia Pike within the Career Center building. In 2016 the program was moved for a fourth time to the 24,000-square foot Fenwick Building and its name changed to Arlington Community High School (ACHS). ACHS is a fully-accredited, County-wide alternative high school that provides a flexible academic schedule for approximately 300 students ages 16 and older. Students follow the general APS high school curriculum and can earn dual enrollment college credits. ACHS students can take CTE courses and earn industry certifications.

Patrick Henry Elementary School

Patrick Henry Elementary School was established in 1925 to replace Arlington's first public school. It became Arlington's first elementary school to integrate in 1959. As previously mentioned, the building was originally situated near the corner of 7th Street S. and S. Walter Reed Drive. The school facilities were rebuilt in 1974 in their current location, and again expanded in 1993 to 61,000 square feet. As of school year 2017-2018, enrollment at Patrick Henry ES was 665 students, although the building's design capacity is only 463. The additional elementary students are accommodated in 10 relocatable classrooms, added between 2014 and 2017, situated on top of the baseball diamond field along S. Walter Reed Drive.

Upcoming Changes Impacting the Career Center Site

Summer 2018, 2019, 2020 & 2021

The Career Center building has undergone internal modifications to accommodate the projected growth of Arlington Tech during the summer of 2018. At a budgeted cost of \$4.54 million, the project centered on improving aesthetics, adding new classrooms, creating new learning spaces to expand the ultimate capacity of the Arlington Tech program to 600 total students, and enhancing the building's security. Through additional funding (part of the 2018 school bond), internal modifications will continue during the summers of 2019, 2020 and 2021. It should be noted that this process is separate from the charge of the CCWG.

2019-2020 School Year

The Montessori program, currently housed at Drew Model school, will move to the Patrick Henry facility in Fall 2019. In preparation for this move, the building will be refreshed during the summer of 2019. The Montessori program currently serves approximately 460 students at the Drew site, resembling the approximate number of seats available within the Patrick Henry building. It is unclear at this point if the existing relocatable classrooms will remain on-site, as that decision will depend upon the School Board's direction regarding the growth of the Montessori and its upcoming 2019 enrollment demand.

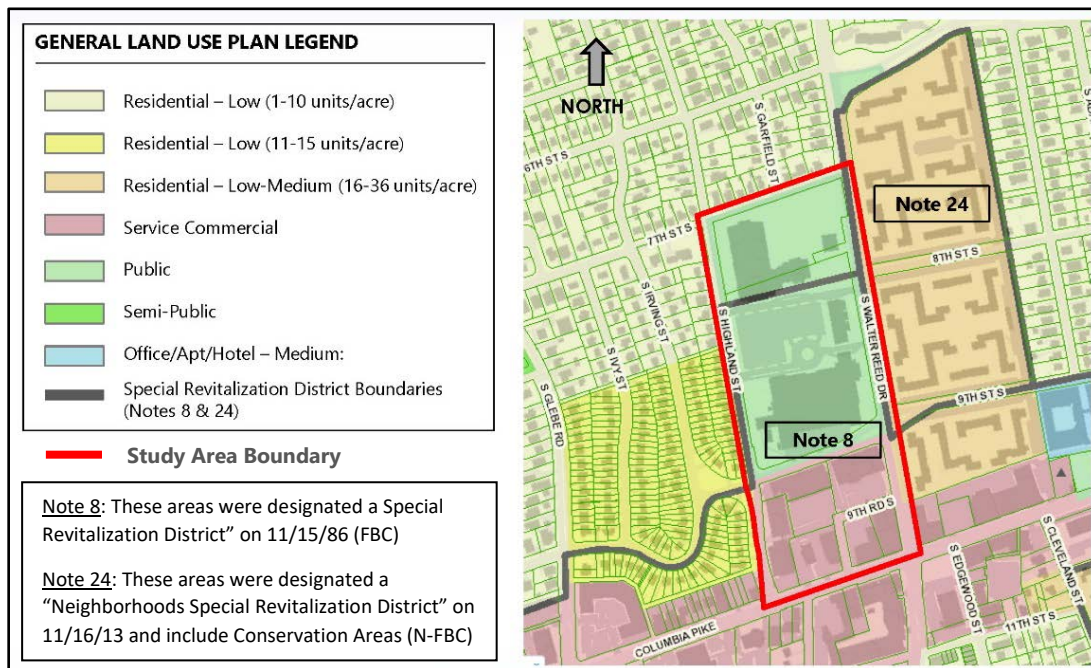
Site Analysis

Planning Context

The Career Center site, i.e., the north block of the study area, is designated as “Public” on the GLUP, a designation typically associated with parks, schools, libraries, cultural facilities, and major unpaved rights-of-way throughout the County. The south block of the study area is designated as “Service Commercial” on the GLUP, a designation generally associated with personal and business services.

With the exception of the area occupied by the Patrick Henry Elementary School, the rest of the study area is located within the Columbia Pike Special Revitalization District as shown on the GLUP. Properties within this district can utilize a special zoning tool, the Form Based Code, which implements earlier planning efforts and the community’s vision for this area through a set of prescriptive regulations intended to guide the review of any redevelopment proposals. The north block is zoned “S-3A,” a special zoning district typically associated with public uses. Most of the commercial properties on the south block are zoned as “C-2”, while the AT&T building is zoned “C-O” to correspond with its office use. The S-3A zoning district offers additional flexibility in site design because - as part of a Special Exception Use Permit review - it allows the County Board to modify parking, setback, and density standards, provided that certain findings are made to ensure this relief is appropriate for the unique site and neighborhood context. Figure 4-3 illustrates various GLUP designations in the general vicinity of the study area as well as the Columbia Pike Special Revitalization District Boundary.

Figure 4-3 General Land Use Plan Designations and Columbia Pike Special Revitalization Districts

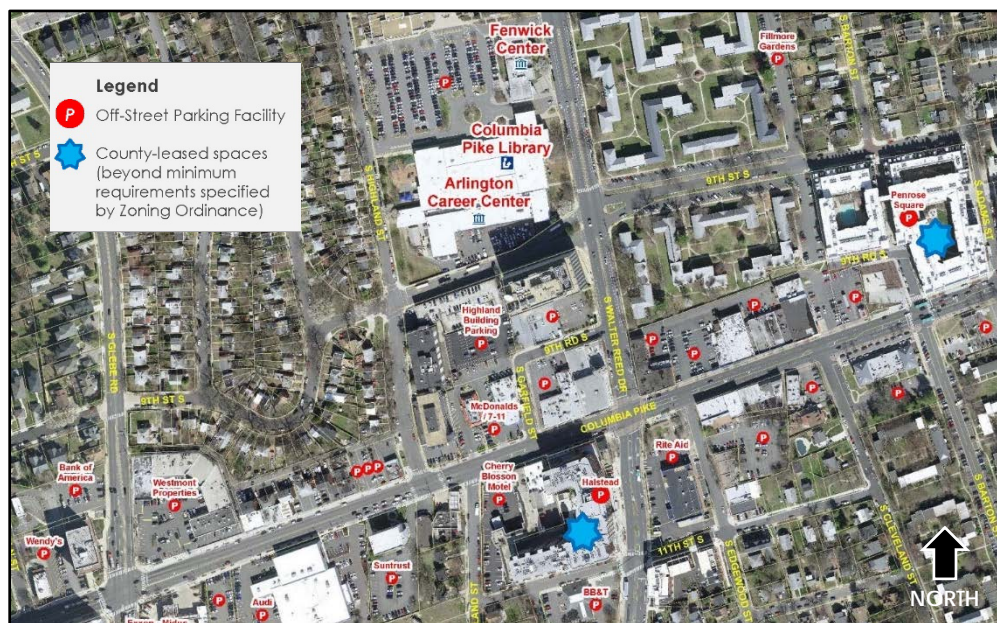


Transportation Context

Most of the streets surrounding the Career Center site are designated as local streets, except for S. Walter Reed Drive, which is designed as a type-C arterial street on the [Master Transportation Plan \(MTP\) map](#). That designation changes to a lower density local street when S. Walter Reed Drive becomes S. Fillmore Street (north of 5th Street S.) and the right-of-way narrows significantly. Per the MTP, Local Streets provide access to the residential and commercial properties adjacent to that road, whereas Arterials carry more traffic than generated by the immediate area. The Career Center site is accessible by cars and buses from multiple entry points along S. Walter Reed Drive and S. Highland Street, with almost all deliveries and student drop-offs occurring internally to the site. The northern block includes one signalized intersection on the northeast corner, while all other intersections utilize stop signs. The south block has two signalized intersections one on Columbia Pike and S. Highland Street and another on Columbia Pike and S. Walter Reed Drive.

An [initial assessment of traffic conditions](#) conducted during this CCWG process indicated that most of the study area intersections are performing satisfactorily (defined in the study as having Levels of Service ranging from A-D) except at the intersection of 9th Street S. and S. Walter Reed Drive (indicated by levels E and F). However, some CCWG members expressed concern that certain intersections, which currently are performing at a level D, may become problematic once additional density is introduced to the Career Center site or other redevelopment occurs in the immediate vicinity of the APS property. This concern also stems from the reality that the Arlington Heights neighborhood already houses five educational buildings which may further impact future traffic conditions: Arlington Career Center and Arlington Tech (in the same building); Arlington Community High School, Patrick Henry ES, Thomas Jefferson MS and the new Fleet ES (in 2019).

Figure 4-4 Off-Site Parking Facilities

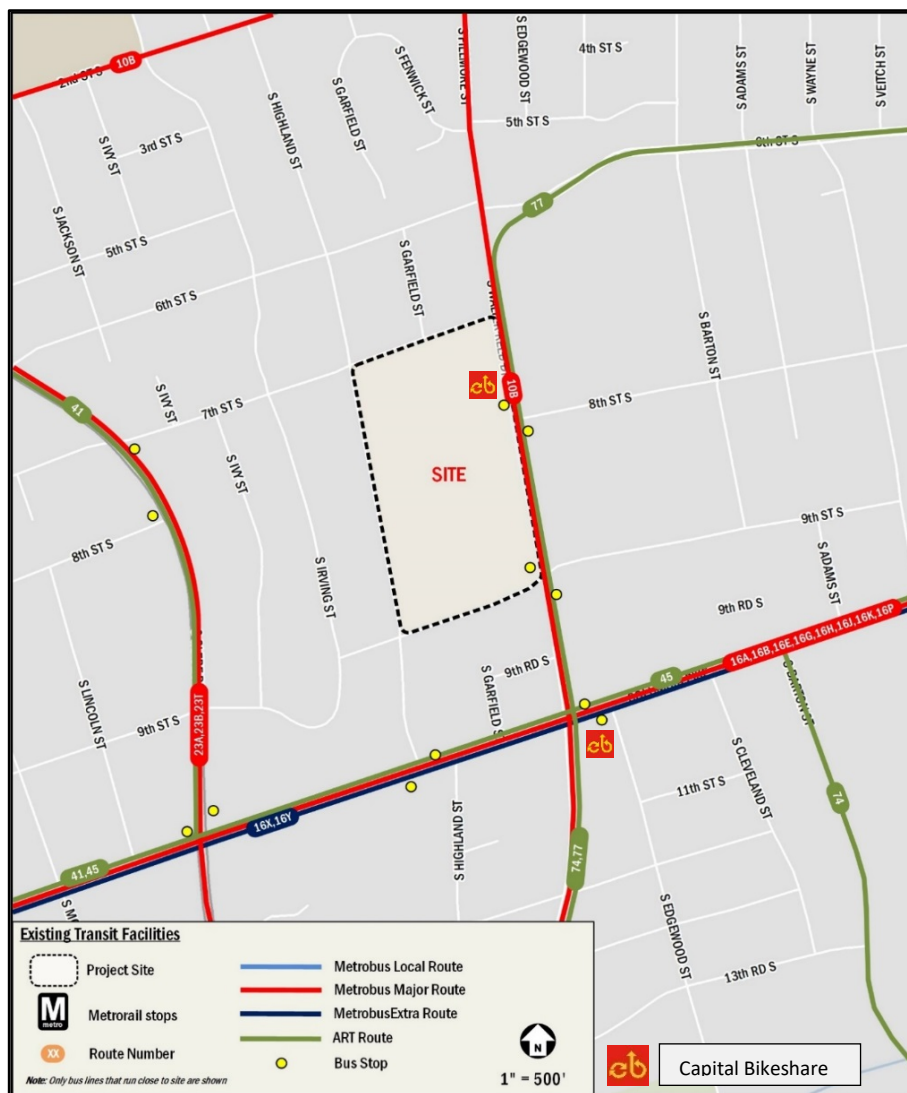


The Career Center site contains an internal surface parking lot as well as additional parking space along 9th Street, totaling 245 spaces. The findings included as part of a spring 2018 [Special Exception Use Permit](#) request demonstrated that the existing parking facility meets the minimum parking requirements established in the S-3A zoning district, including the additional seat capacity associated with the 2018 internal modifications at the Career Center. The surrounding neighborhoods provide on-street parking; however, parking on several of the nearby streets is restricted by the County's Residential Permit Parking program, which prohibits non-residents from utilizing available spaces.

A number of structured parking facilities in the general vicinity of the study area are also accessible to the general public. Of note, the combined 1,163 total parking spaces provided with the Penrose Square and Avalon projects includes 180 spaces specifically built beyond the minimum parking requirements in anticipation of an increase in commercial activity along Columbia Pike (see Figure 4-4). 2018 surveys indicate that both restricted on-street parking and the parking garages of the neighboring mid-rise buildings remain significantly under-utilized during the day. As of this report, APS continues to lease spaces in the ECDC-owned parking structure located along S. 9th Street, directly across from the Career Center building, during the construction of the Fleet elementary school at the nearby Thomas Jefferson site.

As shown in Figure 4-5, the site is served by several ART bus and Metro bus routes operating along S. Walter Reed Drive, Columbia Pike, and S. Glebe Road. It should be noted that Columbia Pike, one block south of the Career Center site, has the highest bus ridership in the Commonwealth of Virginia. Additionally, 9th Street is designated as a [bike boulevard](#), with planned improvements to provide a bicycle-friendly route parallel to Columbia Pike. There is also a Capital Bike Share station in front of the Arlington Community High School building on S. Walter Reed Drive. [This site scores fairly high on the walk, bike and transit index.](#)

Figure 4-5 Existing Transit Facilities

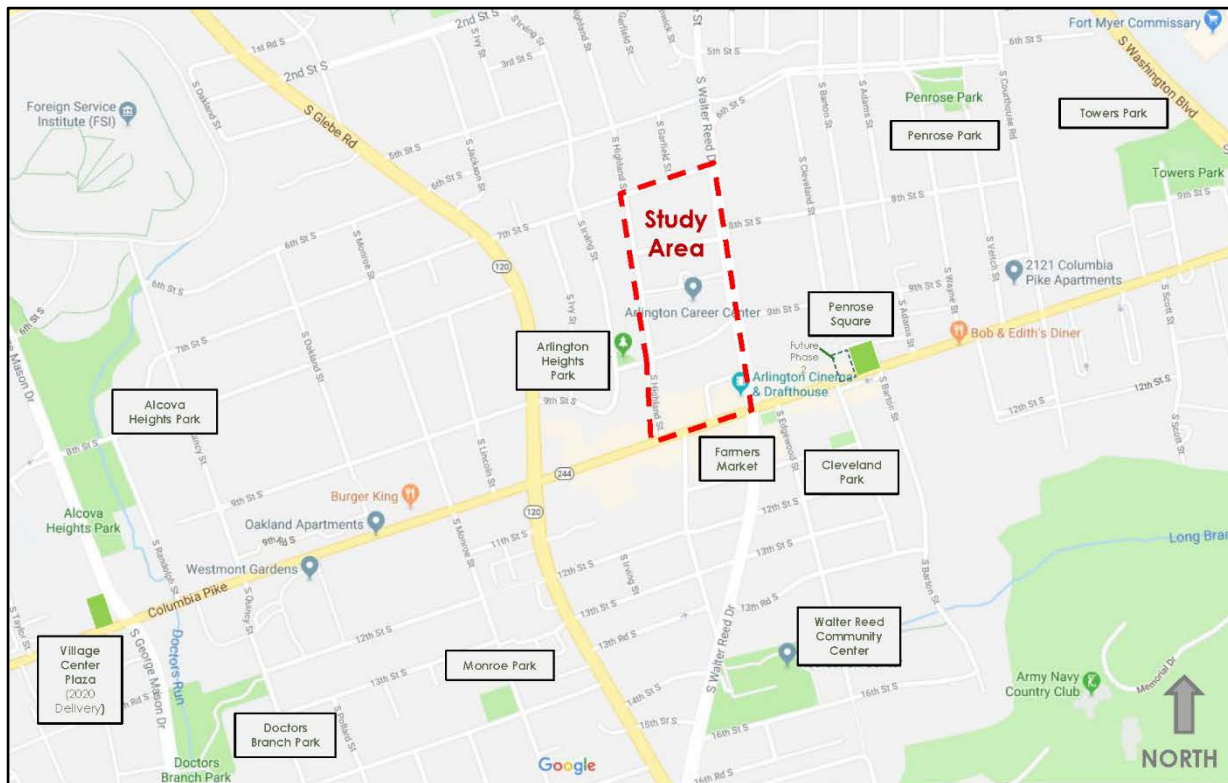


Open Space Context

The Career Center site includes two playgrounds, one for the elementary school students and public, and the other for the on-site early childhood program. While much of the site remains impervious, including multiple play surfaces (blacktop) and a basketball court, there are several sections along 7th Street S., S. Walter Reed Drive, and S. Highland Street which include (unprogrammed) green space, and a softball diamond which has recently been reduced in size by the introduction of ten (10) relocatable classrooms along S. Walter Reed Drive. The Career Center site currently does not provide any outdoor track or field spaces that would be suitable for practice or competition by high school students.

The only additional open space in the immediate vicinity is the Arlington Heights Park. Other open spaces are located further away at the Walter Reed Community Center, Penrose and Towers Parks, and the Thomas Jefferson park. Arlington County's [Public Spaces Master Plan has been updated](#) with a focus on parks, natural resources, and recreational spaces. In order to inform this analysis, in 2017 a comprehensive needs assessment of Arlington County was conducted with significant community input. The Master Plan update will be complete in late 2018 and will provide a better understanding of options available to the Career Center site. Nearby parks and plazas are identified in Figure 4-6 below.

Figure 4-6 Existing Open Space Network Near the Career Center Site



Current Revitalization Efforts along Columbia Pike

Following the adoption of two Form Based Code zoning tools over the last 15 years, the Columbia Pike corridor has experienced increased development activity. By the start of 2020, active construction projects distributed throughout the 3.5-mile corridor will deliver an additional 1,375 residential units, over 500 of which will be affordable; over 48,000 square feet of retail; a major grocer (above and beyond the retail spaces); a public plaza and a mini-park.

The Pike itself is a major thoroughfare with a number of available transportation options, resulting from Arlington County investing millions of dollars in the following ongoing initiatives:

- [Multi-modal Streetscape improvements](#), including enhancements to roadway design, safety, the pedestrian experience, and undergrounding of utilities. Several sections of Columbia Pike near the study area are already complete, including the S. Walter Reed Drive and S. Highland Street intersections.
- [Bike Boulevards](#) to provide parallel routes shifting bicycle activity away from Columbia Pike to the north (along 9th Street) and to the south (along 12th Street). This effort involves new signage, pavement markings, and improvements to key intersections, some of which have already been completed along each of the parallel bike boulevards.
- [Transit Improvements](#) to ensure a frequent, reliable, and easy-to-use bus service. In addition to upgrades for the ART bus and Metro bus services, construction of the first transit stops according to the County's [transit station project](#) will begin in late 2018.
- Increased funding to the [Columbia Pike Revitalization Organization](#) in support of place-making initiatives and their new Main Street signage program.

Additional information regarding the study area characteristics can be found in the [January 22nd presentation](#) made by staff to the CCWG.

5. MEETING THE ADOPTED CHARGE

The working group was provided a robust charge and worked diligently to understand all aspects of available APS programs, zoning, site limitations and the like, and created a [progress matrix](#) to reflect whether and how it met the various elements of the charge. The following are key events and issues that directly impacted the ability of the working group to make specific recommendations for the near- and long-term optimization of the site:

- Revised High School Projections;
- Available Funding and Timing for the Phased Development Plan;
- Maximum (Long-Term) Capacity for High School Seats at the Career Center Site;
- APS Neighborhood High Schools VS Secondary Option Programs; and
- Access to Sports Facilities

Revised High School Projections

In spring 2018, the projected number of high school seats needed by 2022 (as previously shown in the FY 2017-2026 CIP and included in the CCWG charge) was reevaluated, taking into account 2017 enrollment figures and enhancements to the County's housing and population forecasts (for more information about APS projections see [page 19 of the Arlington Facilities and Student Accommodation Plan, dated March 2018](#)). Consequently, the [adopted FY 2019-2028 CIP](#) projections indicate that approximately 400 fewer high school seats would be needed by 2022. Although occurring mid-process, this change presented an opportunity to extend the original timeline for creating some of the 1,300 new high school seats to align with available funding.

Available Funding and Timing for the Phased Development Plan

Although the CCWG charge asked how 800 new high school seats could be accommodated on the Career Center site "within funding already approved by the School Board," the total budget allocated for the development and optimization of this site was never clearly defined by APS. The original decision to accommodate 1,300 new high school seats noted that \$103.75 M were available to cover the costs of this expansion at both the Education and Career Center sites. However, the specific distribution of those funds between the two sites was never provided, a challenge further complicated by the increasing estimates of total cost for projects at the Career Center due to rapidly escalating construction costs and uncertainty on the rates at which they will continue to escalate.

The CCWG charge also clearly indicated the working group should approach the Career Center site planning in two-time frames – "For 2022" and "Beyond 2022". However, planning within these parameters quickly became challenging as the APS CIP process confirmed that it was possible to extend the period of delivery of the 800 high school seats by three years to 2025.

During the CIP development process, APS took into consideration initial feedback by the working group as well as extensive public testimony, some of which came from CCWG members. In order to ensure the APS CIP was completed on time and incorporated into the overall County CIP process, key decisions impacting the funding for the Career Center site were made prior to the conclusion of the CCWG process. Although the working group was frustrated by this timing, the CIP process provided important cost estimates that ultimately led to a better understanding of the financial implications associated with key on-site facilities identified by the working group.

The adopted FY 2019-2028 APS CIP, which was ultimately incorporated into the County CIP in July 2018, included a number of facilities to augment the student experience on the Career Center site and resources to support their use by the community. According to the APS CIP, by the time the additional 800 new high school seats become available, the Career Center site would have a multi-purpose field space on top of an underground parking garage; new core classrooms; labs (for both art and science); an expanded cafeteria; a new library/media center; a multi-purpose gymnasium/assembly space; a performing arts facility; instrumental and choir music studios; a black box theater; and new CTE specialty shops.

Maximum (Long-Term) Capacity for High School Seats at the Career Center Site

Throughout this process, and consistent with the site optimization goals of the charge, working group members struggled to reach consensus on how many students ultimately could be accommodated on this site. Most of the working group members believed that the total number of high school students could grow to somewhere between 2,200-2,800 once the elementary school was relocated off-site and on-site facilities largely matched those at the three neighborhood high schools. The discussions, which led the working group to this position, reflected:

- The limited amount of APS sites that can accommodate the growing need for high school seats in the near future; and
- The quality of the educational experience of students already at this site that could benefit from additional investment in the campus.

To ensure successful implementation of the long-term vision, working group members agreed that the subsequent review by the BLPC/PFRC of the near-term expansion must involve planning and design with the ultimate seat capacity in mind, which clearly exceeds the combined planned expansion of Arlington Tech and the addition of the 800 new high school seats. This approach would minimize the need for continuous expansions, construction and future renovations, which could be more cost-effective over time. Despite the majority position stated above, a few working group members questioned whether this constrained 12.5-acre site is truly the best APS property on which to build an additional high school.

APS Neighborhood High Schools VS Secondary Option Programs

The APS Options and Transfers Policy ([SB 25.2-2](#)) designates neighborhood schools as those which have an attendance area established by the School Board. Every student is guaranteed admission to the elementary, middle, and high school serving the attendance area in which they reside. The word “option” has recently replaced “choice” to more clearly denote county-wide programs or schools that may have a formal lottery process for admission. All APS schools and option programs utilize curriculum and resources aligned with the Virginia Standards of Learning.

Currently, Arlington County has three neighborhood high schools (Wakefield, Washington-Lee and Yorktown), one County-wide high school (Arlington Community High School), and three secondary option schools/programs (Arlington Tech, H-B Woodlawn, and Langston Continuation). The CCWG charge specified that the instructional focus (i.e., the nature of academic courses and method of instructional delivery) of the new high school seats on the Career Center site would be determined at a later time. However, not knowing if the new seats would be designated as neighborhood or option made many conversations (i.e. bus circulation, parking, and transportation) difficult since the requirements for each type of high school differ in those areas. As a result, the working group provided different near- and long-term recommendations based on either designation for the new seats and believe that the site should be designed to accommodate both choice and neighborhood seats.

Access to Sports Facilities

Competitive Sports

Athletics was a central issue for some working group and community members throughout this process. Their concerns focused on three primary elements: the ability to play competitive sports on-site; transportation to off-site athletic facilities; and existence of an on-site pool.

Starting in the 2019-2020 school year, all three neighborhood high schools will have enough students (minimum of 1,853) to play in Virginia High School League (VHSL) Class 6 competitive sports. In the near-term, when the new high school students are added to the Career Center site and are combined with those already enrolled in the Arlington Tech program and those who currently take other full-time classes at the Career Center, it may be possible for this site to qualify for a Class 5 VHSL designation (See May 17 [presentation](#) on Field Space and Athletics). Practice for Class 5 sports would depend on access to non-regulation-size fields, while competition would require access to [regulation-size facilities](#). Currently, none of the APS option schools or programs have enough students to play in VHSL sports and only H-B Woodlawn has an on-site, non-regulation size field that does not accommodate spectator seating, making it ineligible for competitive sports.

On-site Facilities

Many working group members felt that if this site were to house an equitable fourth neighborhood high school, it would need to provide as many on-site athletic facilities as typically available on the three neighborhood high school sites. To help the working group better understand the possibilities and constraints of placing various athletic facilities on the site, a number of site optimization activities were developed including presentations, group discussions, renderings of potential facilities, and exercises using a 3-D model scaled to represent accurate field space dimensions. Working group members acknowledged, with the help of these exercises, that not all facilities could physically fit on-site, especially certain sports facilities that would meet the VHSL requirements for competitive sports. The analysis highlighted, among other things, the unique constraints of the Career Center site: in addition to the high school, it houses an elementary school (Patrick Henry ES), one more high school (Arlington Community High School) and the Columbia Pike Public Library. None of the other high school sites have this level of joint APS and County use. Furthermore, the three neighborhood high schools generally benefit from significantly larger campuses or the existence of adjacent County parks.

Pool/Natatorium

All three neighborhood high schools have on-site pools. In the recently adopted APS FY 2019-2028 CIP, plans for a pool at the Career Center site were not included due to many competing priorities in a financially constrained environment. To be clear, although the pool was not included in the current CIP, it is not necessarily excluded from future CIPs as its funding can be revisited every two years. The need for an on-site pool has been linked to the current APS Program of Studies which includes an aquatics unit. Per APS, the average time needed for a student to complete the aquatics unit is varies between three to four weeks (based on the school's master schedule) with a small portion of this instruction occurring outside of the pool. It should be noted that secondary option programs do not have on-site pools. Nonetheless, many working group members felt strongly that construction of an aquatics facility on the Career Center site represented such a critical component of a high school campus, that without it this site should not be designated as a neighborhood high school.

6. COLUMBIA PIKE PUBLIC LIBRARY

The CCWG charge called for a subgroup to “evaluate options for the Columbia Pike Library, including staying on the site in coordination with school facilities or alternatively moving to a location on Columbia Pike in support of economic development and place making.”

The subcommittee, comprised of several CCWG members and other stakeholders, first met on March 20, 2018 and again on April 10, 2018. The initial meetings focused on background information provided by County and APS staff such as information on the public libraries’ role in communities throughout Arlington and available construction costs of recent public library projects throughout the region. The subcommittee’s chair provided a brief update on its initial findings to the CCWG on April 12, 2018 and as part of the [Joint Work Session](#) held on April 17, 2018. The subcommittee met for the third time on May 3, 2018 to finalize its principles in anticipation of this report.

The subcommittee meetings, which were regularly announced at the CCWG meetings, were open to the public and all meeting materials were posted [online](#). Individual members provided community perspectives and input while allowing the subcommittee to proceed in a collaborative spirit, respecting each other’s concerns and working diligently to build consensus.

Its final recommendations, as captured in the subcommittee’s [report](#), are grouped into the following categories:

- **Long-term vision:** Relocate the library to front Columbia Pike by acquiring or leasing properties on the south block (bounded by Highland St, 9th Street, Walter Reed, and Columbia Pike) to help create a visible, architecturally dynamic, learning and cultural space for all ages and abilities. In the event opportunities within the south block are not available or feasible or other nearby opportunities may arise, permanent relocation of the library should be limited to those properties fronting Columbia Pike between S. Glebe Road and S. Adams Street.
- **Funding:** Since this project has the potential to be an economic and cultural driver for the Town Center node of Columbia Pike Commercial Revitalization District and be considered the “crown jewel” of the placemaking efforts underway, the County should fund the move.
- **Temporary Issues:** The library will remain in operation in its current location until it moves to its permanent location on the Pike. If, due to construction on the site, the library must be moved temporarily before its new space is ready, it needs to be in a visible location that is easy to find, clearly identified, and within walking distance of its current location.
- **Parking:** Structured, on-site parking reserved for library patrons and other co-located programs is needed to accommodate patrons and facilitate use.
- **Co-location:** Other entities should be co-located to maximize use of the space and synergy between the library and the other entities (e.g., cultural spaces such as a museum and performance space, Arlington Community High School, hands-on programs for CTE students such as a salon or restaurant, and/or NVCC programs). The County should further investigate other co-location opportunities beyond those listed above.

- **Expansion:** The library should be expanded from its current 20,000 sf space to a minimum of 25,000 sf to allow for increased patronage due to a more visible and accessible location and to provide more services/programming to the community and the County (such as an auditorium with a minimum capacity of 250 occupants and an expanded children’s area).
- **Phasing:** The subcommittee acknowledges any potential land acquisition/lease agreement for the future library location, as well as the associated preparation of that space, will likely not be completed by 2022. Consequently, any phasing plans for the Career Center campus should minimize the impacts of that construction on the public library.
- **Construction Costs:** The subcommittee recognizes it is difficult to project construction costs as those costs increase on a regular basis, and there have been few comparable library construction projects completed in recent years. The Library Subcommittee [report](#) includes a cost projection based on the 14,500 sf. Woodrow Wilson Community Library in Fairfax County. Given the Columbia Pike library includes a recommended minimum size of at least 25,000 sf. and considering that construction costs are escalating at a rate of 4.5% annually, the assumption is made that costs will increase by the time ground is broken on any new construction for the Columbia Pike Library.

7. FINDINGS AND RECOMMENDATIONS

1. Vision and General Site Use

In all their deliberations, working group members frequently expressed their support for the Career Center site to be considered “the Jewel of the Pike,” a site that will improve upon available community amenities, contribute prominently to the sense of place on Columbia Pike, and whose exterior architecture will equal the unique and excellent education offered within its buildings:

Consistent with the adopted CCWG charge, the majority of the working group agreed that:

- A. **In the near-term**, defined as the current 10-year CIP horizon (FY 2019-2028), the site could accommodate 800 new high school seats while retaining all existing Career Center programs; the planned expansion of Arlington Tech; the Arlington Community High School; the Montessori program (which will be relocated to the Patrick Henry facility in 2019); and the Columbia Pike Public Library. This would only be possible through the addition of several indoor and outdoor facilities considered by the working group as essential to the student experience, regardless of the designation of these seats as option or neighborhood. The specific [amenities](#) are identified in the Site Facilities portion of this section, and are consistent with the adopted FY 2019-2028 CIP.
- B. **For the long-term**, defined as beyond the current 10-year CIP horizon, this 12.5-acre site should become a campus serving high school students only, and should include those students served by existing programs or those attending the Arlington Community High School (unless a superior site is identified for ACHS students that aligns with enhanced academic or career opportunities). Similarly, while the consensus is to move the Columbia Pike Public Library off-site as elaborated in the [subcommittee report](#), the Career Center site could still be considered a high school campus while the Public Library remains on its premises.

To fulfill the long-term vision, the working group believes an additional site needs to be identified for the relocation of the Montessori program. This relocation is a prerequisite for expanded sports facilities, (unprogrammed) green space, and other high school and community needs. To be considered a fourth neighborhood high school, the Career Center site also needs to provide the most convenient and adequate access to off-site facilities (with an emphasis on walkability) for those sports that cannot be accommodated on-site.

AREAS OF CONSENSUS – Vision and General Site Use

1. The long-term vision for the site is that it become a high school campus. However, until the major facilities that parallel those at the three neighborhood high schools are delivered on-site, the 800 new high school seats should be designated as option seats. During this time, all Career Center programs should be encouraged to expand and flourish to become an icon of what the Career Center site offers APS students.
2. The County and APS should regard the implementation of the long-term vision as a priority and work to achieve this vision as soon as possible.
3. The Working Group strongly agrees there is an immediate need to provide many of the indoor and outdoor facilities identified for the Career Center site so that current students can have access to them, regardless of the whether future seats are designated as a neighborhood high school or option program.
4. If the Career Center site is designated as a neighborhood high school in the future, it should have enough students to qualify for at least VHSL Class 5 competitive sports. This could reduce the travel times to and from competitive games.
5. In the long term, a new off-site location needs to be identified for the relocation of the Montessori program. Once this relocation occurs, the Patrick Henry facility should be demolished to make room for expanded sports facilities and (unprogrammed) green space serving high school and community needs.
6. The Working Group has urged the County to acquire the south block properties and agrees that any south block development should include the (relocated) Columbia Pike Public Library, cultural, arts and education uses, retail frontage for Career Center CTE student services (such as cosmetology, auto repair, and restaurant services) offered to the public. (See the library subcommittee recommendations [here](#).)

2. Site Facilities (Amenities)

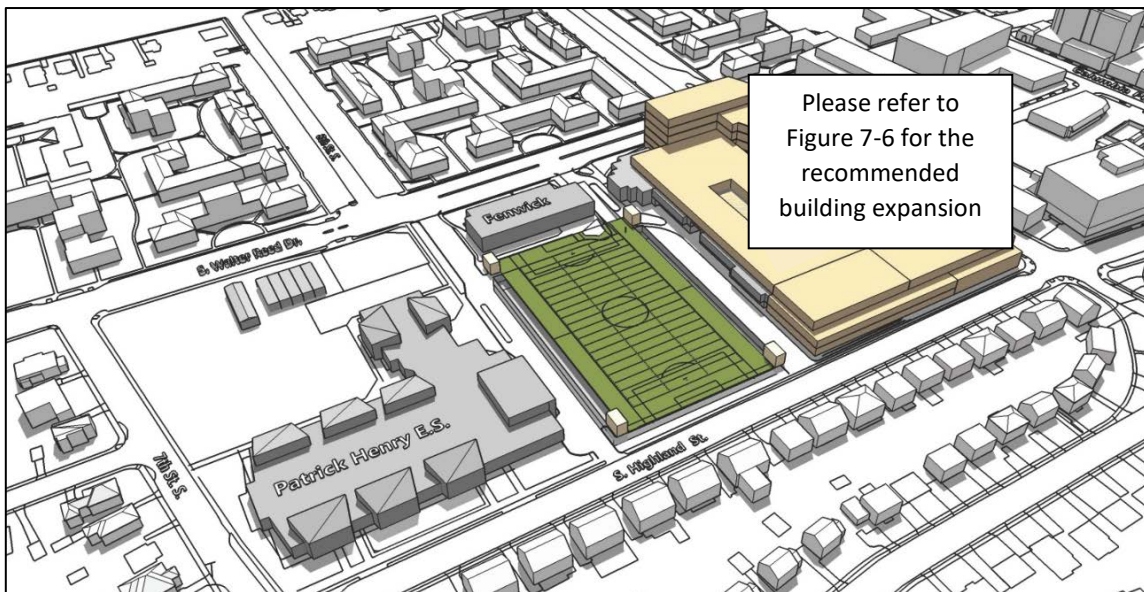
- A. For the near-term, the majority of working group members believe the needs of current students and the new 800 high school seats must be accommodated through necessary improvements to indoor and outdoor facilities while supporting the potential for future growth on the site. The working group was unanimous in determining that near-term improvements and expansion, as outlined in the [adopted APS FY 2019-2028 CIP](#) and visualized through a rendering in Figure 7-1 , will benefit all high school students served on the site and should be implemented in a way that maintains the quality of the student experience throughout all phases of construction.

While APS makes a distinction between facilities provided to neighborhood schools and option programs, working group members agreed that students attending the Career Center should have access to (unprogrammed) green space, at least one multi-purpose sports field, and indoor facilities including a functional gymnasium, a theater, auditorium space, and a cafeteria. As APS high school enrollment increases, so does interest in high school athletics, progressively limiting options for participation. Even as an option program, providing as many sports, recreation, and

after school clubs/activities as is practical for students to utilize on-site will help reduce the number of students who must return to their neighborhood schools for these activities. The planned near-term improvements would allow the Career Center site to accommodate basketball, football, volleyball, competition cheerleading, ultimate frisbee, wrestling, field hockey, lacrosse, and soccer as shown in Figure 7-2.

It should be noted that the outdoor sports played on the multi-purpose field would only be for practice and not competition, as the latter requires adequate spectator seating. Therefore, even though scaled exhibits demonstrated that the first multi-purpose field can meet regulation sizes for a number of sports, APS should make every effort to also accommodate informal spectator seating within the limited space likely to be available in the near-term and without impeding the necessary vehicular circulation through this site. [Creative thinking](#) by the BLPC may result in alternatives that create options for spectator seating. Figures 7-3, and 7-4 identify where sports could possibly be played on-site once long-term improvements are complete.

Figure 7-1 Conceptual rendering of planned near-term improvements, specifically illustrating potential below-grade parking with a multi-purpose field space on top



Rendering developed by Stantec (consulting firm assisting APS) for February 26, 2018 CCWG Meeting

In the near-term, students would have to do the following sports in off-site facilities:

- Tennis and baseball would need to use nearby practice facilities, (e.g., Thomas Jefferson and Walter Reed for tennis, Jennie Dean, Barcroft, or Aurora Highlands for baseball).
- Swim and dive teams would have to utilize other locations in Arlington, such as the Wakefield or Washington-Lee pools or possibly the pool at Long Bridge Park, assuming a Memorandum of Agreement (MoA) could be signed between APS and Arlington County to include aquatics instruction for students (until a pool could be built on the Career Center site).
- Sports, such as golf and rowing, would continue to take place off-site, consistent with other Arlington high schools.
- Students interested in outdoor track would not be able to practice or compete on-site. Multiple discussions and hands-on exercises conducted with the working group indicated a full-sized football field with a full-sized track and requisite spectator seating could not collectively fit on this site in the near-term. The typical space necessary to accommodate those elements within a single facility would continue to be occupied by the Patrick Henry building and portions of the existing parking lot that would remain in the near-term to serve the Montessori program. However, given the dimensions of the first multi-purpose field, competitive football, soccer, field hockey and lacrosse games could occur on-site, once a creative solution to spectator seating (including concession stands and bathrooms) can be identified by the subsequent BLPC/PFRC design process.

Figure 7-2 Availability of sports following near-term improvements on the Career Center site

	On-Site	Off-site
Baseball		✓
Basketball	✓	
Cheerleading	✓	
Crew		✓
Field Hockey*	✓	
Football*	✓	
Golf		✓
Gymnastics	✓	
Lacrosse*	✓	
Soccer*	✓	
Softball		✓
Swim/Dive		✓
Tennis		✓
(Outdoor) Track		✓
Ultimate Frisbee*	✓	
Volleyball	✓	
Wrestling	✓	

(Note: Crew is not APS funded, but is supported by parent-booster funding at each high school)

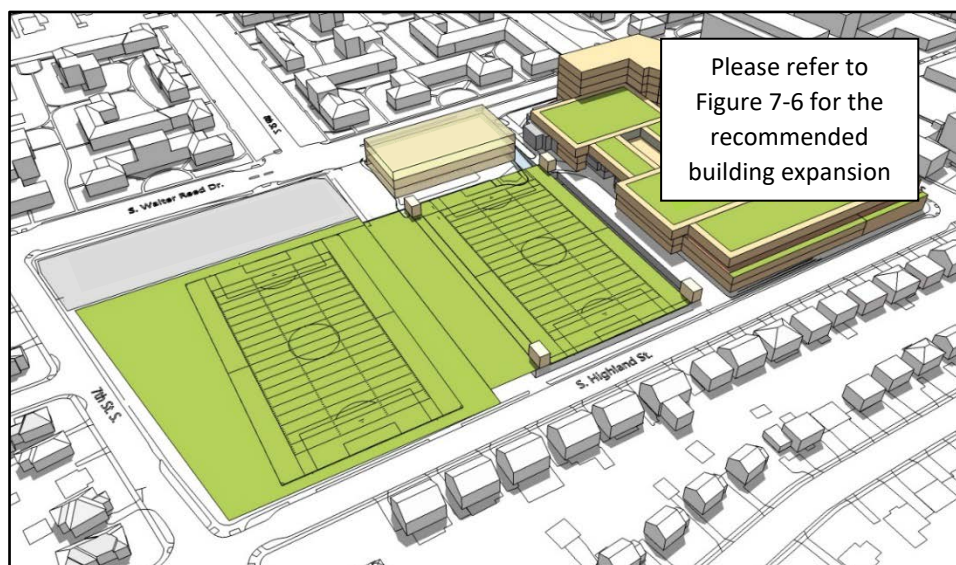
* Denotes sports which could practice on-site, but would need to compete off-site unless spectator seating (including concession stands and bathrooms) is provided

- B. For the long-term, if this site becomes a fourth neighborhood high school, most members believe it should have the same indoor and outdoor facilities as the three neighborhood high schools, including competition size fields with spectator seating and a pool (see Figure 7-3 and 7-4). A minority of the CCWG questioned whether full access to outdoor athletics would be an impediment to the creation of an urban high school, given the many opportunities for indoor sports planned in the near-term, and the possibility that those students who wanted access to outdoor sports could be allowed to transfer to other high schools that offered those programs. While some on the working group have expressed concerns about costs for an on-site pool, others have noted that since the other neighborhood high schools have been built with pools, and the Program of Studies includes swimming instruction for high school students, a pool should also be built on this site. Working group members felt strongly that the long-term vision, as defined in the previous section, should be implemented as soon as possible.

Introducing additional facilities to the Career Center site could also help respond to some of the community needs identified in [The Planning Our Public Spaces \(POPS\) March 10 presentation](#), which highlighted desired services throughout Arlington, including tennis, basketball, volleyball, pools, and community gardens within the Columbia Pike corridor and near the Career Center.

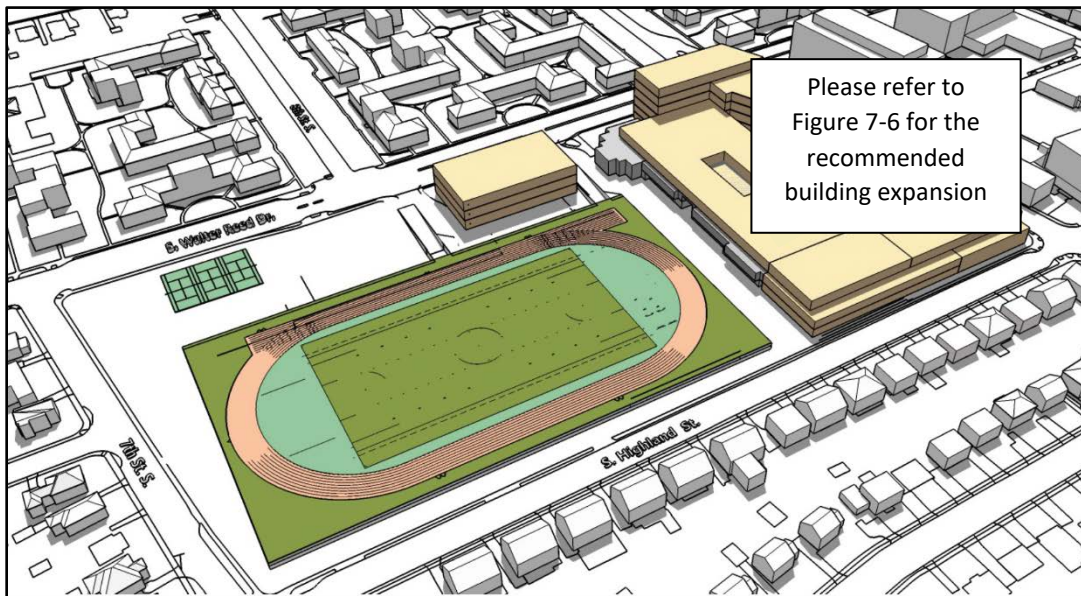
While it is understood that the instructional focus for these seats will be determined in a separate process led by the Department of Teaching and Learning, most working group members believe that until all facilities are provided on-site or nearby, the additional seats should only be used for an option program. This qualification was regarded as extremely important and should not be disregarded in the event option seats on this site fail to alleviate the system-wide capacity crunch as anticipated by APS. At the same time, working group members, especially the student members and those who live in the immediate neighborhood, expressed concern that placing an option program on the Career Center site would increase off-site parking needs, traffic, and generate more car and bus trips than a neighborhood school. As a result, the CCWG strongly urges that the County and School Boards make every effort during the next few Capital Improvement Plan processes to ensure that the funding to support the long-term vision on this site continues to be available and can be delivered as quickly as possible.

Figure 7-3 Conceptual rendering of long-term vision, specifically illustrating the addition of a second multi-purpose field



Rendering developed by Stantec (consulting firm assisting APS) for March 19, 2018 CCWG Meeting

Figure 7-4 Conceptual rendering of long-term site vision, specifically illustrating the conversion of first multi-purpose field to a stadium



Rendering developed by Stantec (consulting firm assisting APS) for February 26, 2018 CCWG Meeting

AREAS OF CONSENSUS – Site Facilities (Amenities)

1. Since APS and County projections indicate a continued demand for seats, and considering that APS may need to convert option program seats into neighborhood seats in the future (or vice-versa), all school construction must be executed in a way that supports potential growth and maintains maximum adaptability and minimizes disruption to school operations and the surrounding neighborhoods. This means designing common spaces (i.e., gymnasium, cafeteria, and performance space) today to accommodate tomorrow's growth.
2. All Arlington students, regardless of the type of school they attend, deserve an educational experience that includes quality indoor and outdoor spaces, including access to (unprogrammed) green space.
3. Once the Career Center site constructs a new gym, auxiliary gym, theater, and multi-purpose field space, it will be able to accommodate most after-school sports, recreational and club activities.
4. As with all APS schools, common indoor and outdoor facilities will become community assets, and should be built to allow maximum use by the broader community.
5. The group recommends that any necessary underground parking constructed with a field on top must be designed in a way that allows for a re-orientation of the field (parallel to S. Highland St.) once the Patrick Henry building is demolished (Figure 7-4). Recognizing the challenges, Working Group members believe this approach represents the only way a full-size football field with track and spectator seating could be situated on the site (assuming this is deemed a better use of the space instead of a second multi-purpose field).

3. Open Space

Portions of the Career Center site north of the Career Center building, must be improved with new field spaces and potentially some type of underground parking (specific quantity to be confirmed by a future parking/traffic study). New buildings or expansion of existing structures should result in the creation of adaptable outdoor spaces wherever possible. The initial field space should be designed in such a way that it maintains the option to be re-oriented in the future if/when additional space becomes available to possibly support a full-size football field with track and spectator seating. Working group members, however, were not in full agreement that this approach represented the best use of the available space as compared to a second multi-purpose field on this campus.

Recognizing that the Career Center site will have limited options in the near-term with respect to available field space, one of the exercises led by Department of Parks and Recreation and APS staff focused on an assessment of off-site sports facilities where Career Center students could be accommodated in the near future. While the athletics presentation and inventory of sports facilities was insightful, the limited scope by which sites were considered as viable off-site options proved frustrating for a majority of working group members. Specifically, the exercise highlighted how sports facilities are primarily evaluated based on existing APS uses and Memos of Understanding (MoU) between the Department of Parks and Recreation and the community. As a result, only a handful of sites where VHSL-level competitive sports can be played were identified as eligible to accommodate Career Center students, regardless of their proximity to the Career Center site. Many of the working group members believe existing agreements and uses on all County sports facilities should be revisited as a matter of transparency and fairness for all APS students. Working group members strongly believe that students on the Career Center site, in need of practice or competition sports facilities, should have the most convenient and adequate access to off-site facilities for sports which cannot take place on or near the Career Center site.

The working group agreed that any lights on this site must be designed to minimize spill over and glare on the surrounding residences. For that very reason, and in order to provide adequate protection for parked cars, fencing will be needed to keep all sporting equipment inside the site. However, some concern was expressed by neighbors about the potential unsightliness of metal fencing and its visual impact on the surrounding neighborhood. Beyond sports fields, many members and especially the students emphasized that near- and long-term improvements should maximize the use of informal, unprogrammed green space. Creative solutions to identify such spaces throughout the campus will result in a more welcoming environment for pedestrians while providing current opportunities for students to relax and socialize.

AREAS OF CONSENSUS – Open Space

1. Existing agreements and uses of all sports facilities throughout the County must be revisited as a matter of transparency and fairness and renegotiated to ensure students of the Career Center site have equitable opportunities to play sports that cannot be accommodated on-site.
2. Creative use of informal and passive open spaces should also be included in the near- and long-term expansion to further emphasize the pedestrian experience on the campus.
3. Any new exterior lighting should be designed in a way that minimizes light pollution/spillover onto the adjacent residential properties.

4. Massing and Density

The working group endorses the principle of building “under or up, but not out” (i.e., vertically, not horizontally) which would ensure building placement can maximize open space on a limited site area. The group also agrees that new buildings and expansions of existing structures should occur along 9th Street S., S. Walter Reed Drive, and the south end of S. Highland Street, across from the commercial structures on 9th Street South. (as shown in Figure 7-5 below).

Figure 7-5 Supported height restrictions for new buildings and expansions of existing structures

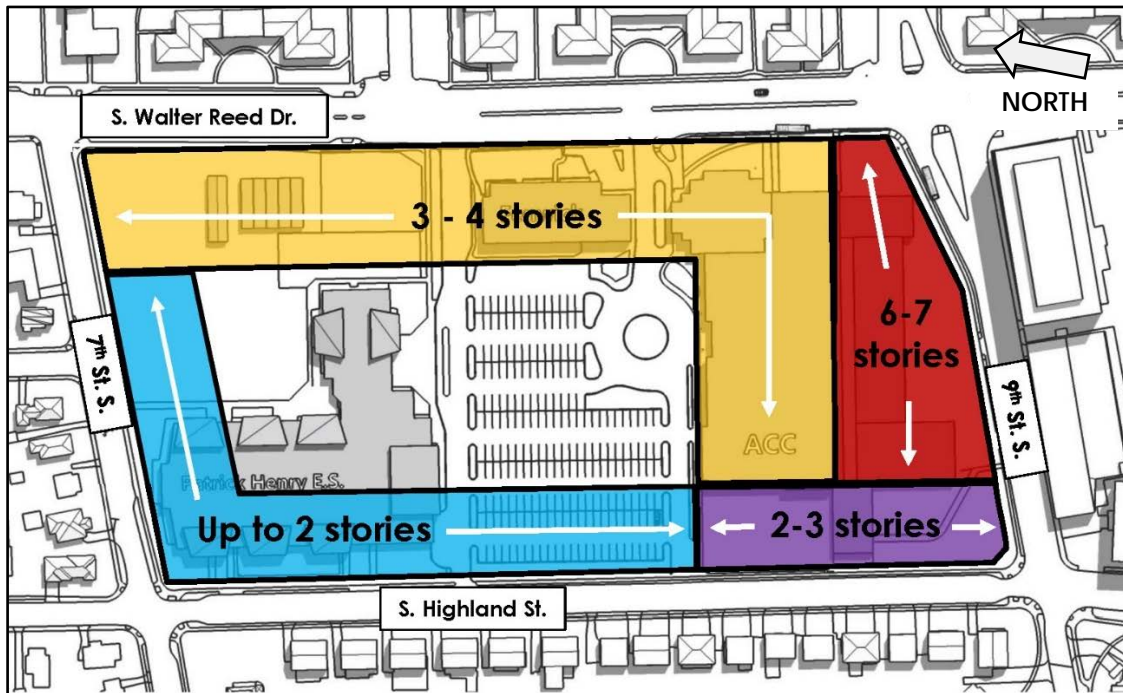


Exhibit developed by staff for March 19, April 12, and June 13, 2018 CCWG Meetings

AREAS OF CONSENSUS – Massing and Density

Building heights should be limited to the following:

1. 2 stories along the northern half of S. Highland Street, transitioning to 3 stories along the southern end, with a setback reflecting the adjacent residential building setbacks to achieve a cohesive street character;
2. 3-4 stories along S. Walter Reed Drive, transitioning to 6-7 stories along the southern end of said street; and
3. 2-3 stories along the western end of 9th street, transitioning up to 6-7 stories along the eastern end of said street.

5. Building Design

APS and the County must view this as a joint effort and commit to building a structure that meets the high standards expected of all school construction projects throughout Arlington County. The group acknowledges the annual 4-5% cost increases and potential effects from trade tariffs on the overall project budget over time. Nonetheless, the working group expects that APS will continue to look for more cost-effective methods of school construction without sacrificing the quality of design or building materials. The working group expects the County to be a strong and constant partner of APS and deliver the complete, long-term vision for this site as they both continue to address the increasing demand for seats at all levels.

AREAS OF CONSENSUS – Building Design

All new buildings and expansions of existing structures must meet the high standards of school construction projects in Arlington and specifically:

1. Be sensitive to costs;
2. Emphasize glass and natural light;
3. Utilize elements of universal design which considers the diverse needs and abilities of everyone who may wish to use this site in the future;
4. Ensure open and welcoming accessibility for all citizens;
5. Consider the need for expansion and flexibility in future phases;
6. Be compatible with the surrounding community;
7. Create a more welcoming pedestrian experience;
8. Take advantage of the site's topography;
9. Consider locating high-bay CTE spaces partially below grade;
10. Ensure any underground parking that is recommended by a comprehensive transportation study is designed to be adaptable and potentially accommodate future educational uses should parking needs and vehicular modes of travel change; and
11. Maximize the roof for school and/or environmental uses, such as gardens, green roofs and solar panels.

6. Sustainability

The architectural design, materials, and construction methods used for all further expansion and renovation of this campus should emphasize energy conservation and support environmental sustainability to realize current cost savings or future energy-efficiencies. Reusing and repurposing the existing Career Center structure represents an environmentally sound approach that simultaneously maintains the operations of current programs on-site. Every effort needs to be made to implement green infrastructure and consider the viability of introducing on-site renewable energy generation (e.g., solar panels).

Throughout the process, members of the working group expressed frustration that a cost comparison between repurposing the existing structure and completely redeveloping the site was not prepared. Many working group members expressed concern that the resulting building improvements and exterior facade would not accurately reflect the quality of innovative programs offered within its walls. In response to those comments, APS indicated on multiple occasions that utilizing the core structure of the Career Center is the most environmentally friendly approach and one which can lower construction costs by up to 20 percent through limiting the amount of demolition required.

Based on prior analysis and structural assessment, repurposing the Career Center building has several benefits:

- The current structure is highly adaptable to changing programing needs;
- The interior of the space can be completely reconfigured as needed (something that is currently taking place and will continue to occur over the next few summers); and
- The facility can structurally accommodate an additional (3rd) floor.

Beyond the design advantages noted above, the key obstacle in completely removing the building, as part of a full site redevelopment, is the length of disruption this approach would cause to the current programs at the Career Center. Without alternative locations to temporarily relocate these programs, a multi-year construction period would simply be unacceptable under this approach.

AREAS OF CONSENSUS – Sustainability

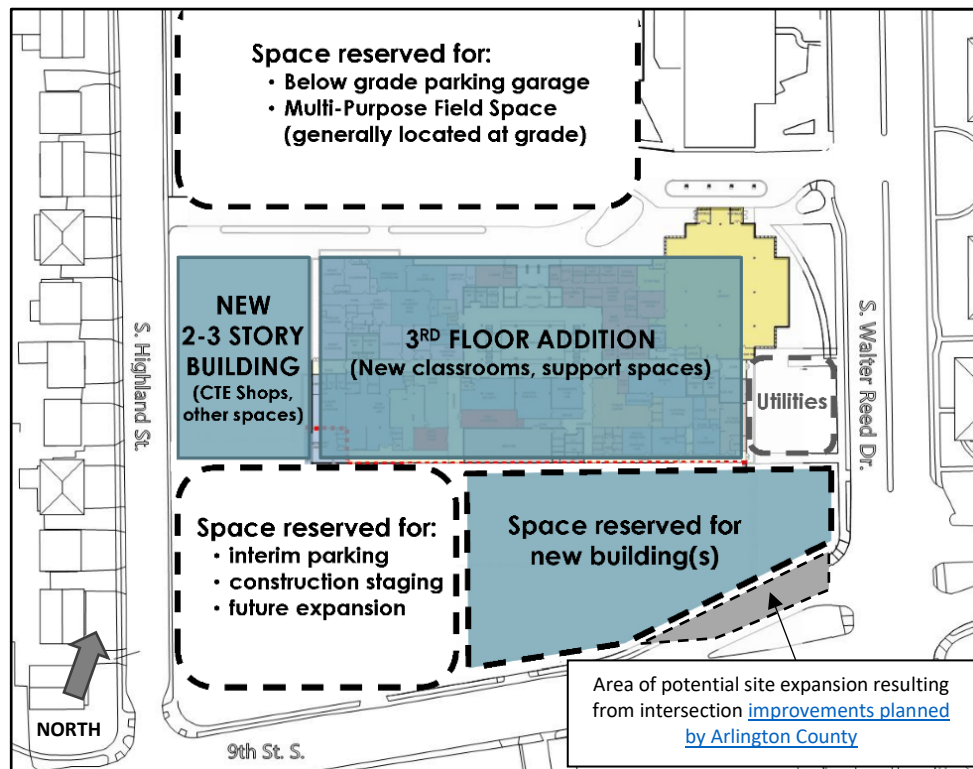
1. Any further expansion and renovation of this site should emphasize energy conservation and environmental sustainability through architectural design, materials, and construction methods.
2. Subsequent processes led by BLPC/PFRC need to ensure that renewable energy and environmental sustainability are strategically considered for both near and long-term phases as the vision for this site is incrementally achieved.

7. Site Phasing

Recognizing that the instructional focus will further guide the design and development of the site, the following considerations must inform any site phasing or construction sequencing while remaining consistent with the approach depicted in Figure 7-6 below:

- a. Ensure continuous teaching and learning for all programs;
- b. Meet parking demands;
- c. Minimize disruption to the neighboring community; and
- d. Accommodate the growth of the site over time.

Figure 7-6 Near-term parameters for site phasing and construction sequencing, including recommended building location for near-term improvements



A majority of the facilities identified by working group members as necessary are included in the adopted FY 2019-2028 CIP. The order in which those facilities are anticipated to be delivered, however, will likely create challenges for the upcoming BLPC/PFRC process. Specifically, should the recommended parking study suggest the need for constructing an underground parking garage with field space on top, the resulting sequence would place pressure on the surrounding community to absorb much of the parking demand during construction once the surface lot is demolished.

In the absence of any interim parking spaces created on-site, adjacent on-street parking will need to absorb the Career Center parking needs during the multi-year construction period. To offset this pressure and to ensure all parking needs can be met throughout each phase of construction, APS needs to expeditiously explore the viability of leasing spaces at nearby parking facilities. Currently APS leases a number of spaces in the ECDC parking garage for staff at the Thomas Jefferson site. These spaces could provide interim parking for the Career Center staff. However, any future lease in that garage would be limited by the number of parking spaces that must first be reserved for

tenants occupying the two ECDC commercial buildings along S. Highland Street. The working group, during its [phasing discussions](#), was also informed that once the existing surface lot is no longer available subsequent construction teams will have limited access to staging areas and hauling routes. As an alternate solution, working group members proposed the temporary or partial closure of 9th Street S. in order to improve construction access and circulation, provided that such a move would not negatively impact traffic for the surrounding communities and would continue to accommodate the parallel bike boulevard along this segment of the road.

AREAS OF CONSENSUS – Site Phasing

In the near-term (defined as the current CIP horizon), phasing could occur as follows:

- Depending on the outcome of the comprehensive traffic/parking study, build garage with underground parking on the site of the current surface parking lot;
- Create a multi-use field on top of the new garage (and generally at grade);
- Relocate CTE class/shop spaces to a new building along S. Highland Street, which will create space for a new building near 9th and Walter Reed;
- Build 3rd story on top of existing Career Center building for classrooms, ideally connecting to new CTE structure constructed on S Highland Street; and
- Create a multi-level education space at the rear of the current building, near the 9th and Walter Reed corner, to include common spaces (theater, cafeteria, gym spaces) sized for a total of 2,200-2800 students. The addition should be built as large as possible and if fiscally feasible, some floors should only be roughed out for future use.

In the long-term (beyond the current 10-year CIP period) phasing should:

- Complete roughed out areas for educational spaces;
- Build a pool for educational and community use; and
- Relocate Montessori to another site and raze the Patrick Henry facility to expand sports facilities and (unprogrammed) green space, or instructional uses.

8. Parking, Transportation and Transportation Demand Management (TDM)

The comprehensive transportation solution for this site should be based on an analysis of the overall transportation conditions and parking needs associated with the project's short-and long-term design capacity and zoning requirements. The analysis should consider neighborhood conditions/changes, including the overall transportation needs for Fleet ES, Thomas Jefferson MS, and all facilities on the Career Center site. It should be developed in partnership with the community and serve to:

- a. reduce the impacts of traffic flow on the surrounding neighborhoods;
- b. increase safety and connections for pedestrians and bicyclists;
- c. provide effective access for buses and parent drop-offs to the site; and
- d. provide periodic review by APS and the County to identify and address concerns

Parking Considerations

The working group received the results of a [limited traffic analysis and parking study](#) conducted in May 2018. Although a comprehensive study of the broader area will be done as part of the BLPC/PFRC process, the limited analysis prepared for the CCWG showed that when on- and off-site parking was considered, the peak occupancy at the Career Center site was typically just over 70%. A separate study focusing on parking utilization, also conducted in 2018, indicated many of the nearby parking garages remained largely underutilized during the daytime. In addition, staff confirmed the availability of approximately 180 parking spaces located in nearby parking structures, e.g., in the Avalon (Halstead) and Penrose Square projects, which either include a County lease or previous County investment resulting in additional parking spaces beyond the minimum quantity required for each project and which were secured in anticipation of an increase in commercial activity along Columbia Pike. Leasing by County or APS, or outright purchase, of the 305 spaces available in the ECDC parking structure along 9th Street S. would further minimize the need to build expensive parking on the Career Center site while alleviating some of the pressure on the on-street parking supply. To confirm the viability of the ECDC garage for the next 10-15-year period, the working group recommends a structural assessment of the garage be completed as part of the comprehensive transportation study. Regardless of the parking solution, working group members cautioned any long-term reliance on off-site parking facilities as they may ultimately be redeveloped or become unavailable due to circumstances outside of the County's or APS control.

The computation of the appropriate parking supply for school facilities in Arlington County is first based on the number of students, the size of any assembly spaces within the school, and the seating available in its gymnasium or multi-purpose area. That information is then incorporated into a calculation for each of the three categories using specific parking ratios defined by the S-3A zoning district, a typical zoning designation found on APS properties. The County Board may permit the highest of these three parking requirements to be considered as the basis for the final step in this assessment, which includes the application of appropriate TDM strategies intended to avoid overbuilding the supply of on-site parking. TDM strategies represent a suite of programs and services that provide information, incentives, resources, and support to individuals so they can make the best possible use of available transportation options, increase the use of alternative transportation, and reduce traffic congestion. They are typically informed by the walk, bike and transit scores of individual school sites and the neighborhoods in which the site is located. The [June 25th transportation presentation](#) provides more information on these calculations and the current methodology for determining the necessary parking supply on school sites.

The working group discussed and brainstormed several options to reduce the number of on-site parking spaces but could not reach consensus. The discussion encompassed a wide range of possibilities and ideas, including adopting a change to APS policy that would require students to justify their need for on-site parking. The group recognized that some students have extenuating circumstances, such as jobs and internships, for which they require a car. However, some working group members believed that most students should largely rely on taking the APS-supplied buses to and from the Career Center site. Given today's high price for constructing each underground parking space (\$40-50,000 or more depending on the depth of the garage), the group recommends fully subsidizing public transportation for students resulting in a free ride with APS identification. The working group would like to see APS, ART and Metro work together to coordinate the frequency and routes of public transit to make transit options more attractive to students.

Other interesting ideas suggested by the working group involved partnering with nearby apartment complexes that provide shuttles to the metro, as an additional transportation option to the students with internships. APS may also consider prioritizing internships accessible by public transportation, and match student work hours to those periods with highest public transportation accessibility. Some members of the group also recommended that APS and the County view parking budgets holistically, as savings in one area (reducing parking built on-site) could offset a transportation option or support improvements in another (free public transit for students). Other members of the group, in particular the neighborhood association representatives, strongly felt that ample underground parking on site was a necessity.

Although the working group could not reach consensus on many of these issues, the working group did agree, and strongly recommends, that a comprehensive parking study be conducted before the BLPC and PFRC processes.

Site Circulation Considerations

In the near-term, site access and circulation must be designed to accommodate a significant increase in drop-offs and pick-ups for both elementary and high school students while maximizing safety and minimizing traffic impacts on the surrounding community. Working group members noted that neighborhood seats tend to result in higher pedestrian and bike traffic, while option seats result in more bus and car trips. The Montessori program will bring significantly more buses to the site than are currently used by the Patrick Henry Elementary School. Additionally, because the majority of CTE students arrive from their home schools by bus, the amount of buses traversing the site mid-day is not likely to decrease. The Arlington Tech program pulls students from across the County and is slated to grow from 150 to 600 students in a few years. The additional 800 high school seats would also represent an increase in bus and parent drop-off traffic to the site, especially if those are designated as option seats.

In planning for any development on the south block fronting Columbia Pike, the County should evaluate the feasibility of extending Garfield Street between 9th Street and Columbia Pike to improve access and connectivity between the Pike and the Career Center campus.

AREAS OF CONSENSUS – Parking, Transportation, and TDM

Prior to the commencement of the BLPC/PFRC process, conduct a comprehensive parking and transportation analysis based on the design capacity of all on-site facilities as well as any near- and long-term improvements. The analysis must:

- Provide an assessment of parking needs for a neighborhood and an option school;
- Study whether a robust TDM program could reduce overall parking needs;
- Inform a parking program that includes a balanced mix of on-site and off-site parking and considers costs, site constraints and neighborhood considerations; and
- Any further leases or outright acquisition of the ECDC parking garage should be informed by an assessment of the structural integrity of the garage over the next 10-15-year period.

9. South Block Properties

The County must make every effort to pursue leasing and/or acquisition of select properties along the south block of the study area to serve as interim parking and/or swing spaces. These properties could ultimately be redeveloped to accommodate a mixture of current and future programs that serve both APS and the broader community. Extending this site to the Pike could play a significant role in supporting place-making initiatives in this area by helping establish the Career Center, or a potential future high school site, as a destination while increasing its visibility on the Pike and introducing a mix of civic uses to the area.

AREAS OF CONSENSUS – South Block Properties

The following uses should be considered to maximize the synergy from any future south block redevelopment:

- Public Library with increased visibility fronting Columbia Pike;
- Cultural uses such as museums and performance spaces;
- Student services offered to the greater community (hairstyling and spa services, physical therapy, auto services, pop-up restaurant, and computer repair services) as an extension of classes at the Career Center;
- Partnerships with local colleges and universities, to further enhance the current dual-enrollment classes; and
- Arlington Community High School, if the space is superior to the one currently used.

10. Columbia Pike Public Library

Columbia Pike Library needs to remain on the campus until it can be relocated to Columbia Pike, preferably within the south block, or on properties fronting Columbia Pike between S. Glebe Road and S. Adams Street. Advantages to this move include:

- Increased visibility;
- Independent operation from APS facilities; and
- Ability to accommodate expanded community programs and amenities through a larger overall footprint and auditorium with a minimum capacity of 250 occupants.

Recommendations for Follow-On Work or Studies

1. Visioning Process to Identify APS Schools and Buildings of the Future:

The CCWG recommends a follow-on study and series of public conversations, led by APS Department of Teaching and Learning, to envision the schools and buildings of the future for all APS sites. These conversations could include a collaboration with the Partnership for Children, Youth and Families, the CCPTA, the Arlington Chamber of Commerce, the Civic Federation, and other relevant organizations to examine the following:

- how the Profile of a Graduate, along with a project-based focus and hands-on (applied) learning, work together to prepare students for the future using new educational models;
- how thinking on building and delivering the indoor and outdoor educational spaces may evolve and what those spaces can look like over time throughout the entire County;
- how existing community centers, libraries and other public buildings could contribute to the educational spaces of the future (partnership with the JFAC);
- how the County could explore potential opportunities for converting commercial office space or elements of private redevelopment for long term educational uses (partnership with the JFAC); and
- how necessary components and sites of our next generation of educational and public facilities could be identified.

2. Field Spaces and Athletic Uses:

APS and the Department of Parks and Recreation must continue to collaborate to identify field spaces across the County that can be used for student athletics. This issue clearly requires a more comprehensive assessment extending beyond an individual school site and should involve a broader representation of stakeholders who can dedicate additional time and resources to this effort. This may mean revisiting existing agreements with the goals of ensuring:

- consistency across all such agreements;
- maximized field use across all available sites/facilities (especially those facilities currently used by the three neighborhood high schools);
- thorough and consistent methodologies for implementation at each site;
- fairness to all involved/impacted parties; and
- the needs of the neighboring communities and those of the overall County are balanced with the needs of our growing student population.

3. South Block Development:

Arlington Economic Development should take the lead in identifying potential development partners to achieve the CCWG's expressed vision for the south block. This should include public/private partnerships, such as private developers, institutions of higher education (NOVA Community College and other local universities), arts groups, and cultural institutions, all of which could provide financial support necessary to acquire and develop available south block properties. The collaboration has the potential to attract business associated with the technical learning currently provided at the Career Center (i.e., cyber security). For additional details, please see the [report prepared by the Public Library Subcommittee](#).

4. Parking, Transportation Demand Management (TDM), and Transportation Study

The working group underscores the importance of a comprehensive parking, TDM and Transportation study and recommends it be done prior to the BLPC and PFRC groups commencing their work in late 2019. The working group recommends the analysis captures the following;

- an assessment of parking and transportation needs for both a neighborhood and an option school;
- an assessment of how a mix of on-site and off-site parking solutions may be achieved; and
- a study of a robust TDM strategy to verify if it could reduce overall parking needs.

The group would also like to see APS encourage use of transit among our students, study the available routes to and from school, and the opportunities to improve circulation among all the high schools by enhancing or tweaking transit routes. Lastly, APS should also assess or curtail the policy for selling student parking permits and explore the potential for APS students to ride mass transit at no cost.

5. Integration of Site History

As our understanding of the history of this site is still evolving, some historians contend that a Civil War-era Union Army camp called Camp Casey may have been located in the vicinity of the Career Center site. Given that a focus of the County's Historic Preservation Program is to expand the study of cultural heritage throughout the County, this site presents an opportunity to complete an archaeological assessment of the site prior to construction and possibly conduct archaeological monitoring during ground disturbance activities. In the event that any historical artifacts are uncovered, this would allow further opportunity to educate the community about the history and evolution of the site.

The working group hopes that these recommended studies will follow current trends and be overseen jointly by the County and School Boards. Cooperative, coordinated, long-range planning processes are Arlington's best opportunity to continue delivering the excellent education provided by APS while finding comprehensive solutions that make efficient use of our limited land and dollars.

8. WEBSITES MENTIONED IN THE REPORT AND CONTENT REQUESTED BY CCWG

The following represents a summary of websites and other content included as part of the Final Report or specifically requested by the CCWG. Where appropriate, the heading title provides a direct link to the specific location in the report where this information is referenced.

- A. **[APS ACCOMMODATING 1,300 NEW HIGH SCHOOL SEATS](https://www.apsva.us/instruction/new-high-school/)**
<https://www.apsva.us/instruction/new-high-school/>
- B. **[APS APPROVED 2016-2027 CAPITAL IMPROVEMENT PLAN](https://www.apsva.us/wp-content/uploads/2014/11/APS-CIP-16-Report-1.6-WEB_FINAL.pdf)**
https://www.apsva.us/wp-content/uploads/2014/11/APS-CIP-16-Report-1.6-WEB_FINAL.pdf
- C. **[APS APPROVED 2018-2029 CAPITAL IMPROVEMENT PLAN](https://www.apsva.us/wp-content/uploads/2018/06/CIP-06-21-18-Rev-06-21.pdf)**
<https://www.apsva.us/wp-content/uploads/2018/06/CIP-06-21-18-Rev-06-21.pdf>
- D. **[APS ENROLLMENT PROJECTION PROCESS](https://www.apsva.us/statistics/enrollment-projections/)**
<https://www.apsva.us/statistics/enrollment-projections/>
- E. **[APS OPTIONS AND TRANSFERS POLICY](https://www.apsva.us/wp-content/uploads/2015/02/SBP-25-2.2-Options-and-Transfers.pdf)**
<https://www.apsva.us/wp-content/uploads/2015/02/SBP-25-2.2-Options-and-Transfers.pdf>
- F. **[ARLINGTON COUNTY MASTER TRANSPORTATION PLAN](https://projects.arlingtonva.us/plans-studies/transportation/master-transportation-plan/)**
<https://projects.arlingtonva.us/plans-studies/transportation/master-transportation-plan/>
- G. **[ARLINGTON COUNTY'S REGULATION FIELDS SUITABLE FOR HIGH SCHOOL PRACTICE AND COMPETITION](https://www.apsva.us/wp-content/uploads/2018/05/Regulation_Size_Fields_final.pdf)**
https://www.apsva.us/wp-content/uploads/2018/05/Regulation_Size_Fields_final.pdf
- H. **[ARLINGTON FACILITIES AND STUDENT ACCOMMODATION PLAN \(MARCH 2018\)](https://www.apsva.us/wp-content/uploads/2018/03/AFSAP-Decision-Points-FINAL-03-06-19.pdf)**
<https://www.apsva.us/wp-content/uploads/2018/03/AFSAP-Decision-Points-FINAL-03-06-19.pdf>
- I. **[ASSESSMENT OF CCWG PROGRESS \(COMPARED TO THE ADOPTED CHARGE\)](https://www.apsva.us/wp-content/uploads/2018/08/CCWG_Charge_Progress_Final.pdf)**
https://www.apsva.us/wp-content/uploads/2018/08/CCWG_Charge_Progress_Final.pdf
- J. **[CCWG ADOPTED CHARGE](https://www.boarddocs.com/vsba/arlington/Board.nsf/files/ATKMR55A0C2E/$file/Career%20Center%20WG%20Charge%20-%20adopted%20111417.pdf)**
[https://www.boarddocs.com/vsba/arlington/Board.nsf/files/ATKMR55A0C2E/\\$file/Career%20Center%20WG%20Charge%20-%20adopted%20111417.pdf](https://www.boarddocs.com/vsba/arlington/Board.nsf/files/ATKMR55A0C2E/$file/Career%20Center%20WG%20Charge%20-%20adopted%20111417.pdf)
- K. **[CCWG DEFINITIONS OF PROJECT SUCCESS AND FAILURE \(JANUARY 2018\)](https://www.apsva.us/wp-content/uploads/2018/08/CCWG-Success-and-Failure-Exercise.pdf)**
<https://www.apsva.us/wp-content/uploads/2018/08/CCWG-Success-and-Failure-Exercise.pdf>
- L. **[CCWG GROUND RULES](https://www.apsva.us/wp-content/uploads/2018/01/GroundRules_2018Jan22.pdf)**
https://www.apsva.us/wp-content/uploads/2018/01/GroundRules_2018Jan22.pdf
- M. **[CCWG MEETING TOPIC MATRIX](https://www.apsva.us/career-center/ccwg-follow-journey/career-center-working-group-meeting-dates/)**
<https://www.apsva.us/career-center/ccwg-follow-journey/career-center-working-group-meeting-dates/>

- N. **COLUMBIA PIKE BIKE BOULEVARDS**
<https://projects.arlingtonva.us/projects/bike-boulevards/>
- O. **COLUMBIA PIKE FORM BASED CODE (FBC)**
<https://projects.arlingtonva.us/neighborhoods/columbia-pike-form-based-codes/>
- P. **COLUMBIA PIKE MULTI-MODAL STREETScape IMPROVEMENTS**
<https://projects.arlingtonva.us/projects/columbia-pike-improvements-county-line-four-mile-run/>
- Q. **COLUMBIA PIKE PUBLIC LIBRARY SUBCOMMITTEE REPORT**
https://www.apsva.us/wp-content/uploads/2018/08/Library_Subcommittee_Final_Report.pdf
- R. **COLUMBIA PIKE REVITALIZATION ORGANIZATION (CPRO)**
<http://columbia-pike.org/>
- S. **COLUMBIA PIKE TRANSIT IMPROVEMENTS**
<https://newsroom.arlingtonva.us/release/county-planning-premium-bus-service-for-columbia-pike/>
- T. **COLUMBIA PIKE TRANSIT STATIONS**
<https://projects.arlingtonva.us/projects/columbia-pike-transit-stations/>
- U. **COMPARISON MATRIX OF AMENITIES BETWEEN THREE HIGH SCHOOLS AND OPTION PROGRAMS**
https://www.apsva.us/wp-content/uploads/2018/08/HS_Program_Facilities_Revised.pdf
- V. **COMPARISON OF SEATS, PARKING, AND SCORES FOR THREE HIGH SCHOOLS AND OPTION PROGRAM**
https://www.apsva.us/wp-content/uploads/2018/08/HS_Space_Comparison.pdf
- W. **CREATION OF THE CAREER CENTER WORKING GROUP (CCWG)**
<https://newsroom.arlingtonva.us/release/county-aps-create-joint-working-group-for-career-center/>
- X. **FEASIBILITY STUDY: ARLINGTON EDUCATION CENTER**
https://www.apsva.us/wp-content/uploads/2016/11/Arlington-Ed-Center-Feasibility-Study-Final_170601.pdf
- Y. **FREQUENTLY ASKED QUESTIONS AND COMMENTS**
<https://www.apsva.us/wp-content/uploads/2018/09/CCWG-Issues-and-Input-1.pdf>
- Z. **GENERAL LAND USE PLAN (GLUP)**
<https://projects.arlingtonva.us/plans-studies/general-land-use-plan/>
- AA. **INITIAL ASSESSMENT OF TRAFFIC CONDITIONS AROUND THE CAREER CENTER SITE**
<https://www.apsva.us/wp-content/uploads/2018/08/Career-Center-Existing-Conditions-FINAL.pdf>

BB. [JOINT APS – ACG \(DPR\) FIELD SPACE & ATHLETICS PRESENTATION](https://www.apsva.us/wp-content/uploads/2018/05/Field-Space-and-Athletics.pdf)

<https://www.apsva.us/wp-content/uploads/2018/05/Field-Space-and-Athletics.pdf>

CC. [JOINT WORK SESSION - COUNTY AND SCHOOL BOARDS](https://www.apsva.us/wp-content/uploads/2018/04/CCWG%20Joint%20Work%20Session%204%2017%2018%20distribution.pdf)

<https://www.apsva.us/wp-content/uploads/2018/04/CCWG Joint Work Session 4 17 18 distribution.pdf>

DD. [MASTER TRANSPORTATION PLAN MAP](https://arlingtonva.s3.dualstack.us-east-1.amazonaws.com/wp-content/uploads/sites/31/2018/04/MTP-Dec-2017.pdf)

<https://arlingtonva.s3.dualstack.us-east-1.amazonaws.com/wp-content/uploads/sites/31/2018/04/MTP-Dec-2017.pdf>

EE. [PROFILES OF STUDENT LIFE: ATTITUDES AND BEHAVIORS, MAY 2015](https://apcyf.arlingtonva.us/wp-content/uploads/sites/41/2016/04/Exec-Summary-%E2%80%93-Grades-810-12.pdf)

<https://apcyf.arlingtonva.us/wp-content/uploads/sites/41/2016/04/Exec-Summary-%E2%80%93-Grades-810-12.pdf>

FF. [PROJECT WEBSITE: FOLLOW THE JOURNEY](https://www.apsva.us/career-center/ccwg-follow-journey/)

<https://www.apsva.us/career-center/ccwg-follow-journey/>

GG. [PUBLIC SPACES MASTER PLAN \(PSMP\) UPDATE](https://projects.arlingtonva.us/public-spaces-master-plan-psmp-update/)

<https://projects.arlingtonva.us/public-spaces-master-plan-psmp-update/>

HH. [SCHOOL BOARD MEETING JUNE 29, 2017: OPTIONS FOR HIGH SCHOOL SEATS](http://www.boarddocs.com/vsba/arlington/Board.nsf/goto?open&id=ANKJFP4BE369)

<http://www.boarddocs.com/vsba/arlington/Board.nsf/goto?open&id=ANKJFP4BE369>

II. [SPECIAL EXEMPTION USE PERMIT, COUNTY BOARD MEETING, MAY 11, 2018](http://arlington.granicus.com/MetaViewer.php?view_id=2&clip_id=3519&meta_id=176217)

http://arlington.granicus.com/MetaViewer.php?view_id=2&clip_id=3519&meta_id=176217

JJ. [SUMMARY OF WALK SCORES](https://www.apsva.us/wp-content/uploads/2018/08/HS_WalkScores.pdf)

https://www.apsva.us/wp-content/uploads/2018/08/HS_WalkScores.pdf

KK. [VIRGINIA PROFILE OF A GRADUATE](http://www.doe.virginia.gov/instruction/graduation/profile-grad/index.shtml)

<http://www.doe.virginia.gov/instruction/graduation/profile-grad/index.shtml>

ARLINGTON CAREER CENTER

Arlington Public Schools

